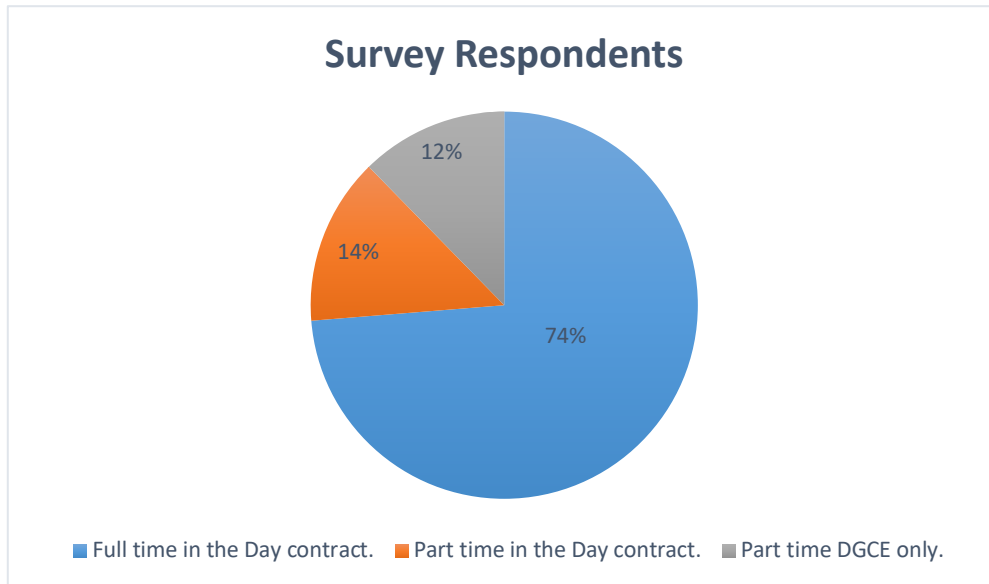


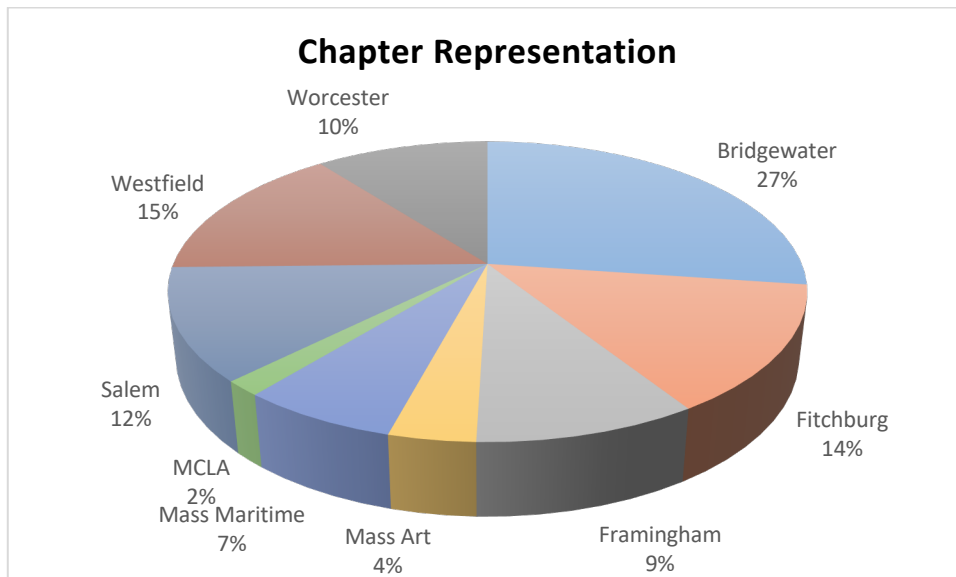
## DGCE BARGAINING SURVEY RESULTS 2020

The survey had **431 responses**, of which 317 came from FT faculty who also teach one or more DGCE courses, 60 from Day PT faculty who also teach one or more DGCE courses and 53 from DGCE PT faculty only.



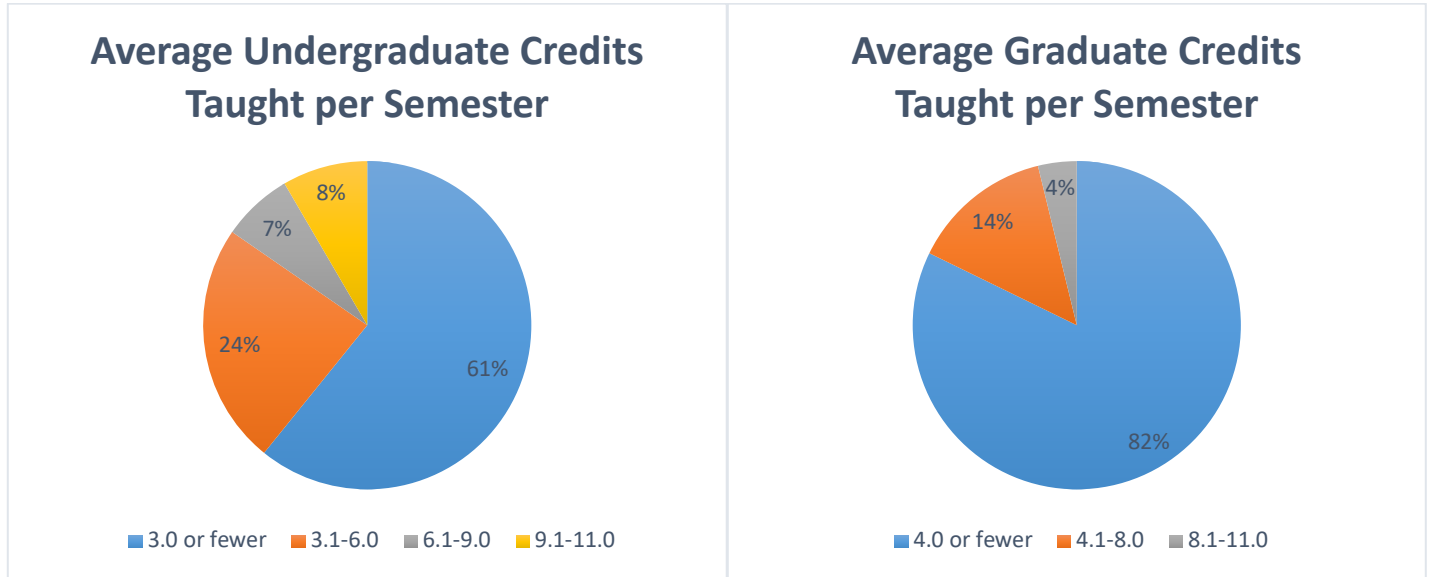
*Q: Which best describes your teaching status?*

All 9 chapters had survey respondents with percent participants as follows:



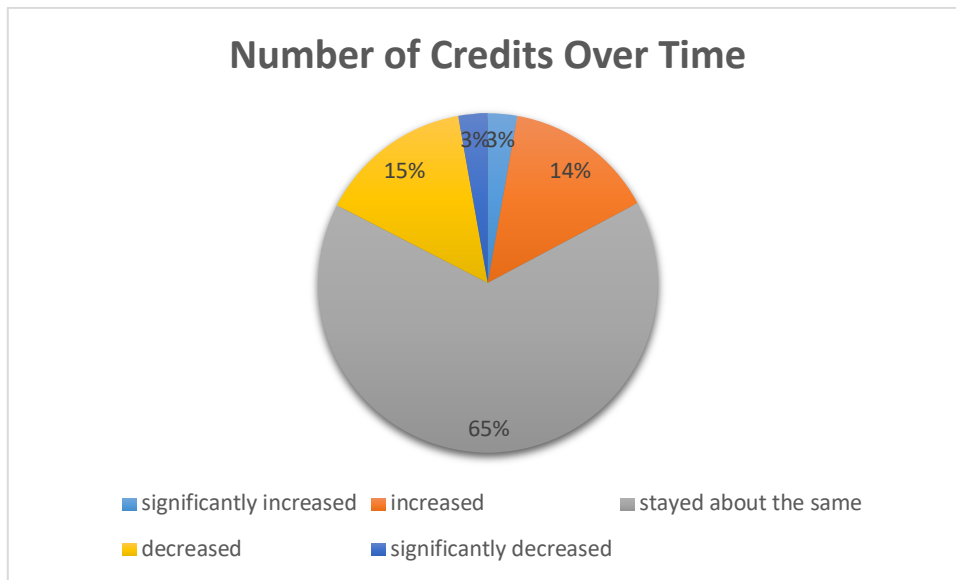
*Q: On which MSCA campus do you teach primarily?*

The average number of DGCE undergraduate and graduate credits taught per semester/session has the following percent distribution:



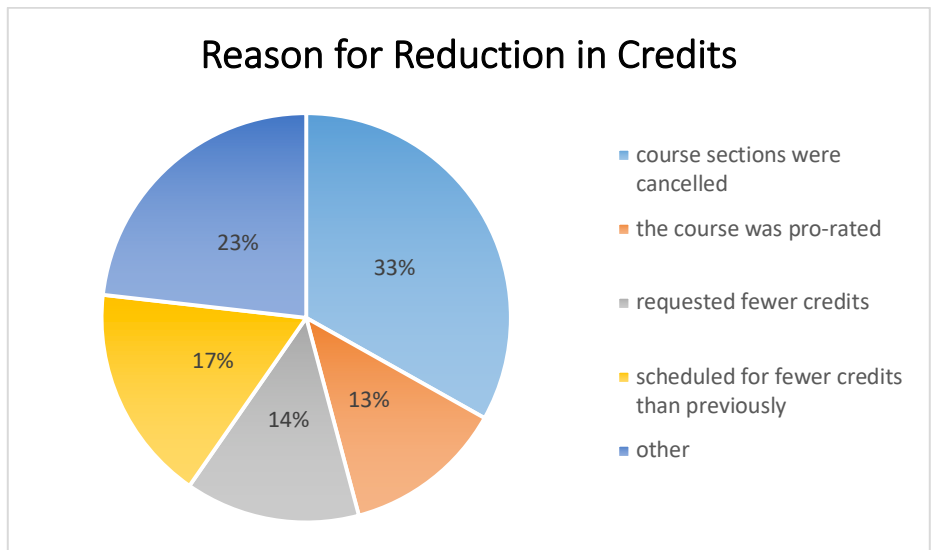
*Q: On average, each semester or session how many DGCE **undergraduate/graduate** credits do you teach at the nine state universities combined?*

The overall number of credits taught by faculty does not show a change over time. 65% of faculty indicated their credits have stayed about the same, and the remaining answers showed a balanced distribution—18% indicating a decrease and 17% indicating an increase in credits over time.



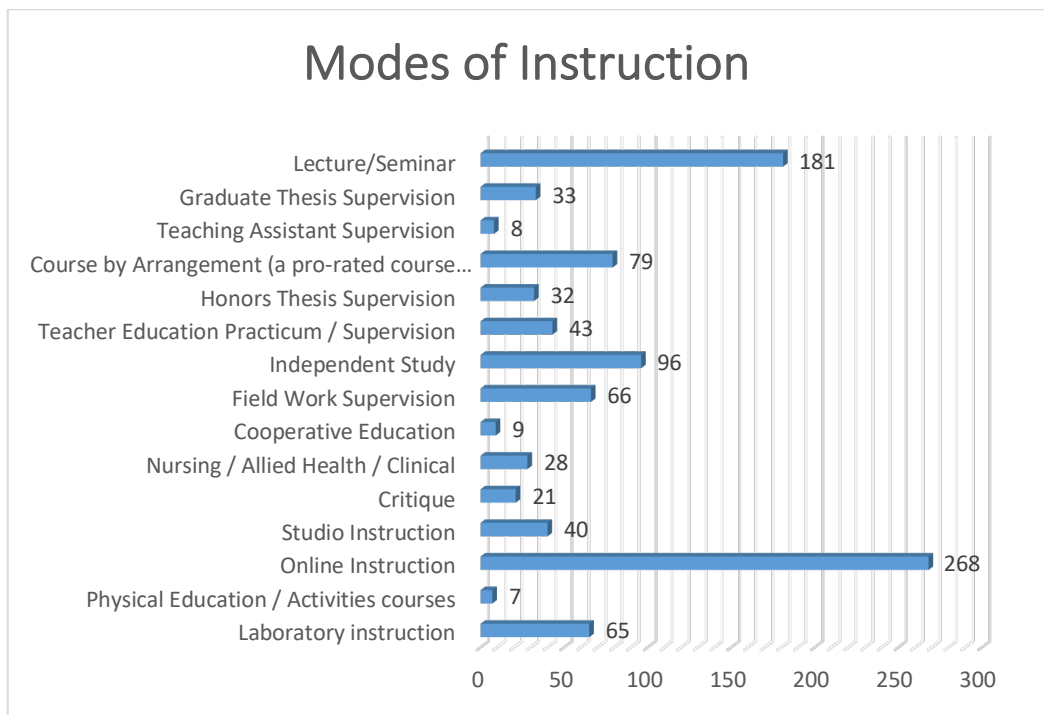
*Q: Over the last two years the number of credits you have taught has significantly increased, increased, stayed about the same, decreased, or significantly decreased?*

For those faculty who had their credits decrease, the primary reasons were that course sections were cancelled (33%) or that they were scheduled in the first place for fewer credits (17%). 13% indicated their course was pro-rated due to low enrollment, and 14% requested fewer credits to teach. Other reasons indicated were APRs, serving as chair, FT faculty needed to fill their schedule, assignment of courses was “given to favorites” or “select group of faculty” (a few mentions along these lines), program shrinking and thus less classes offered.



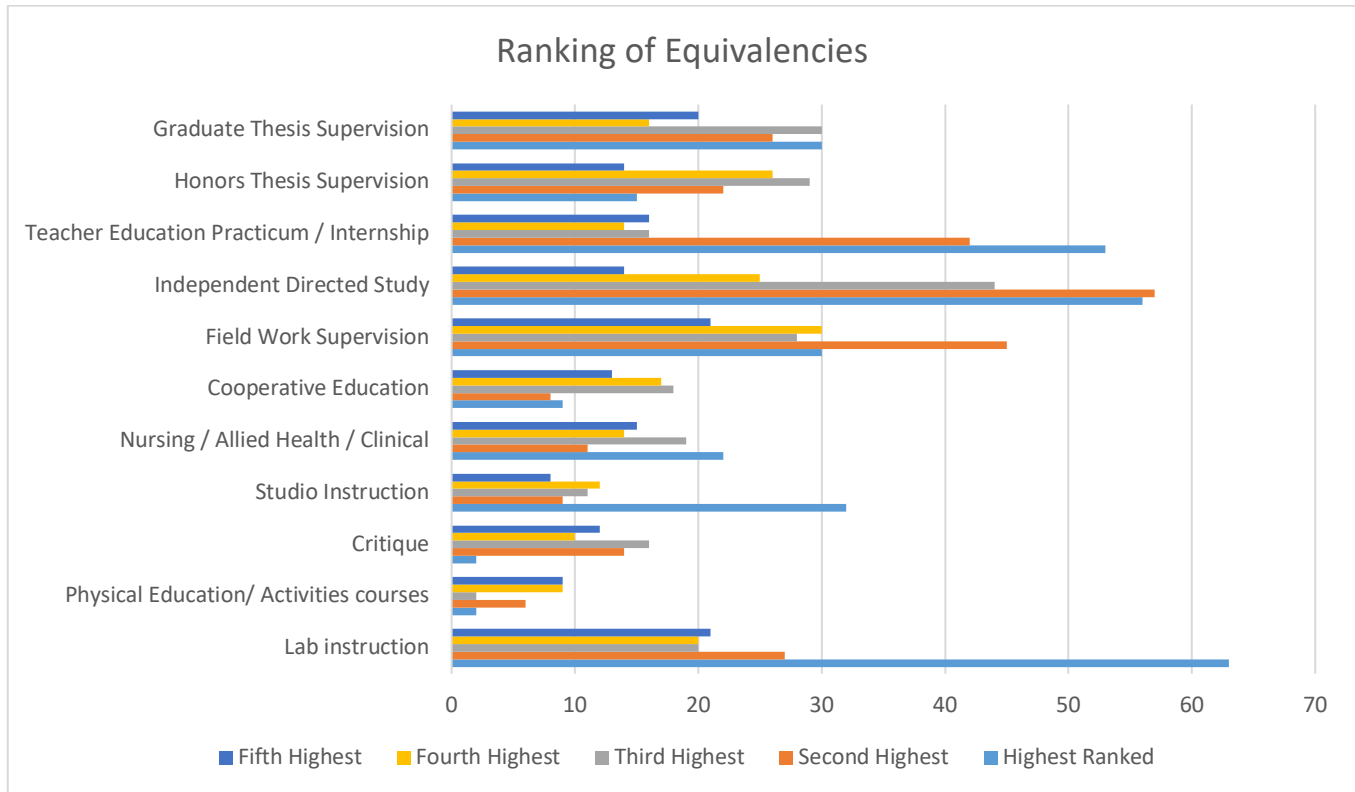
*Q: If your course credits decreased in any way, what was the primary reason?*

The modes of instruction that faculty teach in the DGCE contract are primarily (listed in decreasing order) Online Instruction, Lecture/Seminar, Independent Study, Pro-rated course by Arrangement, Field Work Supervision and Laboratory Instruction. The full list can be seen below:

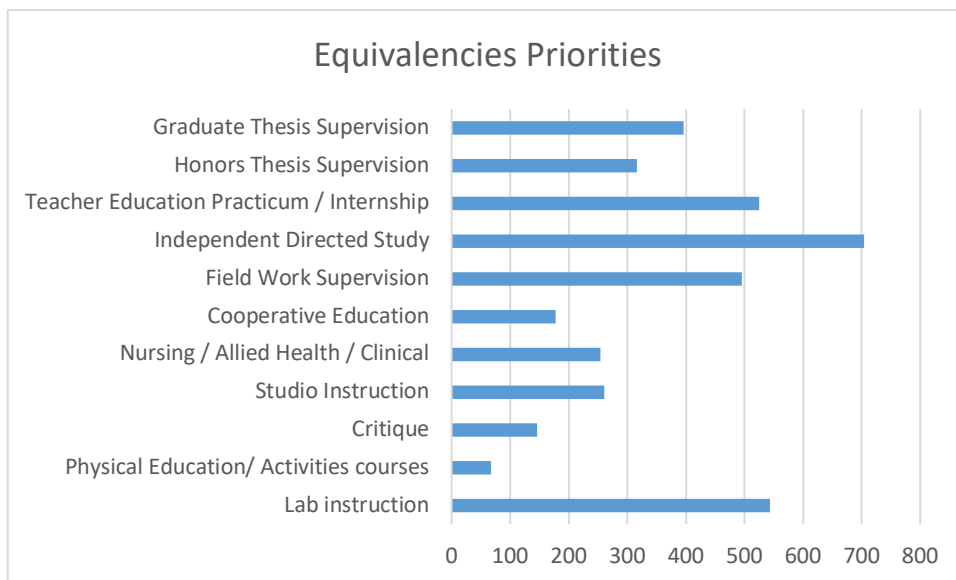


*Q: What DGCE mode of instruction applies to you? (Check all that apply)*

Survey respondents were asked to rank their top 5 priorities for funding equivalencies among a specified list of 11 equivalencies types.

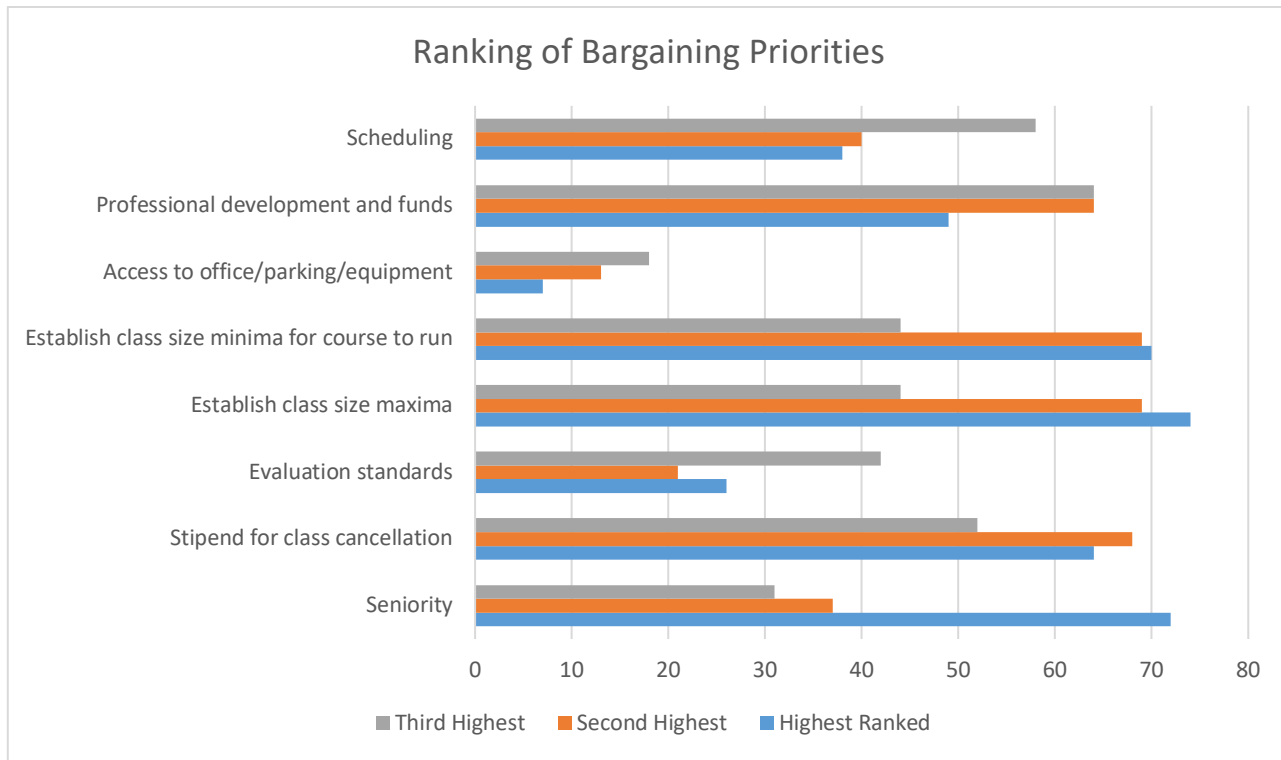


To help guide the bargaining committee, a summary coefficient was calculated by assigning points to each ranking (5 points to Highest Ranked, 4 points to Second Highest Ranked, 3 points to Third Highest Ranked, 2 points to the Fourth Highest Ranked and 1 points for the Fifth Highest ranked equivalency type) and summing the values for each category. The equivalency type that received the most points is the top ranked choice.

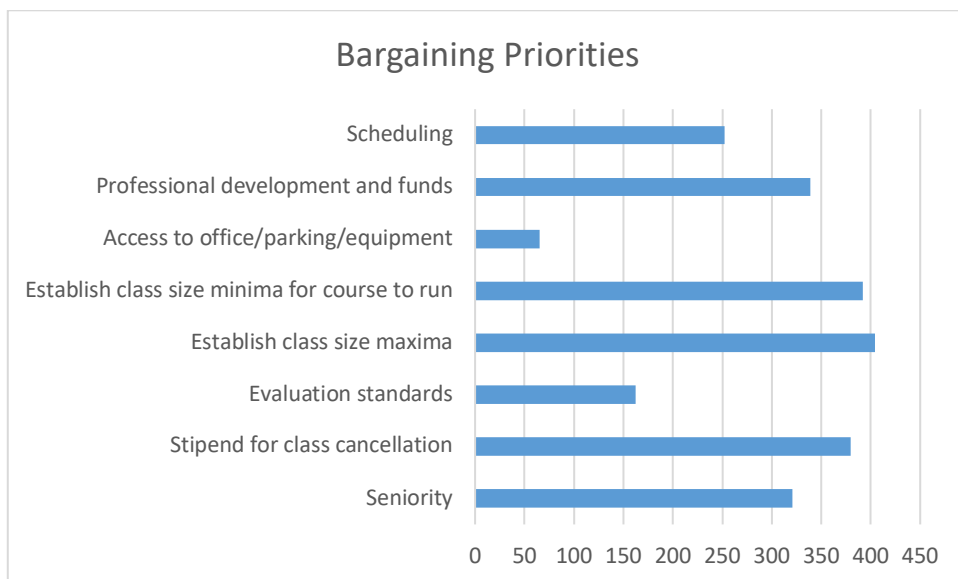


*Q: In terms increasing equivalencies, please indicate the top 5 priorities for the bargaining team.*

Survey respondents were asked to rank their top 3 priorities for bargaining among a specified list of 8 priorities.

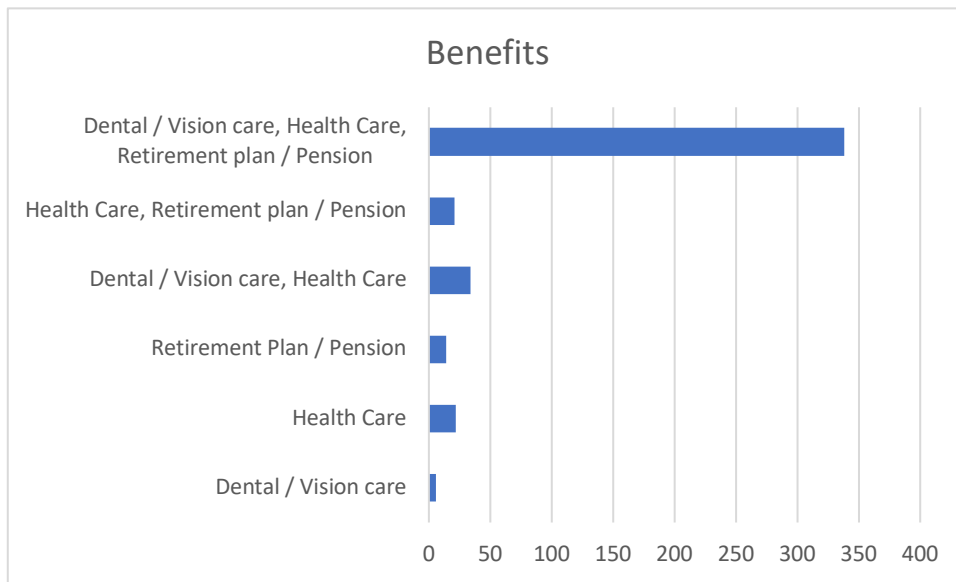


To help guide the bargaining committee, a summary coefficient was calculated by assigning 3 points to Highest Ranked, 2 points to Second Highest Ranked, and 1 point to Third Highest Ranked bargaining priority and summing the values for each category. The bargaining priority that received the most points is the top ranked choice.



*Q: In terms of overall contract provisions, what should be the top three priorities for the Bargaining Team?*

Of the 431 survey respondent, 369 have a retirement plan or pension, 374 have dental or vision care, and 411 have health care. The table below indicates that 338 have all 3 benefits, and a smaller number have just one or a combination of two of these benefits.



*Q: Do you have access to these benefits (through your employer, your spouse / domestic partner's employer, outside employer or other plan)? Check all that apply.*

**Open Response Questions:**

***Q1: If you are on a campus affected by online accelerated programs (such as Academic Partnerships or any for-profit companies which deliver online instructional 'support' in public institutions), please add suggestions for action below.***

A full time faculty course coordinator for each course is needed. FT Faculty should be teaching and have first priority for any online courses.

Class size maximum, especially in courses offered early in the program (when students are learning/re-learning technology, professional writing, research) and require additional support.

Control max number of students 45 is too many for quality education

Courses part of load. Courses at risk for virtual university. Direct influence on FT tenure positions becoming a thing of the past.

DGCE is trying to force faculty to teach these classes for less money - faculty should ALWAYS have the right to not teach for less compensation - meaning you do not have to teach an under-enrolled class for less money if you don't want to.

DGCE keeps adding new programs WITHOUT additional funding to support these programs - we cannot continue to add more programs without increasing budgetary allocations to the library and other support centers on campus.

have it on campus but I am not involved with it. IT sounds like a disaster and a foolish endeavor as opposed to keeping things internal

Hiring of faculty to develop and teach the online courses and not depend on day faculty to coordinate the program. Hiring faculty, Compensation for course development and teaching the courses should be included in DGCE bargaining.

I am against these accelerated programs, but I don't know how we can effectively act against them. However, we could say that they can't put in place an accelerated program that duplicates an in-person/hybrid, regular-length program.

I currently teach a section of MGMT 9050 with 60 students. I don't mind the work load and can handle it. However, I think we should receive greater compensation than we do at present for a class of this size.

I have a lot of concern about these partnerships, and have seen that they have contributed to other campuses facing financial difficulty. They also seem to lead to much larger class sizes. Additionally, the programs they are partnered with get all of the emphasis in terms of advertising, so other programs are left to whither.

Infrastructure to support online learning such as more than 1 instructional designer or LMS support technician for day and evening programs. Faculty must be given additional compensation that is fair and not at the discretion of administration, for course development, teaching online courses.

It is not feasible to teach more than 25-30 students and give them the individualized attention given to our students on campus. FSU advertises that on-campus faculty teach in the online programs but I can honestly say that while this is true on the surface, I absolutely cannot provide the same level of dedication when I have between 40-45 students as I have been seeing. There is a possibility for a teaching assistant but this seems like it would be more work to train the assistant. My suggestion would be to offer my course every 7 week rotation during the typical fall and spring semesters to enhance the learning experience AND provide additional times for the students to take the course. Students have also complained that they don't want to wait another 7 weeks for the course to be offered.

Limit class size!

Maintain current size of courses. Do not move to TA model with more students

Minimum and maximum course numbers

AOP courses taught as load

Program coordination duties and compensation

more control, keep AP at bay

need more labs in Laboratory

Need to allow faculty to teach 6 courses per AY - thus 1 course per term, 2 courses per semester

no

No online courses

no

None at this time

Not affected. I don't have access to any benefits, but the only way I can submit this survey is by saying that I do. Please delete my response to the above question when acquiring stats for this survey. Does not apply should be an option!!!

Not clear how these programs are evaluated - VERY large classes

Not that I know.

Offered first to full-time faculty.

OMG. WHY are these for-profits running programs that PRETEND to be run by the univ???

Preserve department and university autonomy in methodology of instruction

Professional development for faculty with regard to virtual learning platform should be required before teaching with that method or mode of instruction.

Reduce class size maximums

Stop these programs

That they do not get more compensation or prep monies than everyone else

The outside partnership for Blackboard help has access to all parts including grading. This is outrageous. Also as far as online education (especially now) who owns the courses--intellectual property?

There are many issues linked with Academic Partnerships, such as class size over load, instructors assigned to teach, possible academic freedom violations, quality of education provided.

Would love for the day and evening contract to collapse into one with this - The multiple contracts make things a nightmare.

***Q2: If you are on a campus affected by Early College initiatives, please add suggestions for action below.***

15-year-old nearly-illiterates misbehaving in class with professional adults who are trying to raise their market value? Why are there no incoming requirements as with FT day students?

Be sure students are have the highest GPAs and are seniors

Build into the initiative support for faculty teaching these students.

Courses must only be taught by university faculty, not high school teachers

Early college initiatives must compensate instructors for their time by credit hour worked, not in relation to credit hours earned by students. For example, if a student is earning 3 hours of college credit, but instruction takes place across an entire academic calendar year, the instructor should be paid 6 credits.

Early College should not compel students to be in specific majors. It should focus on General Education. It also should be limited to High School Juniors/Seniors with high GPAs. Most high schoolers would do better to be in high school classes.

Faculty choice re: when to teach

get rid of the high school partnership at BSU with Wareham High, the kids are socially not ready for college and are disruptive

I am actually working on an initiative, we do have an Early College program on campus that can be improved and offer access to more students

I am against these, too. I don't have a suggestion, though.

I don't know

I think that the system for selecting students for Early College should focus more on how to support students, rather than merely filling a program. Not all high school students are ready to be successful in college classes. And, not all college instructors are prepared to meet the unique needs of this population of students.

I work with Westfield Promise at Holyoke High, and It is an amazing program. I'd like the class size to be capped at 20, though.

I would love it if there was a brief but mandatory workshop for both Early College and entering freshman to take that would orient them on how to take an online course. There's a big difference between returning students and upper-level students taking an online course for the first time and these students.

Include political science, history, and sociology in the course options for high school students. We need it more than ever, now!

Instructors should be able to work when they want to work without restrictions/limitations by the administration.

More directed training should be provided for professors involved in this. We are tossed into a situation with minimal availability for expectations.

Need more info on opportunities for academic depts. to participate.

Need to address if EC course are cancelled (due to pandemic or possible other reasons) how will faculty be compensated and how (or will) the student be granted UG credits?

None at this time

Notify faculty if they have high school student in their classes. For some of us, there is an age minimum needed to ethically engage in professional activities (e.g., research). Also helps us better adjust our classes and/or expectations.

Offered first to full-time faculty.

share this info with all depts, so we know what opportunities are available

Stop these programs

Teach the freshman what's high education

This needs to be watched carefully. As if now, the model seems ok, but includes a fully online version of classes. I have been told that more such classes are being explored. As always, greed is driving the so called equity agenda. I question the quality of education and the levels of success in delivering college level work in a fully online format to high school students.

Understand the more detail

### ***Q3: Do you have any other suggestions or requests for action?***

(1) Need for reasonable minimum in determining whether a course should run. 10 students is unreasonable. Eight or even seven makes more sense. (2) Grad level pay for any mixed course that has at least one grad student enrolled.

1. More transparency regarding the financial status of the university 2. More transparency in terms of adherence to the mission of the university (our board has run amuck and there needs to be a mission that they must answer to that prevents such untethering)

Admin. should be aware that teaching studio art properly has increased my weekly workload enormously; BB was never intended to manipulate and work with images or teach studio art. It is one thing for the College President to express gratitude that the entire faculty body went online with virtually no notice-- a gargantuan task. It will be a slap in the face if administration attempts to chip away at our benefit structure and requests while we are working harder than ever to deliver a quality education to BSU students.

Administration would prefer part time because it's cheap. Solution is to hold the line and raise the pay rates for part time faculty. Rising tide lifts all boats! I would support "Blue flu" if needed. Enough is enough.

Allow faculty to teach more than 50% of their classes online (especially those who want/need to do so in this pandemic environment). Get rid of the minimum 3-days-per-week on-campus teaching requirement. Reduce class sizes so that students (and their professors) can better practice social distancing.

Allow FT faculty to teach more than 6 credits in the DGCE contract per semester. I would like to teach 3 overloads each semester (and be paid for them). Or base it on a yearly total--4 classes in the summer, 3 in one semester and 2 in another. Something like that.

Allow full time faculty on 12 month contracts in CGCE

An ongoing problem in our department has been the absences of reassignment time for the faculty member who coordinates the graduate program: this is the highest priority/change needed in my opinion, and I'm concerned that it



isn't listed above. The stipends are inadequate and don't give faculty the time they need to actually do this job. In our department it has meant a real difficulty getting faculty to take on the position, which then hurts our DGCE/graduate program offerings and makes it harder for the program to grow. We have to give faculty time to do the jobs we need them to do.

As a Graduate DGCE Chair of two graduate programs (MA/MAT English), I am concerned about the terrible level of compensation for the work that we do. That is my top priority for bargaining. I have 75 students in two degree programs with 25 faculty, and I'm in charge of a hell of a lot--scheduling, advising, recruitment and admissions, assessment, evaluation of faculty, running the graduate committee, supervising a Grad Assistant, curriculum development, program review, and more. And I get one APR per year, plus a summer stipend. I have to use my own banked credits in the opposite semester just to do the work of the job, pro bono. This coming year my APR has been stripped due to the financial crisis and replaced with money, which is nice and all, but money does not add hours to the day. The work takes a lot of time, which is hard to do when teaching 3 or 4 courses. My labor amounts to the same amount of work as a chair for a smallish undergraduate department like Foreign Languages. Chairs of those Undergrad majors get course releases to do the labor because the institution recognizes its value, but Grad programs are like a poor stepchild in comparison to undergraduate chairs. This unfair compensation for DGCE Chairs makes it hard to expand, recruit, and improve our programs. Not to mention that it makes it hard to convince anyone to do the job who isn't a masochist like me.

As a Visiting Professor with a Ph.D. and 25+ yrs teaching with CGCE, I would like to receive equal compensation to day faculty who teach a CGCE course. I don't believe that is the case now.

Assurances/considerations to tenure track faculty regarding this year and the inability to carry out many of our required duties.

At Salem state graduate coordinators receive an APR for fall and spring semester to coordinate their respective programs. However in the summertime they are forced to do this work at only \$30 an hour. This rate has not been raised since 2000. This rate is also substantially lower than the Standard.

At Salem state full-time faculty members have been told that they could only teach three credits out of load through the DGCE. They are citing an old memo from 1996, that was not part of union negotiations. Nowhere in the contract does it indicate how faculty member can spend their free time. I didn't know that every time and if we choose to teach extra was dictated by the University. For example some faculty members teach at other universities, how is this fair? Some faculty members also have part time therapy practices, which is allowed.

Can't the language be changed so that a jury of colleagues can be asked (presumably by management) to determine if someone is mentally or physically fit or incapable? Can't the language be changed so that faculty/librarians might voluntarily schedule classes at different hours/outside of the 4:30 timeframe?

Clarify and be explicit about the course approval process. All of our courses are being graded on a rubric by staff members, and they are very vague about whether we have to follow their feedback.

Class caps need to be addressed! As we continue online teaching the presidents will increase the caps to save money on eliminating sections. This will hurt our part-time faculty. How does this relate to the 12% part time faculty ratio schools are supposed to maintain?

Compensation for oral comprehensive exams has not increased in over 35 years. We get \$20 for a 45 minute exam and 30 minute prep reviewing documentation. This is embarrassing to ask faculty with a doctorate to work for less than minimum wage.

Connecting program size to realistic class numbers. Grad courses in my department are being cancelled for not reaching sizes that simply aren't viable for the number of total students in the program. It does not make sense to have "across the board" minimum sizes that treat all departments as equal when their programs are not.

Consistent compensation guidelines for graduate chairs that should be included in the DGCE handbook for chairs. Coordinator compensation should be addressed. Coordinating programs is part of many people's full-time jobs but the compensation varies from year to year. Also, coordinators don't know what their compensation will be until well after schedules have been submitted.

could we teach MA classes in Day load?

Dates that CGCE cancels courses. It is often before the previous semester's grades are in. So, if someone fails a course, they might not register until they know that. But, it is too late because course has already been cancelled.

Day faculty be given priority for courses prior to adjuncts

Decisions and Policies made by Administration RARELY consciously include graduate school course demands. There is a distinct difference in content, demand and outside agency directives/expectations that must guide what we do. It is a CONSTANT struggle to engage administration in discussion of need, understanding, restrictions etc. There appears little to no desire to understand the "graduate school culture" by WSU administration.

decrease years needed for post tenure review--other N.E. state schools (e.g., U of Maine review every THREE years)

DGCE Chair compensation should be in the contract not the current APR situation.

DGCE chair responsibilities & compensation need to be addressed contractually

DGCE courses at my institution are largely online, which require more prep than a f2f course. DGCE courses should be compensated at similar rates to Day courses

DGCE courses should pay at least the equivalent of day courses if not more.

does not seem to address teaching courses that are LEC - 24 credits per AY

Don't use my response!

Equal pay compared with the day contract for the same work.

Equity in pay with day classes. I was surprised that that was not a choice in the "top priorities" question.

Establishing provisions for online teaching (e.g., class size maxima, separate prep/course from traditional, etc.)

EVALUATE ALL ADMINISTRATORS BY ALL FACULTY WITH RESULTS MADE PUBLIC.

Evaluation of FT Temporary Positions.

Every DGCE course taught for credits in a specific academic department should be vetted by that academic department's Chair and curriculum committee. Amazingly, this is not the case for history of art courses taught for graduate credit at MassArt. The undergraduate department of art history has no input of any kind, and the Graduate Dean chooses which courses run for graduate art history credit, and who teaches them--often not art historians.

Full pay even if class isn't completely full. Eliminate pay by the head.

Full pay for faculty teaching courses that meet the break-even for DGCE (instead of the current full-pay minima requirement of 10 students)

Full pay means full pay--whether the course draws 10 + students or 5. Offers for reduced pay if the course has 9 or fewer students ignores the fact that setting up the course and teaching it require a tremendous amount of time and effort, even if there are only 8 or 9 students in the class.

Get more support for instructional design always. Been great via IT and CTL during this Covid19 crisis, but having online support (and more varied days/times) would be a help to more part-time and full-time faculty teaching via DGCE. Graduate seminars should not have more than 16 students and graduate directors should receive increases in their stipends, instead of decreases.

Hammer out a contract sooner rather than later. Sacrifice the increases in equivalencies - these can be fought for in three more years - as these are voluntary participation items that only affect a smaller subset of the membership.

Focus instead on obtaining a contract in a speedy fashion so membership has something concrete to work with. We need to avoid another 2.5 years of work-to-rule because of the impact this can have on student retention. We sacrificed a number of programs during the last three years because of work-to-rule that would have been tremendous for student engagement and retention. This is not a setting where we can afford to repeat this.

Health benefits and higher pay

Hi. We in the Music Department have been trying for \*years\* to get an Applied Music provision in the CE contract - much like that which exists in the day contract. We came close last time. Please push this. There is currently no contractual means to teach Applied music (Studio) through CE. The cost is passed on to the day school. Thanks. I am aware the total number of students taking cont ed courses is about the same as years past, but they are taking fewer courses due to cost. Is there anyway to create a buy one get one 50% off or a pricing reduction with the more they take in that term? Has someone figured out the real cost to run a course. If the university is breaking even on a course with an enrollment of 5 students for example - why not run the course? Is there anyway to run the same course as both face to face and hybrid or fully online at the same time so - those that can come in will and for those that can not - they can still reg for the course?

I don't actually have healthcare, dental, or retirement through any organization. The option for NONE was not included.

I have to teach additional courses because I need the money. My regular salary is insufficient to cover my expenses.

I shouldn't have to wait to teach until 4 pm because I work fulltime during the day.

I feel like I am being penalized for my hard work and dedication.

I think that semesters taught in the summer or outside of load should add to years of service for our pensions. Since a day-load year is seen as 9 months, teaching 1 month in the summer would be 1/9th of a year.

I understand that departments need to think about full time faculty, however, in the past, summer/intercession courses (which are overload for FT) were divided up fairly so that PT could gain access to income, this has stopped with lame reasons given. I have received excuses that the numbers are down for the particular course I teach is usually filled with many students looking for an elective with email requests to add into a filled section. It is frustrating as I rely on that income and now I am barely making it paycheck to paycheck. I am afraid that if we go online until spring 2021 (which IS a possibility) and the budget is tanking that the first to go will be PT faculty.

I was in the MCCC and their seniority system was clear and well understood.

I was not clear about what the priorities for equivalencies meant. Similarly, I don't understand what it would mean for evaluation standards to be the highest priority. What about evaluation standards?

I wish that my university offered more opportunities to teach online courses through DGCE, including non-credit courses such as MOOCS. During this difficult time, I wish that DGCE and my department would support the idea of placing some upper-level academic courses online. I teach 100-level and love it, but some advanced courses that could

be online would likely be welcome by some students who have no other choice but to learn online. With all the insistence on getting back into the classroom, I think that students who need to take their courses online as well as faculty who love to teach online and have good skills doing so are being overlooked.

I would like to have access to the results of the evaluations that the students complete each semester. It is bizarre to me that we never get to see the results.

If you teach as an adjunct during the day, you receive close to \$1000 per course for the same course that you teach at night or online. Equity, please. There should not be such a disparity between two. You are basically saying that students who take a course during the day are superior to students who take courses at night or online because you are paying more for the same class and same enrollment caps. Why?

In light of the current situation, and the recent email from President Clark, it appears that many adjuncts face a strong possibility of either being laid off, or having classes reduced. I would like to reiterate the importance of recognizing those adjuncts who have shown great commitment to BSU and to look seriously at seniority when the decision to hire and fire adjuncts is raised in departments. Also, I would love to see a place where the faculty can provide feedback on administrators who they have engaged with over many semesters.

Increase the compensation for directed studies

Increase the credits for graduate thesis and capstone supervision to match the day contract. Currently we get more credit for advising a undergrad day directed study than we do for advising a Masters Thesis!

increased stipend for graduate coord.

Interlibrary loan by mail for distance ed professors & students

Internship supervisors have an extensive job outside actual supervision of students, such as keeping up relationships with placements., advertising the program with students, and guiding students in their quest for an internship placement. I personally work with dozens of students each summer and with dozens of placement sites. In the end one, two or three students actually register for internships (some do them without getting credit because they can't afford the tuition). Some only register for one credit, which doesn't lessen my load in supervising them but cuts my pay for that by 2/3rds because I get paid by the credits students register for.

It would be very helpful to have one integrated contract than two contracts.

It's extremely important that the equivalencies for supervising student teachers be equal between the day contract and the DGCE contract.

It's very unclear when or if a part-time visiting lecturer is even eligible for anything under the union contract, and, frankly, it's confusing to receive all these emails about the bargaining unit. I have been teaching at FSU for 2 years, and outside a brief mention of the union during my interview, I have never received any additional information about joining, dues, eligibility, etc. I have tried to explore the bargaining agreements online, but I don't see much of anything about part-time faculty. Also re: forced answer on the benefit question - none apply, but I was forced to answer it.

keep work day until 4:30 pm, do not eliminate

less cost for retiree optional insurance

Let's be honest. It's all about what you are paid and how many students are in your class. Cap the classes, increase the pay, and increase the teaching credits per coop report evaluation and lab instruction, not necessarily in that order.

List name of adjunct faculty instead of TBA. Students are more likely to sign up for the course if they know who the instructor especially if they have had that adjunct faculty for a course or they can ask their fellow students if they have had that adjunct faculty as an instructor.

Lower minimum number of students enrolled would make a big difference.

Many DGCE courses are taught online without consideration to faculty's professional development for students' needs. Therefore, faculty should be trained in quality matters course design for online learning which aligns with retention strategies and student success.

Many DGCE courses are taught online. Virtual learning software training, quality matters, designing online courses, aligning course objectives with student learning outcomes and assessment tied to student retention should be at least faculty goals and or part of faculty professional development before faculty are awarded with online courses to teach.

Many of my course are grad/undergrad. Compensation is based on enrollment and this is a big equity issue. For example, a few semesters ago, I taught combined seminar, I had more undergrads than grads so I received 3 SHCI for each section (6 total). My less senior colleague had more graduate students. He received 8 total. By the end of the following semester, he earned 16 total to my 12--the equivalent of a graduate course. Admin shared the issue was the contract so they could not compensate us equally. More often, I have to wait until the last minute to find out the number of SHCI I am earning for a combined grad/undergrad course. These courses boost enrollment for the university and should be compensated at the higher rate regardless of enrollment.

more options to do CGCE classes as part of day load

My "retirement plan" is Smart plan

My top priority is between pay parity between Day and DGCE. As a union member, I make significantly less for my online class than my day face-to-face course even though I work on my online class through the day.

N/A

Need to work to grow continuing ed programs and keep them separate.

no

no

No

no religious ceremony/blessing of any kind during any official public university event

None at this time

none at this time

Not sure if this is contractual or unique to my campus but there seems to be real confusion about how often to evaluate DGCE faculty. My understanding is the contract says every 6th semester but some are being evaluated more frequently by Continuing Studies and/or being evaluated twice on differing schedules by Coll of Grad Studies AND Continuing Studies.

One required question about health insurance and retirement does not have a none of these apply options

Online privacy issues

Orientation

part time faculty could receive an academic year contract outlining a minimum of at least one/two classes per semester based on seniority.

Part-time faculty salary

Pay equal admin advising rate for undergrads and grads. Undergrads are usually transfers and more complicated but pay less per capita than grad advising

Pay equity between day and CGCE/DGCE is essential. At present, my default is to turn down these opportunities.

Pay equity. Why is that so hard to understand? And maybe a little more for online. It's more work to set up. A heck of a lot more individual interaction. I was appalled to discover that the STUDENTS have to pay more for online. What is the rationale for that???

Pay parity for contingent faculty compared to TT

Please clarify the course allocation process. There are very few clear guidelines for oversight on how department coordinators allocate courses. In many cases, these courses represent an opportunity for day faculty to (almost) increase their salary to market standards. However, the obscure process of allocating courses makes it prone to favoritism, etc. There is also not a clear process for how (or how often) these department coordinators are selected. please increase the pay and cap the classes. class size is growing anything beyond 25 students - it is impossible to truly keep track of them in a way that they need

Previously I was offered extra pay if enrollment exceeded 25. Once enrollment reached 30, two sections were created. This semester, I was told no extra pay was available for agreeing to have a 26th student. I'm not clear on why.

Program coordination duties and responsibilities

Pro-rated compensation should be adjusted. It is currently too low.

Put in writing how class sizes will impact compensation and/or threshold for cancellation. I had no idea how much I was going to get in each paycheck this past spring.

Put more care into surveys. This is poorly done.

Quality Education

Revisit the salary scale based on rank/experience/number of degrees - salary scales are unequally applied on our campus

salary increases, salary incentives for minorities (retention)

Stipends for teaching are very low relative to other institutions - please work to raise them.

Studio classes should not be considered by hour since they are much smaller and run mostly independent of the instructor. They are not the same as a lecture class at all.

Submitted originally under the incorrect link. Please disregard previous submission and use this.

Teaching the same class in both the day contract and DGCE - but I get paid a lot less in DGCE. That's not right and should be fixed. Additionally, I worry about true adjunct faculty whose classes get cancelled at the last minute.

Anything we can do to support them is worth doing.

Technology infrastructure, compensation for additional work with online accelerated programs must be included in the discussion. Compensation for teaching online courses. Enrollment number to run a course. The maximum number of students in graduate courses (should be capped at 15).

thank you

Thank you for all your work.

thank you for asking

Thank you for your representation

The "Graduate School" is a complete mess.

The accelerated online courses and programs with outside vendors like Academic Partners

The compensation for teaching online courses should mirror that of courses taught under the day contract (at least for part-time faculty).

The DGCE compensation for summer or extra work is \$30/hour at SSU. This compensation is disheartening and minimizes the work required.

Also, the .25/student compensation for Directed Studies is too low. That is suggesting that the minimum for a graduate course is 16 students at SSU for 4.0 SHCI. If the instructor cost \$5000 and tuition is roughly \$1200, then the university is making \$14,200 for the minimum of 16 students. Whole programs would disappear if the minimum registered is 16 students.

I am both in favor of setting a class size minimum and yet very concerned that it becomes part of the contract with no wiggle room. If so, DGCE class size minimum should be 120-140% ROI for the course or across the average for the courses in the program. Most DGCE classes taught by an adjunct at SSU would then need a minimum of 6 registered students to be at 144% ROI, if an instructor cost \$5000 (high range of compensation). I'm happy to share my formula if it helps. My email is ccondie@salemstate.edu.

I would prefer that the minimum enrolled be 6 students for a DGCE course.

The maximum for an online course should be 18. More than that becomes unmanageable unless course content is cut.

I am wondering if it is possible to ask that administrative budgets be x% of the faculty budget, unless the position is funded by outside sources. I don't know what that percentage would be, but somehow it would be nice to see more faculty lines than administrative lines and for those budget lines to be in relationship to each other.

The pay for courses through DGCE should be the same as pay for the day program. There is a SIGNIFICANT difference between the two. That, to me, is much more important than the priorities listed above.

The question about whether we receive any benefits from another employer or spouse required an answer and would not submit until I picked one. I selected retirement even though I don't have that.

This may sound crazy, but how about just combining gce and day into one entity?

TOPMOST IMPORTANT ITEM to Bargain: Make DGCE course compensation same as day school course compensation

Transparency on why decisions are being made regarding which course are offered or run

Treat us with respect and as equals, not as servants who are expected to do "everything" for students. If you want programming you need to provide infrastructure

Two things: I've taught a spring semester course almost every year for more than twenty years. On occasion, I'll teach in fall if needed. Because of how the contract is structured, I've never hit the senior instructor level, which is silly to my way of thinking. Because I have a full time job in the community college system (MCCC), it's not been a life crisis, but all longevity should be rewarded.

I am not thrilled to hear that no adjuncts will be hired next year; these are strange times indeed.

Very unclear how pay is calculated for each person (seniority?) and type of class (what determines the pay for each type of class?). This is not easy to find out even when asking DGCE admin. This must be published online, posted publicly, and be clear for any viewer to understand.

We need contractual/governance established standards for online instruction. It has long been "policy" that a certain part on online instruction can count towards one's day load, but this seems to have been arbitrarily cancelled. I am especially annoyed by this as it has been been "policy" to increase online instruction - in fact, incentivized - and departments that embraced this are now being penalized.

Why do you lose money if you choose to be paid rather than bank credit? The work is the same.