



Dear Faculty,

Yesterday, our LBCCFA Negotiations Team began spring bargaining with the District Negotiations Team. Please check out the attached visuals that we shared with the District. A big shout-out is extended to those of you who sent in your bitmoji/animoji/memoji– and to Vanessa Peralta for creating visuals out of what you submitted. Our update follows.

LBCCFA opened the following articles: Article 7 (Working Conditions), Article 10 (Hours of Employment /Service Load), and Article 11 (Salary).

We are aiming for progress on the following aspects of Article 7: strengthening language on maintenance, cleaning, health, and safety; adding language on a contingency plan in event of future pandemic/declared emergency; and incorporating new language regarding faculty ombudsperson and conflict resolution facilitators.

We proposed language change for the following in Article 10: additional language to support reaching minimum class size and criteria for exceptions to minimum class size; language regarding counselor non-student contact time; more flexibility for the percentage of our online teaching load; and, additions to syllabus (student office hours, inclusion statement),

Finally, we placed the following items on the table regarding Article 11: on-schedule salary increase; flexible salary advancement; Schedule 3 stipends (e.g. program leads, head coaches, dance director, faculty ombudsperson/conflict resolution facilitators); Schedule 5A hourly increases; and off-schedule/one-time compensation for remote instruction tied to SERP (one-time compensation would apply to all current FA faculty).

The District opened Article 9 (Evaluation) with intent on language improvement on the E.2.B evaluation form (online course checklist), changed language regarding SLO assessments, and, the addition of language regarding a walk-through of the CANVAS shell.

Our next meeting with the District will be April 14, at which time we will provide our counterproposal to the District's Article 9 and await a response from the District regarding our proposals.

In solidarity,

Your LBCCFA Negotiations Team

Dr. Janét Hund, Chief Negotiator

Sofia Beas

Dr. Ramchandran Sethuraman

Suzanne Engelhardt

Suman Mudunuri

Angel Maldonado (CTA Staff)

Seeking Common Ground:
A Bridge to Student Success

E Q U I T Y

LBCCF A

LBCCD

UNIONS ARE COOL NOW



**“At my old job, there was a union
and they would protect me.”**

MEGHAN MARKLE, DUCHESS OF SUSSEX



Berlyn Cobain

Leslie Forehand

Annahita Mahdavi

Francisca Mejia-Lopez

Alex Hatlstad-Shey

Ama Boakvewa



Sofia Beas



Brian Garcia



Shelley Barnes



Chef Pierre Jues



Emily Yasutomi



Damon Skinner

Supporting Faculty = Supporting Students



Velvet Pearson



Vanessa Crispin-Peralta



Judy Oh



Katie Heston-Smith

Diana Ogimachi



Vidal Vargas



Matt Lawrence



Jeff Sabol



Maureen Mason

Knowledge is
POWER



Patti Valella



Michael Hubbard



Emily Gehrman



Mary Marki

Megan Kaplinsky



You Can Do It!

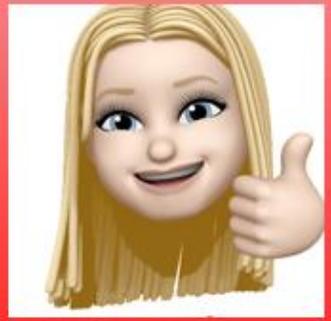


Nicole Glick

Supporting Faculty = Supporting Students



Eric Borin



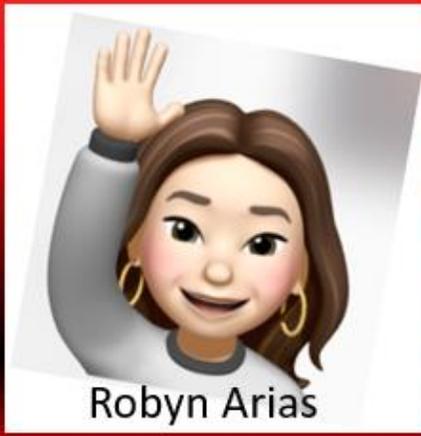
Sara Blasetti



Heidi Neu-Stephens



Jeanie Harris



Robyn Arias



Verónica Álvarez



Kimberly Davis



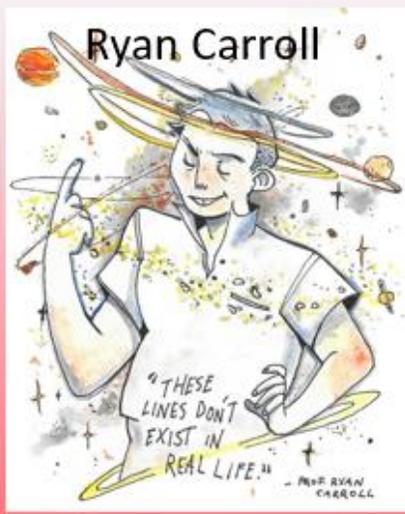
Sean Dinces

You Can Do It!



Kristi Dowlatashahi

Andrea Calderwood

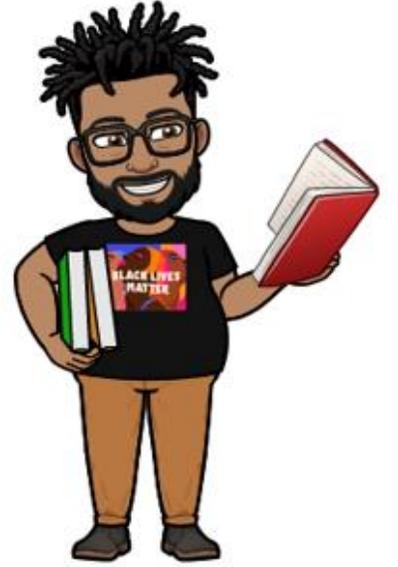


Ryan Carroll

Natalia Schroeder



Jerome Hunt



Amy Fredericks

Supporting Faculty = Supporting Students



Iani Golav



Alicia Andujar

Nicole Evans



Kathleen Vokoun



Nick Herrera

What do faculty want the District to know about their experiences teaching online?

It's very **difficult to separate my two worlds: personal and professional.**

The workload. I feel like I **work 24/7**. Instruction, setting up weekly Canvas modules, grading, making sure there is effective communication with students, taking care of accessibility issues, trying to improve my instruction for students, being responsible with college-wide responsibilities, being able to access teaching tools, etc. I don't have a personal life anymore.

I have no idea on where to start. This has been a very taxing year....teaching from home while having your two young children at home 24/7 was a challenge to say the least. The lack of support in regard to child care has been enormous. This leaves very little time during the day to work which means working evenings pretty much 7 days a week for both my husband and myself. There are **no "OFF DAYS" from work.**

The most difficult aspect is adding in the extra time to do the job well. I am working so much more now that we are not on campus. Some tasks end up taking **twice as much time** when teaching remotely.

Mental health. The amount of **stress** I felt to create all new material for the distance learning environment while dealing with the mental health/stress issues of students and then the complete social isolation as someone who is lives alone was overwhelming but the expectations to do the same work as before remained. Also feeling like I am **always working.**

Managing workload as it's **doubled. Stress** effects on body.

What is “silver lining” of teaching online?

My no-show rate has dropped exponentially. Students seem to be more comfortable meeting me in the comfort of their own surroundings. Students get a choice of phone or video and on the video settings, they can choose to use the camera or not, and I know they really appreciate that. Overall, **student satisfaction** is very high with the **online counseling**. Prior to the pandemic, few students took advantage of “first come, first served” counseling. Now, this service is used regularly and frequently by hundreds of students who have quick questions and need referrals.

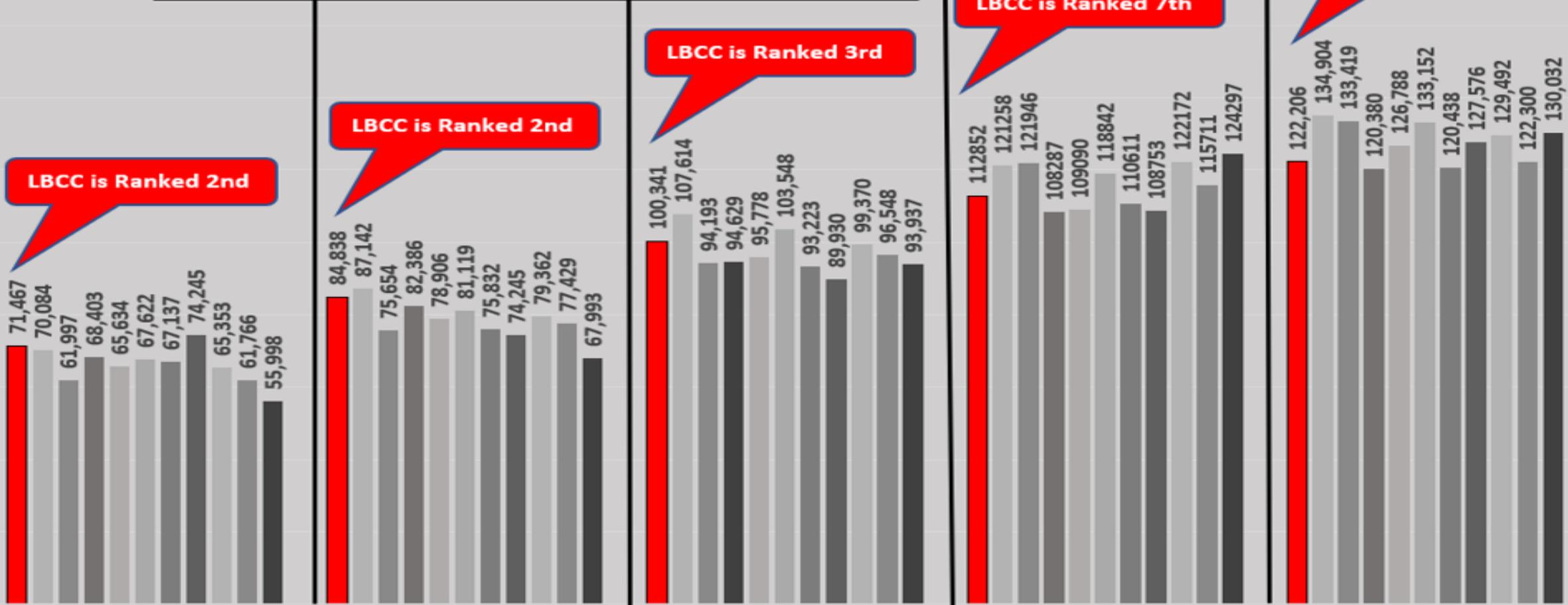
Office hours are GREAT! I have had more office hour visits in the last two semesters than all total in my previous 20+ years here. With online office hours, I am **more accessible to the students** and more of them take advantage of that.

I am a **better teacher**. I have more confidence in my abilities to get things done by a deadline no matter how much work it takes. My materials are much improved. The activities I do are more dynamic due to the ability of the students being able to watch/read online references. I know all my students better now than when I meet them in person - I meet for 5 to 10 minutes with all my students over the first 2 weeks of school.

I still had a job and health insurance; we still gave to the community; we stirred up **hope** that life would improve. I personally maintained my belief that I might not like it, but I should and could do it, and that I was often better for having done it. That is what my Puerto Rican mother always said, but in Spanish: **There is no wind but that some good doesn't come from it.**

STEP SALARY COMPARISON

Does the district TRULY care about **EQUITABLE TEACHING & LEARNING** or **RETAINING** our most experienced and educated faculty?



LBCC is Ranked 2nd

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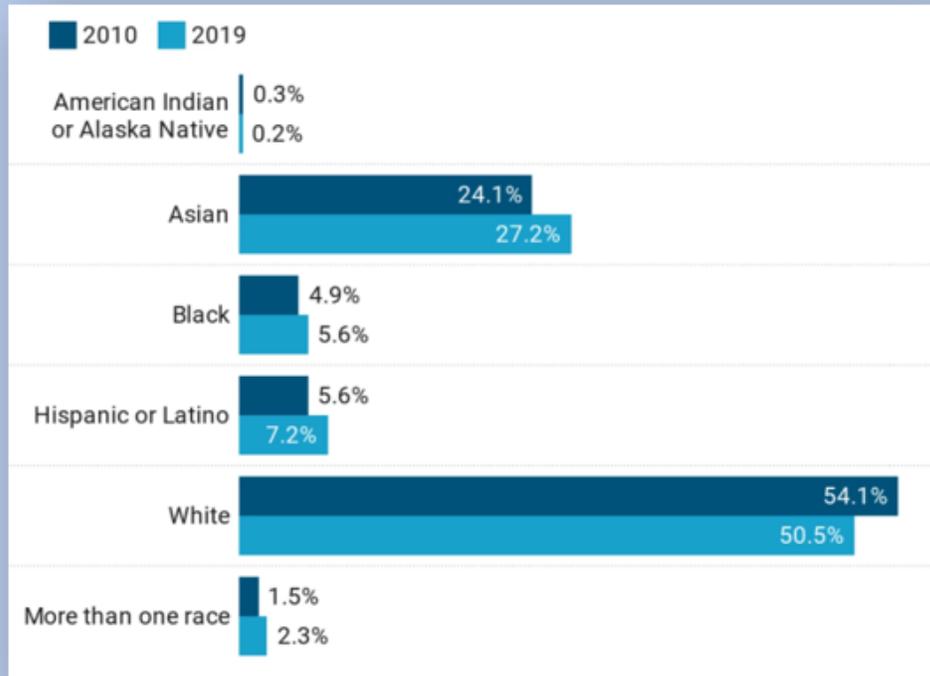
LBCC is Ranked 3rd

LBCC is Ranked 7th

LBCC is Ranked 9th

- Long Beach City College District
- Cerritos College District
- El Camino College District
- Glendale Community College
- North Orange Community College District
- Pasadena City College District
- Rio Hondo College District
- Santa Monica College District
- Coast Community College District
- Mt. San Antonio Community College District
- Rancho Santiago Community College District

According to a recent article in the Chronicle of Higher Ed...“Until higher education can increase its share of underrepresented doctoral recipients, **faculty diversity largely remains a zero-sum game, favoring the institutions that have the money and prestige** to pick off the relatively small pool of Black and Hispanic doctoral recipients on the market or at other institutions”.



STATEWIDE

60% of community college **faculty** statewide are **white**.
71% of students are **students of color**.

59% of Long Beach City College **faculty** are **white**.
83% of students are **students of color**.

Long Beach City College

LBCC Strategic Plan Goal 4



4

Invest in People and Support Structures for Transformation

Focus institutional resources on the structures, processes, and practices that support transformation



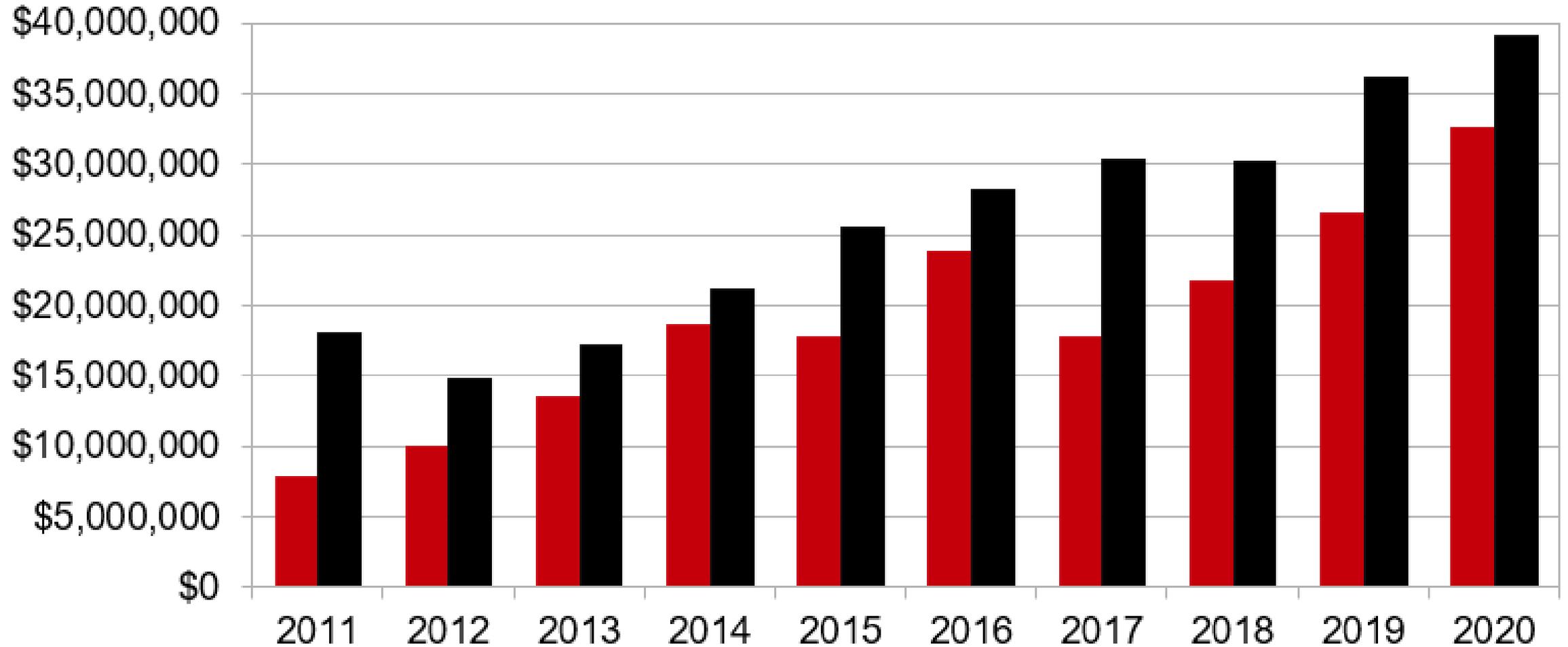
Flexible Salary
Advancement

- Provide an opportunity for faculty to move columns on salary schedule without paying high dollar for another degree or graduate school
- Modeled after Coast Community College District (e.g. Orange Coast College) and to some degree: Cerritos College, El Camino College & Rancho Santiago College District

Where do the funds come from for ongoing, on-schedule salary costs?

1. COLA for 2021-22 = 1.5%
2. Cost savings for 15 faculty retiring with SERP = \$500,000 + additional savings from staff & management SERPs (per VP Drinkwine during Virtual VP session)
3. Cost savings that would otherwise go into healthy reserves

Adopted Ending Balances vs Actual Ending Balances



■ Adopted Ending Balance (June 30) ■ Actual Ending Balance (June 30)

Why stipends for Program Leads?

- Program Lead positions already exist and faculty are working out of class and over contract hours to keep their programs running to support the schools efforts to provide quality and relevant instruction to our students.
- Program Leads are asking to be recognized for this work by requesting this monetary acknowledgment in the form of a stipend.
- Trades and CTE are an integral part of the community and college's mission & strategic plan.
- Program Leads head advisory committees & regularly communicate with advisors/community to stay relevant and keep updated in our fields.



3 Build Community

Cultivate a climate of respect, inclusion, and support for our internal and external communities and lead efforts to innovate and align resources that impact the educational, economic, and social outcomes for our Long Beach communities



Align educational programs with workforce development

- Improve curricular and program alignment with labor market needs and current and emerging skill expectations from employers.
- Establish robust relationships with industry partners to inform our not-for-credit training curriculum.
- Provide opportunities to enhance faculty understanding of industry training and skills needs.
- Facilitate interest in partnerships to build for credit programs matching employer needs.
- Support academic program faculty and staff with data, research, and real-time industry and labor trends to inform long-term planning.
- Support academic program faculty to identify industry experts to serve in adjunct faculty positions.

Why increase stipends for Dance Director & Head Coaches?

Dance Director @ Mt SAC: \$16,480 vs. @ LBCC: \$4,085

The Dance Director includes duties of directing 2 main stage concerts, coordinating ACDA and Master Classes, submitting for additional performance festivals, coordinating our Artist in Residency which a small concert lecture demonstration and special master class, uploading the entire master performing arts calendar for the use of theaters and studios for events, outreach for our annual High School Dance Day of 300 students that come to campus to attend dance classes from our Dance faculty, inventory/organization of the Dance costume shop, hiring and supervising of 4 work-study students, submitting and reviewing applications of 2 Dance scholarships that are awarded at each main stage concert, submit costume purchase orders, submit time sheets for choreographers, concert programs, concert posters, concert marketing. We also have a an additional co-director stipend (not in the contract, paid from the Dance budget) of \$1500 per concert. The Dance Director and Co-director split the LHE evenly of the class load. Each faculty/guest choreographer receives a flat stipend of \$650-1000 to choreograph.

Adjunct Faculty Head Coaches @ LBCC: \$15,925 vs. Full-Time Faculty Head Coaches @ LBCC: \$2,782 - \$8,336

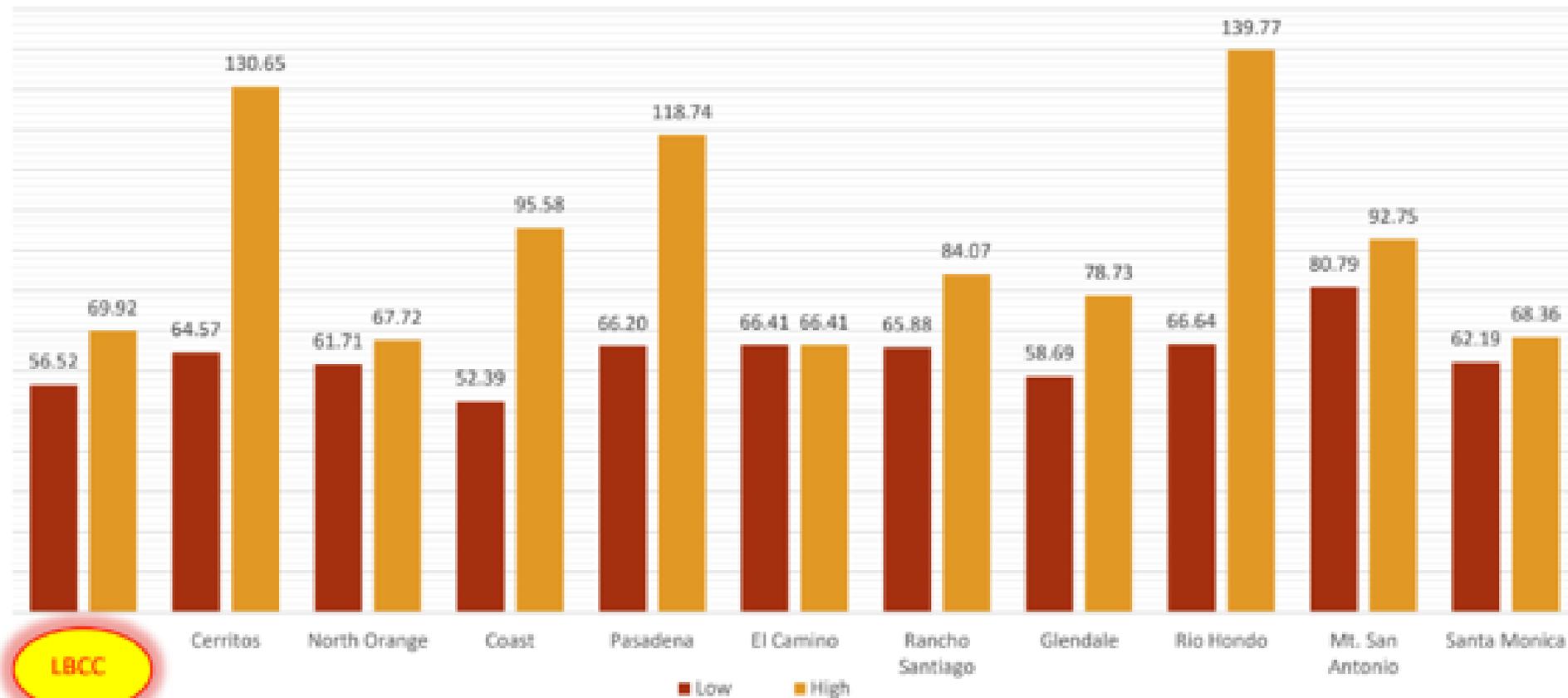
All of these jobs require the same duties. In the case of baseball, we typically have the second largest roster/class sizes (football) and often have to maintain our own facility. I am not sure if there is another instance at LBCC where adjunct faculty receive a larger stipend than FT faculty for doing the same job.

Between fundraising, maintenance, recruiting, sophomore transfer, eligibility, matriculation, academic monitoring, and almost 24/7 contact with the athletes, coaching is similar in time commitment to department head. With a smaller stipend and no release time.

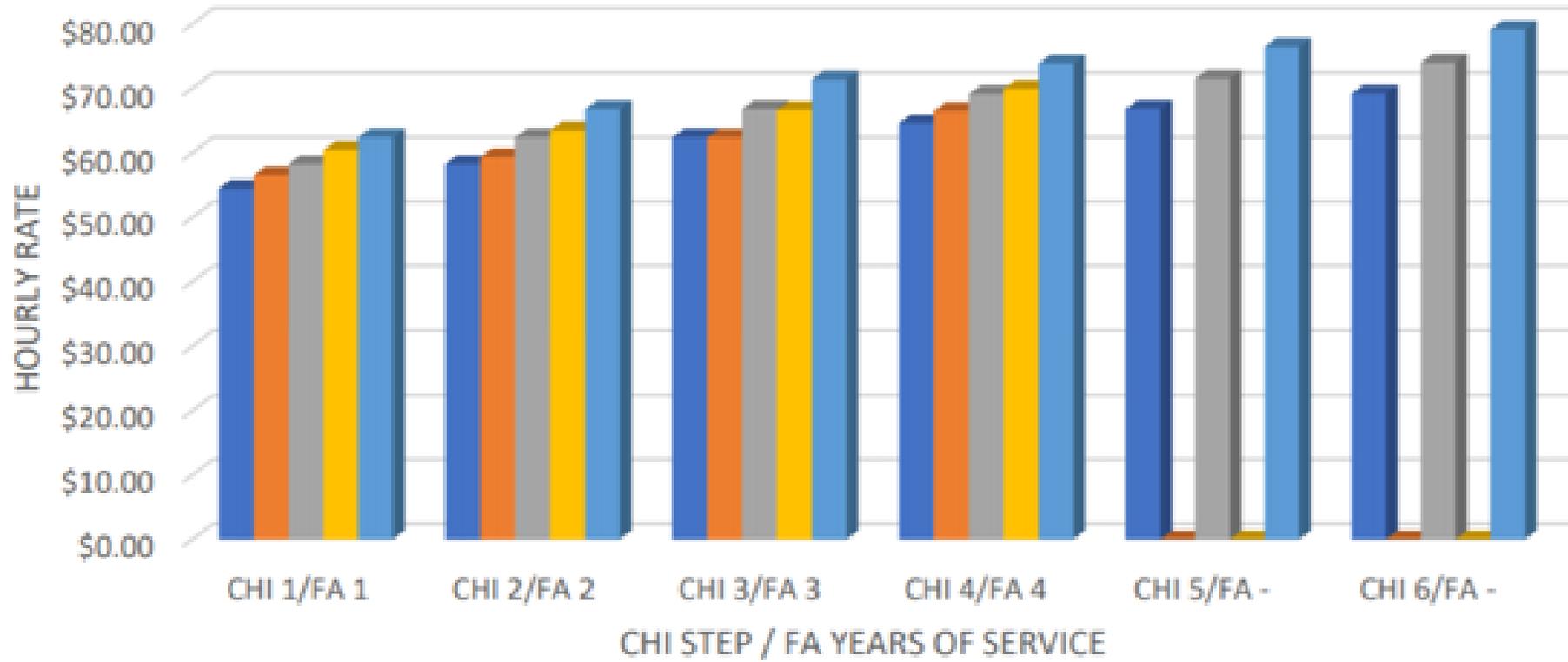
The college has already decided that \$15,925 is proper compensation for head coaches. That compensation should be offered to FT faculty as well as adjunct faculty.

LBCC ranked 10th on entry level pay and 8th on maximum hourly compensation.

Hourly Rate Comparables



CURRENT FA AND CHI HOURLY RATE COMPARISON



- CHI - Hourly Rate Column A Less Than Master's
- FA - Less Than Master's
- CHI - Hourly Rate Column B Master's
- FA - Master's or More
- CHI - Hourly Rate Column C Bachelor's +54 & MA or Master's +24

Why support faculty with one-time off-schedule compensation?

That many **expenses** had to occur **out of pocket** to provide a stable and suitable online teaching experience in my home. Our homes were never designed to be classrooms so to make our homes our classroom now, it added an **unexpected expense**.

I teach hybrid, so it is **twice the work**: I have to have everything online plus I have to be on campus and teach there as well. Wearing a mask for 5 hours and staying physically distant from my students makes it that much harder.

Perhaps a **stipend** could be offered to **offset** electricity and internet **costs**. Also, computer eye strain for counselors is an issue.

It never ends :) Working from home is a privilege, but it is one of the most **demanding** things I have ever done.

Faculty don't get any more **money, benefits**, but we are forced to accept more students. We are forced to work from home, but receive **no support**, and **no supplies...**

Provide **added compensation** for the last three semesters of working from home, and future semesters until we return.

Faculty Out of Pocket Expenses during COVID

Internet, Technology, and Hardware

Upgrade for WIFI router, extender, and modem

New/Upgraded computer/laptop

Printer and Printer Ink

Monitor

Scanner

Headset

Microphone

Keyboard & mouse

Hardware (e.g. external hard-drive) & software upgrades/apps (e.g. Canva)

Anti-glare screen protector/Green screen

Furniture and Supplies

Desk or laptop stand

Printer Paper

Chair

Foot rest

Camera/web cam & mounting stand

Paper clips/large clips

Home Office/supplies & special equipment

Office pencil & Erasable expo pens for GE templates laminated

New workout mats and Equipment to prepare for activity classes

Standing mat/Floor mat

Increase in Bills

Childcare

Electricity

Water

Cell Phone

Grocery deliveries

Other

"How To"books

Massage/Chiropractor

Lamp/lighting/light bulbs

Eyeglasses (blue light & reading & anti-glare eye glasses)

Small Heater

Masks (including KN95), gloves, hand sanitizer & cleaning supplies

Sewing machine

Postage for special mailings to students + extra large envelopes

Where do the funds come from for the one time off-schedule/remote compensation?

1. Coronavirus Response & Relief Supplemental Appropriations Act, 2021 - \$30 million LBCC

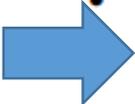
2. American Rescue Plan Act, 2021 - \$53.3 million to LBCC

10. Question: How has the use of funds changed for institutional uses?

Answer: Institutions have expanded flexibility in their use of supplemental Institutional Portion funds (CFDA 84.425F). Under section 18004(c) of the CARES Act, institutions were required to use their Institutional Portion awards to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus and/or for additional emergency financial aid grants, subject to certain limitations.

3. State COVID funding

In contrast, allowable uses under the CRRSAA for Institutional Portion awards include:

- 
- Defraying expenses associated with coronavirus (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll);
 - Carrying out student support activities authorized by the Higher Education Act of 1965, as amended (HEA), that address needs related to coronavirus; and
 - Making additional financial aid grants to students (as described in Question 8).

The slide features a decorative background of thin, curved lines in shades of grey and white, some solid and some dashed, creating a sense of movement and depth. A prominent red rectangular box is positioned on the left side, containing white text. The text is centered and reads: Faculty Ombudsperson & Conflict Resolution Facilitators. To the right of this box, there is a bulleted list of three items, each starting with a red square bullet point. The first item is 'Fulfills void of handling faculty-faculty complaints', the second is 'Working Conditions issue', and the third is 'Modeled after Coast Community College District:'. Underneath the third item, there is a sub-bullet point, also marked with a red square, that reads 'Coordinator of Equity, Inclusion, & Compliance (Coast Community College District)'.

Faculty
Ombudsperson &
Conflict
Resolution
Facilitators

- Fulfills void of handling faculty-faculty complaints
- Working Conditions issue
- Modeled after Coast Community College District:
 - Coordinator of Equity, Inclusion, & Compliance (Coast Community College District)

Why should faculty teach more online courses when we are post-COVID?

Teaching online has been a positive experience with all the support that LBCC has provided -- the training, technology, flexibility, etc. I actually hope that even when go back to traditional classes, that those of us who have **excelled at online teaching** will be able to continue offering **more of these online classes** to students who may choose to take online classes.

I hope all the areas keep the **flexibility** for students to **allow classes and services online** and in person after the pandemic ends. We did a LOT of work to **transition online** and are doing it well, we think.

Since we can **teach 100% online** during COVID, we should be allowed to **teach 100% online** when and if COVID ends. **Gratitude** is great. The demonstration of that gratitude through matching efforts in kind would be great, too.

I love it, such a shock - I have never taught online. That I am spending a tremendous amount of time setting up the shells which has resulted in an improvement of all my educational materials. For those teachers how would like to **teach online 100%** - to be **supportive** of this.

I prefer **teaching online** because students that could not take my classes before are now able to have more **flexibility** in enrollment. LBCC should allow faculty who are **successful teaching online** and want to remain to do so.

Wondering if everything **positive we have learned from this remote/distant learning** will be disregarded once we are cleared to go back to **"normal."**