

Written Testimony for MN State Senate Contingent Faculty Hearing

Hi all,

On March 7th 2024, there will be a **MN State Senate Hearing on Contingent Faculty Issues**. The time slot of hearing is from 3-5 PM (please come to show your support!) with likely a half hour dedicated to contingent faculty testimony. While we have an extremely brief window for faculty to give testimony at the hearing itself, we are hoping to collect written testimony from you all to more complexly and deeply represent adjunct, temporary part-time, temporary full-time, fixed term and community faculty (at Metro) experiences and the unfair labor conditions we face.

The answers you provide will be shared with the Higher Education committee and be part of the official Senate record of the hearing.

All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Dylan Reynolds

Email (preferably a non-workplace email)?

dylan.p.reynolds@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

- ☐ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☒ I teach at an institution (or institutions) where there is no union
- ☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Hodan Hassan
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Omar Fateh
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Annually renewable, fixed-term lecturer
.....

At what institution or institutions do you teach?

University of Minnesota, Twin Cities

For how many years have you worked in Higher Education?

5

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

Contingency comes with a lot of uncertainty: will I have a job next term? Will I get enough credits to have health insurance? Will I have health insurance over the summer and/or next term? Will I ever have retirement benefits? Will I ever get a cost of living raise? Can I advocate for myself when I have a conflict with another University employee? With a student? Who can I trust at my institution to treat me fairly?

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

We are often credit-limited and therefore not entitled to benefits. There's no job security. We have to work for free to do prep work between semesters.

How are our labor conditions impacting the learning conditions of our students?

Adjuncts are overworked, underpaid, and do not know if/when they will have classes. Students cannot know if they will be able to count on their instructor to be a resource for them in the future—to write letters of recommendation or be a reference for a job. Instructors may even lose access to their University email accounts if they lose classes for a semester or a year. Also, being an adjunct means that we are not paid for our prep and planning time, and often adjuncts do not know what courses they will be teaching until right before the semester. In such instances, planning cannot help but be haphazard. We are not a fixture in the lives of students. We are not part of the permanent fabric and community of their campus. They cannot depend on us in the way that should be able to for one simple reason: because we cannot depend on our institutions.

What would a more just and equitable workplace within higher education look like to you?

It should be illegal to credit-limit instructor as a way to avoid paying benefits. Institutions should be required to maintain a staff of full-time instructors who have a manageable workload, job protections, benefits, and cost of living raises. Contingency should be the rare exception, not the rule.

Please share any other information you'd like the committee on Higher Education know.

I am exhausted from teaching and grading, and I took time out of my very busy schedule to fill out this form because my working conditions are not sustainable. We need changes. We need raises, job security, benefits, job protections, etc. I am going to burn out. I see my colleagues burning out. I see instructors at other institutions who are in even worse situations than I, and I do not know how they can continue to do this work. My wish for them is that they find a work outside of higher ed. Maybe you can make it possible for them to make a life within it.

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Please submit your answers as soon as possible.

What is your name?

Dr. Padma Chalakere

Email (preferably a non-workplace email)?

pchallakere@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

☐ MSCF (Community & Technical Colleges in Minnesota State)

☒ IFO (Minnesota State Universities)

☐ I am not a member of the union where I teach

☐ I teach at an institution (or institutions) where there is no union

☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Name: Isabel Anderson Phone: 651-296-5999 Email: Isabel.Anderson@house.mn.gov
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Steve Cwodzinski 651-296-1314
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Senior Community Faculty
.....

At what institution or institutions do you teach?

Metropolitan State University

For how many years have you worked in Higher Education?

14 years

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

The IFO that I have been paying into since 1999 mainly supports resident faculty. The Contigent Faculty represent 70% of the MNSCU system, and do not have

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

How is one to live, given the cost of an apartment and spiralling food-costs on less than \$2000.00 a month? So, low Wages in relation to the post-inflationary times. No guarantee of courses. One course a semester is not enough. Courses are liable to be canceled last minute after all the preparation has been done. Guaranteed courses and higher wages are a real necessity for contingent faculty across the MNSCU system.

How are our labor conditions impacting the learning conditions of our students?

Even in an asynchronous class, I do Weekly Lectures and respond to every student assignment and meet students via Zoom when they need help, even when I have 26 students in my class. This is very hard to do when I have to supplement my income by doing Substitute Teaching or Tutoring. It hurts students when they do not solid, actionable, timely feedback, or when they cannot be guided, encouraged, inspired. All of this happens in time. Human learning is vertical, not horizontal. If I am to discourage students from copying their responses from AI, as Senior Community Faculty, I should be able to spend more time with students and less time worrying about money.

What would a more just and equitable workplace within higher education look like to you?

A just and equitable work place is about guaranteed courses and fair wage. It is structural, not rhetorical.

Please share any other information you'd like the committee on Higher Education know.

Metropolitan State University is a unique institution and has best age diversity of any institution within MNSCU. It has a skilled, committed, loyal contingent faculty who need guaranteed work, better wages, less anxiety about whether they will get a course to teach this semester, whether the course will make, whether it will another brand new prep.

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All questions are optional.

Please submit your answers as soon as possible.

What is your name?

.....
michelle lekas

Email (preferably a non-workplace email)?

.....
mlekas@umn.edu

If you are a union member, please note which MN State Faculty Union you belong to.

- ☐ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☐ I teach at an institution (or institutions) where there is no union
- ☐ Other:

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hassan, fateh, omar
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

klobuchar, smith
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

lecturer
.....

At what institution or institutions do you teach?

university of minnesota

For how many years have you worked in Higher Education?

38 years

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

not enough pay, constantly changing conditions

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

pay, health benefits

How are our labor conditions impacting the learning conditions of our students?

very badly: they have no consistency

What would a more just and equitable workplace within higher education look like to you?

higher pay, more respect

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What is your name?

Wendy Anderson

Email (preferably a non-workplace email)?

Wkzander@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

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Betty McCollum
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Tina Smith
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Lecturer
.....

At what institution or institutions do you teach?

University of Minnesota

For how many years have you worked in Higher Education?

20

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

As a contingent faculty, I start feeling anxious the same time every year—"notice" month, or the time of year when my chair would have to inform me that I no longer have a position. I find myself avoiding the department those days. Months later I wait to be told that I have to teach another class or two (multiple new class preparations) because a senior faculty decided they wanted to try out teaching a course that I currently teach. I then produce a list of classes I am qualified to teach only to have the TT faculty debate my qualifications. My anxiety returns in August as I watch class enrollments, knowing that my class could be dropped days before I start. Or I am told over the summer that I am shifting my class preparation to a different class based on whether or not a graduate student will teach the class.

As I try to advance my position, I am told by my chair that if I wanted to have influence over what I taught I should have gotten (not just a Ph.D.), but a tenure track job. So I work for one-and I mean hard. While I teach 6 courses I publish and do voluntary service work, because I believe in the antiracist practice of my work, and publish. I look for research grants only to find that I'm not eligible for most because I am contingent faculty. When I do find grants for which I am eligible to apply, I am informed (after the full application process is complete and I've received part of what I've applied for) that they will only fund my graduate research assistants-but not me. I publish so much that my Google scholar statistics show a dramatic citation growth of my work. But that doesn't matter. I'm still on a 9 month contract.

I think the hardest thing to experience is having my kids (ages 9 and 12) assume that I get paid more than their dad (a high school teacher) because I have a Ph.D. or because I've published a book (monograph) and multiple articles. It is hard knowing that I do this research and then have to figure out how to pay for conferences to present my work or even engage in my research, especially because many awards at the university are for TT faculty only. I remember when a student nominated me for a prestigious Motley teaching award only to find out that I was not eligible and there were no other

teaching awards for contingent faculty. It is hard to look at my kids and feel like my career embodies the unfairness we try to work to change in the world. I have been told my some assistants that I should apply to be an assistant-they make more-that I should leave doing the work I was trained to do-that I love and that I'm good at. I have been encouraged to apply elsewhere because there is no job security here-every 9 months I have a new contract with a pay raise so small that it does not cover expenses. Expenses like paying for parking at the institution where I work. Expenses that have never included an occasional coffee or tea or lunch out in a regular basis. I tote my bag lunch, computer, any books, teaching supplies, etc. in on my 20 minute walk (which is really rough in sub zero temps on slippery and snow filled winter sidewalks) every day I teach-and then hope that I do not get towed because Minneapolis are in winter parking rules or small signs are up indicating we are not allowed to park in a certain area. And, since I have to say "yes" to teaching classes before or after my kids get on the bus, they are left to manage themselves with a "self care" list we hope they follow to ensure they get a healthy breakfast.

Last year I was diagnosed with breast cancer in January. Near the end of the semester, my students shared their hope that I would get a semester off to recover-nope-not after my book came out and not after a cancer diagnosis. If I stop I die professionally, but if I don't will I die physically? We have a mortgage and kids who need shoes and book bags and winter coats. Some department colleagues have told me that "parents do not make good scholars" and that I chose "to be a parent instead of a scholar." But I wonder if both need to be sustainable for our institutions to not only survive, but thrive. As parents, as mothers, we are connected to our communities through our children. We find outreach opportunities for the university, we develop scholarship that is locally grown, but globally significant.

My labor is not contingent, but the expectation that I'll have a job is. I put in the work, more than what is required, just to keep my job. I have watched peers ask for pay increases for teaching more work and expertise intensive class be let go because they asked-no reason given. I have seen others let go because they argued for unionization.

But my job should not be to "serve at the whim of the chair" or whatever chair may be in that role every three years. It should be to serve the students, the university, and my community. I want to embody how we can do better...and right now, I'm just running scared.

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

Yes-contingent faculty are the most precarious and the most student connected people at the University of Minnesota. We represent the university for the students and we do not know if we'll have a job next year. So many of us find outside positions to supplement our income.

We need to be able to have a strong foundation of teaching faculty at the U of M. We need you to vote for our fiscal and job security.

How are our labor conditions impacting the learning conditions of our students?

When students look for academic consistent or job or graduate school recommendations, they seek contingent faculty. When I engage in research with students, I have no clue where I will be in future years. I have students who have left this institution and choose to work with me from other institutions because I cannot ensure that I'll be here as part of a department, rather than be a cog in a wheel to be replaced as desired. Yet, those students contact me for syllabi, research opportunities, mentorship, etc. Some students even wonder, I do not want to go on to graduate school because how is it worth it getting paid less than I am worth and being subject to a 9 month contract.

My students are impacted because they have limited access to undergraduate research opportunities because research and/or publishing may not fit within a 9 month calendar.

What would a more just and equitable workplace within higher education look like to you?

pay equity, roads to tenure, 3 year contracts.

Please share any other information you'd like the committee on Higher Education know.

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All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Brooke Timp

Email (preferably a non-workplace email)?

btimp@ymail.com

If you are a union member, please note which MN State Faculty Union you belong to.

- ☒ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☐ I teach at an institution (or institutions) where there is no union
- ☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Sandra Feist
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Mary Kunesh
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

adjunct, community faculty, contingent, at-will
.....

At what institution or institutions do you teach?

Saint Paul College, Metropolitan State University

For how many years have you worked in Higher Education?

8

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

My assigned credits fluctuate from semester to semester. As such, I have a hard time estimating my income. I usually have to wait to get a few paychecks before I can "count on" the money coming in.

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

My appointment begins and ends with the semesters. Then, I have several weeks between terms when I do not get paid. Of course, I have work to do at those times, like submitting grades and preparing course materials for the upcoming semester. It's like this work (which is substantial) is not paid. I don't know how elected officials can fix this. I feel like all of higher education is bloated administratively, where associate vice presidents and assistant deans and the like earn huge paychecks for foisting more work upon faculty.

How are our labor conditions impacting the learning conditions of our students?

The administrative bloat mentioned above likely causes increased tuition for students (someone has to pay these large salaries). The extreme use of contingent faculty leads to lack of continuity for students and a lack of community for departments.

What would a more just and equitable workplace within higher education look like to you?

It would be just if my years of experience counted for anything. I have no standing, no time built towards tenure, no guarantee of credits in future semesters. I'm not even important enough to be observed and reviewed.

The only reason I am likely to be hired back is because I am high quality, and my departments know it.

Please share any other information you'd like the committee on Higher Education know.

Having a good teacher makes all the difference to a student's learning and educational experience. My job is very rewarding. But I can't feed my family with positive reviews.

I am very dependable, and I deserve stability.

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All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Dr. Heather Holcombe

Email (preferably a non-workplace email)?

h3holcombe@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

- ☐ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☒ I teach at an institution (or institutions) where there is no union
- ☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Andrew Myers
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Kelly Morrison
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Lecturer
.....

At what institution or institutions do you teach?

University of Minnesota

For how many years have you worked in Higher Education?

10

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

I write from the perspective of two roles I hold at the University of Minnesota. I am the vice president of our campus chapter of the American Association of University Professors, a national organization that advocates for shared governance, academic freedom, and fair working conditions for faculty. I am an unlikely person to hold such a role because I am also a contingent faculty member: I am a lecturer in the department of English. I hold a PhD from Boston University, a respectable publishing record, and an exceptional teaching record. I make just over \$6,000 for each course I teach, which means my full-time salary is \$39,000. For most of my tenure at the U, I have not received benefits of any kind. Without the help of my spouse's salary, I would be unable to afford food or housing for my family, despite my high level of qualifications and stellar performance as an educator at a major research institution.

I have taught at the U since 2018 on semester-to-semester or year-to-year contracts. This means that in October, I do not know if I have a job in January, and in May I do not know if I have a job in September. Even if I have the offer of a position, my classes can be cancelled for any reason right up until the day the term starts—if that cancellation were to happen, I would receive no compensation for the planning I've done, or for the time I held in reserve in order to teach for the semester. If I am lucky enough to have annual contracts, I am "terminated" from the University at the end of spring term, even though the University asks me to complete labor in the summer, such as writing syllabi and ordering books. If I am lucky enough to have benefits during the school year, I lose them over the summer.

Last year, I taught six courses that generated approximately \$638,000 in tuition revenue. And I had the pleasure of working with over 350 students who discovered the value of open-ended conversations about literature that enable them to engage in meaningful discourse with their peers about questions of ethics, politics, history, civic engagement, and aesthetics. The work I do is meaningful and motivating and hard—and crucial to the mission of the university. I guide students intellectually, but I also guide them personally. They write to me from psychiatric wards in the middle of the night when they are considering taking their precious lives. I encounter their anger and desperation when the world or a piece of art dredges up their traumatic pasts. I stay with them when their plans to go to medical school don't work out the first, or second, time around. I make time for the quiet first-generation learner in the lecture hall whose work is incomplete because they are academically unprepared—and that personal support keeps them enrolled and on a path of upward mobility.

Yet from my perspective, the work I and hundreds of other instructors do is under near-constant attack at the highest levels of university administration, which seem to view teaching, and teachers, as an expendable line item in a budget whose priorities I frankly don't understand, and cannot possibly serve the instructional mission of our institution.

What do you believe the most pressing and unfair labor issues are facing contingent faculty? How should elected officials act?

Precarity is a dire reality for thousands of university educators: I have worked at many Twin Cities area colleges. Systemically, contingent faculty face appallingly low wages, profound instability, a lack of access to medical and retirement benefits, and no opportunities for promotion or professional advancement. All universities in the Twin Cities engage in exploitative labor practices, and they do so because they collectively point to each other's policies to justify their own. Elected officials need to be asking public universities how they are allocating their funds: at the University of Minnesota, instructional spending has been declining for decades, even as the overall budget has been increasing. It is crucial to start putting administrators on the spot for their hiring practices and their disinterest in supporting students by supporting instructors. Elected officials also need to be supporting policies that enable labor organizing in higher education so that instructors can get a seat at the table in administrative decision making processes.

How are our labor conditions impacting the learning conditions of our students?

The labor conditions contingent faculty experience are profoundly detrimental to students. If students want to take another course with a particular instructor, they may not be able to do so because that instructor's contract is unstable. If they would like a letter of recommendation from an instructor one or two semesters from now, that instructor may no longer be on campus. If they would like to meet with an instructor about directing a thesis, that instructor may not have permission or capacity to do so. If they would like to meet them for office hours, instructors may be unavailable because they work at multiple universities and undertake crushing course loads to make ends meet. If students would like to communicate with instructors, they may be unable to reach them because contingent faculty often lose access to their email accounts in between their unpredictable contracts.

The institutional inequity contingent faculty experience disrupts stable student-teacher relationships, the foundation of a meaningful undergraduate education.

What would a more just and equitable workplace within higher education look like to you?

Fair and livable pay, multi-year contracts, stable benefits, professional dignity and opportunities for promotion and advancement. Even better: paths to tenure for faculty whose primary responsibility is teaching.

Please share any other information you'd like the committee on Higher Education know.

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Please submit your answers as soon as possible.

What is your name?

Kristin Fitzsimmons

Email (preferably a non-workplace email)?

kristinleeis@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

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- ☐ IFO (Minnesota State Universities)
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Jamie Long
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

D. Scott Dibble
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Lecturer (continuous renewable 1-year contract)
.....

At what institution or institutions do you teach?

University of Minnesota, Twin Cities

For how many years have you worked in Higher Education?

12 (2 as a lecturer)

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

I mostly worry about stability and planning long-term for the future. I love teaching and I love being at the University of Minnesota, but it is stressful to not be entirely sure year-to-year if I have a job the following year.

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

Job security and pay. I count myself lucky to have a continuous contract, but creating adjunct jobs where full-time jobs should be in place needs to be addressed.

How are our labor conditions impacting the learning conditions of our students?

At UMN Twin Cities, teaching faculty (aka P&A or contingent) teach the majority of courses in the College of Liberal Arts, yet they do not get the same respect in terms of stability and pay as research faculty. It is clear the U has high expectations for teaching faculty, but does not see investing in teaching faculty (in terms of higher pay or multi-year contracts) as worthwhile.

What would a more just and equitable workplace within higher education look like to you?

3-5 year contracts for teaching faculty who want them. Yearly cost-of-living raises. Making continuous renewable contracts the standard for all teaching faculty.

Please share any other information you'd like the committee on Higher Education know.

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Written Testimony for MN State Senate Contingent Faculty Hearing

Hi all,

On March 7th 2024, there will be a **MN State Senate Hearing on Contingent Faculty Issues**. The time slot of hearing is from 3-5 PM (please come to show your support!) with likely a half hour dedicated to contingent faculty testimony. While we have an extremely brief window for faculty to give testimony at the hearing itself, we are hoping to collect written testimony from you all to more complexly and deeply represent adjunct, temporary part-time, temporary full-time, fixed term and community faculty (at Metro) experiences and the unfair labor conditions we face.

The answers you provide will be shared with the Higher Education committee and be part of the official Senate record of the hearing.

All questions are optional.

Please submit your answers as soon as possible.

What is your name?

LEONARD AXELROD

Email (preferably a non-workplace email)?

laxelrod@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

☐ MSCF (Community & Technical Colleges in Minnesota State)

☒ IFO (Minnesota State Universities)

☐ I am not a member of the union where I teach

☐ I teach at an institution (or institutions) where there is no union

☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

VIRNIG
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

CARLSON
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

COMMUNITY FACULTY
.....

At what institution or institutions do you teach?

METROPOLITAN STATE

For how many years have you worked in Higher Education?

25+

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

We're treated like crap. We have no seniority, few benefits, have to pay for our own equipment, supplies, work space, all insurance coverage. Now, because of Trump, I can't even deduct non covered business expenses. I have no life insurance, so I have to be on campus and protect the lives of my students in case of an active shooter, but if I'm killed, I don't have any insurance. Pay, I'm still paid at an "entry level". The GROSSLY overpaid Resident Faulty (who get equipment, benefits, supplies, insurance, etc), can and HAVE TAKEN ALL of my classes. So after 25 years, I get selfishly pushed out the door. I don't get a sabbatical vacation every 7 years, or whatever. At Metro, we account for the majority of the faculty, we saved the system millions of dollars, which support the RF. We are as well trained (I hold a BA, MPA, and JD). I can do research, but no one PAYS me for it. I could attend meetings and trainings, but no one pays for my time (I'm not a social service agency). Abraham Lincoln, said a "lawyers" time is his (her) stock in trade. It's any CF position, and all of our time is valuable and deserves to be compensated

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

If I was at 3M and they did what the STATE does to us, the AG would sue. If I work at one or more state agencies, I should suffer because there a separate contracts. There's one employer, the STATE of MN. The State shouldn't them be able to lay me off because I'm teaching at more than one place and it might affect salary and benefits

How are our labor conditions impacting the learning conditions of our students?

Students don't suffer because we're professionals. Its CF that gets screwed

What would a more just and equitable workplace within higher education look like to you?

Treat us like FT Resident Faculty, not slave labor

Please share any other information you'd like the committee on Higher Education know.

Be my guest

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The answers you provide will be shared with the Higher Education committee and be part of the official Senate record of the hearing.

All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Kris F.
.....

Email (preferably a non-workplace email)?

zenyart@yahoo.com
.....

If you are a union member, please note which MN State Faculty Union you belong to.

☐ MSCF (Community & Technical Colleges in Minnesota State)

☒ IFO (Minnesota State Universities)

☐ I am not a member of the union where I teach

☐ I teach at an institution (or institutions) where there is no union

☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Jamie Long and Scott Dibble
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Amy Klobuchar and Tina Smith
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Community Faculty
.....

At what institution or institutions do you teach?

Metropolitan State University

For how many years have you worked in Higher Education?

22-23 years

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

Just this year, I pushed to teach 12 credits [the cap for Community Faculty (CF)] for the year. The language in our contract states that CF can teach up to 12 credits [administrators thought this to mean that at 12 credits, CF would not only be eligible for health care, but also bump them on to the pay scale versus per credit pay]. Therefore, I was assigned 11.9 credits before the fall semester began until I pursued the issue and the labor lawyer stated that CF can teach 12 credits for credit pay. It is at 12 credits that CF are also eligible for healthcare benefits. By assigning 11.9 credits, this says, we want you teach these courses, but we don't want to pay you very much, so we'll go right under the 12-credit radar for "fear" that this would impact the department or administrative budget.

While I love teaching, the yo-yo string of not knowing if you can count on having all the courses you have been assigned, this impacts one's life, their budget [time and money as there is endless amount of time that goes into the preparation for a semester course]. Furthermore, the balance of teaching, often at other institutions and having another job, is necessary for most CF to make ends meet.

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

CF represent 75% of all faculty at Metro State. As a result, we teach 75% of all courses. In other words, administrators are relying on experts getting paid as cheap labor--only paying for teaching, not taking into account the student advising, emails, 1:1 follow-up with students, or the ongoing prep required to teach effectively.

Pay needs to be equitable and to keep up with inflation. I have been at Metro State 22-23 years and have been paid the same credit pay as a CF just beginning their teaching experience at Metro State. That's not right.

Community Faculty should be given the option to sign up for health care regardless of their credit load per semester or for the academic year.

If a course gets cancelled within two weeks of the start of a course, CF should be given at least one to two credits pay for all of the prep they have done for the anticipated course regardless of how often the faculty has taught the course. The rationale is because CF continually update their course to keep it relevant.

How are our labor conditions impacting the learning conditions of our students?

The precarity of having a class switched from a CF slated to teach a course to the course being given over to a RF in the last moment, is unjust to any student if the CF is the expert in the subject or course material. [I was slated to teach an advanced writing course and then at the last minute a RF who needed more credits and who had never taught the course was assigned to teach with me. On my own time, without pay, I trained the RF on all the prep and course materials I had already prepared. Then one week before the class was scheduled to launch, the class was cancelled, and the RF was given another course, and I was left at the curb without a class, without any pay for prep or training another faculty member, etc.]

If students are required to take specific courses for their degree program and the course offering is pulled at the last moment, this could impact a student from being able to graduate on time. Furthermore, students, may come to hear about a course, anticipate the course, and have to scramble to find another suitable course in the final hour if their class is cancelled right before the launch of a semester.

If there was job security for CF, especially for CF who have taught 10 consecutive semesters and are deemed "Senior Community Faculty" [only a title without any benefit of added pay] where a CF could be given a two-to-three-year agreement that they would be able to teach "x" number of courses, this would benefit both CF faculty and their students. CF would be able to plan and budget to meet their respective teaching and life [living expense] goals, while students will also be able to budget their course loads and rely on a particular faculty member teaching their course. Win-win.

What would a more just and equitable workplace within higher education look like to you?

CF would benefit being on a salary schedule based on their years of service.

A semester budget should be allotted for CF because we are paying for all of our own office equipment [since we do not have an office on campus] that includes a laptop, often a monitor, lighting, desk, [ergonomic] chair, paper, printer, ink for printer, and a budget for when our laptops crash [like mine did last week] so we can invest in another one for work. CF buy their own books...essentially, CF are working their tailbones off out of love for teaching; yet the ridiculous nature of making the least paid employee fund all of their equipment needs to be able to offer excellent teaching to their students is, just that, ridiculous.

The academic business model is to rely on "cheap labor" --CF-- and this is not an equitable system for those of us that are the majority of the faculty [CF] teaching courses at Metro State.

Pay CF for their time on committees, attending meetings, participating in trainings, and any other responsibility that is being expected on a Community Faculty's free time. Thank you!

Please share any other information you'd like the committee on Higher Education know.

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The answers you provide will be shared with the Higher Education committee and be part of the official Senate record of the hearing.

All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Rebecca Church

Email (preferably a non-workplace email)?

rebecca-church@centurylink.net

If you are a union member, please note which MN State Faculty Union you belong to.

☐ MSCF (Community & Technical Colleges in Minnesota State)

☒ IFO (Minnesota State Universities)

☐ I am not a member of the union where I teach

☐ I teach at an institution (or institutions) where there is no union

☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Kaoly Her
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Erin Murphy
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Community faculty
.....

At what institution or institutions do you teach?

Metro State University

For how many years have you worked in Higher Education?

20 years including graduate teaching

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

Precarious low wage employment, lack of health care and other benefits, and lack of office space, equipment, etc., little support for scholarly development.

How are our labor conditions impacting the learning conditions of our students?

Because we are precariously employed, our students suffer because we are not paid to develop curriculum to engage and challenge them, we are not paid to hold office hours to mentor, coach, and challenge them. we have no benefits or job security so we are under stress and time constrained and not available, our research and development as academics is not supported so we struggle to maintain currency in our fields in a way that benefits our students. We are also subject to having our classes cancelled--because of low enrolment, because a full time faculty's class is under enrolled, because a full time faculty needs another class. This breaks trust with students who lose a faculty member they've built a relationship with, who might lose a class they were counting on to graduate or fulfill their educational aspirations.

What would a more just and equitable workplace within higher education look like to you?

A state funded higher education that didn't rely on student tuition dollars for the majority of its annual funding, that could maintain our universities and support faculty during periods of lower enrollment, so that our institutions had the stability, consistency, and depth to provide our students with a rigorous, challenging education that prepares them for their professional and civic lives in Minnesota.

Please share any other information you'd like the committee on Higher Education know.

I teach pre-modern European, Middle Eastern, and world history. To be qualified to teach this material I must have a Ph.D. in history. To get a Ph.D. in medieval history, my sub-speciality, required me to learn at least 4 languages besides English, to learn paleography in French and Latin scripts, in addition to the extensive academic coursework and dissertation . I tell you this not to impress but simply to demonstrate the level of training and study needed to do my job educating Minnesota students about the history of the world before 1500 C.E. I do this with passion and dedication. I love my subject and my students. Yet Metropolitan State University pays me for this work only \$6000, give or take, for every 4 credit class I teach. This is the compensation I receive, no matter how long I've taught, what my degrees, my publications, my experience, my scholarly engagement, my research---\$6000. No health care coverage, no computer, no office, no sabbatical or research support, no promotion possibility, no job security beyond a semester's employment, semester after semester, year after year. \$6000 per class, if my class draws a satisfactory number of students, and it is not needed for another faculty member's load. If my class is cancelled or given to another, I am paid nothing despite the necessity to prepare--texts, syllabi--months in advance. Nothing. We encourage our students to gain an education, get advanced degrees, in order to improve their lives, achieve a better standard of living, be better citizens. Yet the state of Minnesota is paying people with advanced degrees, who have educated themselves to the highest level, a non-living wage without access to health care or any job security. This is not fair or right. It is not how we treat any other state employees. We cannot continue to balance the university budgets on the backs of precarious, underpaid, uninsured faculty and think that this is sustainable, or what Minnesotans deserve.

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All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Sarah Beeman

Email (preferably a non-workplace email)?

sbeeman@isd282.org

If you are a union member, please note which MN State Faculty Union you belong to.

- ☐ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☐ I teach at an institution (or institutions) where there is no union
- ☒ Other: SAVHS

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look up your MN House Representative [here](#).

Jay Xiong

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Amy Klobuchar

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

adjunct faculty temporary part-time

At what institution or institutions do you teach?

Saint Paul College currently, but have worked at many other Minnesota State schools

For how many years have you worked in Higher Education?

27

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

I worked as an adjunct faculty member at several schools in the Minnesota State system and other schools. I was at Normandale Community College for twenty years. Though I loved working with students and I am proud of my accomplishments as an educator in that school, the working conditions were very trying. A contingent faculty member's job depends entirely on how well that person plays politics. I had a terrible experience with a dean who ridiculed my marital status and my weight. In writing.

What do you believe the most pressing and unfair labor issues are facing contingent faculty? How should elected officials act?

There is no requirement to honor seniority, student reviews are not used when determining to hire a contingent faculty member, and there is rampant discrimination, albeit not illegal.

How are our labor conditions impacting the learning conditions of our students?

At Normandale the tenured faculty use their job security to do less rather than to enhance the academic community. Contingent faculty never know if they will qualify for health coverage, or even have an income in the next semester. It is extremely stressful. For me the most difficult aspect was knowing that my work was excellent but not recognized in that institution. I observed several adjunct professors ask too many questions or request a certain schedule, only to not be rehired because they annoyed the dean.

What would a more just and equitable workplace within higher education look like to you?

I believe that we should not use the same tenure system that we currently have. Performance matters in teaching.

Please share any other information you'd like the committee on Higher Education know.

I experienced discrimination at Normandale Community College for many years. I am now working in k-12 and have found the job security my family needs.

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All questions are optional.

Please submit your answers as soon as possible.

What is your name?

Eric Baker

Email (preferably a non-workplace email)?

ebaker121@gmail.com

If you are a union member, please note which MN State Faculty Union you belong to.

☐ MSCF (Community & Technical Colleges in Minnesota State)

☒ IFO (Minnesota State Universities)

☐ I am not a member of the union where I teach

☐ I teach at an institution (or institutions) where there is no union

☐ Other:

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look you your MN House Representative [here](#).

Betty McCollum
.....

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Amy Klobuchar
.....

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Sr. Lecturer
.....

At what institution or institutions do you teach?

Metro State, North Hennepin CC, Dakota Tech CC

For how many years have you worked in Higher Education?

23

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

I have had courses cancelled at the last minute; received for most of my time as an adjunct faculty (15 years) no health insurance; for one of the courses I teach at Metro I don't even get paid until the end of the semester. It's as if there were an intention to message: 'We don't want you here. Please go away.' And yet the majority of courses are taught by us, CF or adjunct faculty.

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

Lack of coordination between Metro /IFO and organization of CC's.

How are our labor conditions impacting the learning conditions of our students?

AI AI AI

What would a more just and equitable workplace within higher education look like to you?

Better pay; work stability; benefits.

Please share any other information you'd like the committee on Higher Education know.

I love my vocation. I want to keep doing it. Please do more to make this viable!

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Please submit your answers as soon as possible.

What is your name?

.....

Email (preferably a non-workplace email)?

.....

If you are a union member, please note which MN State Faculty Union you belong to.

- ☐ MSCF (Community & Technical Colleges in Minnesota State)
- ☐ IFO (Minnesota State Universities)
- ☐ I am not a member of the union where I teach
- ☐ I teach at an institution (or institutions) where there is no union
- ☒ Other: both IFO and MSCF

Please share the name of your State Rep (we want to have the option to share testimony with your elected official). You can look up your MN House Representative [here](#).

Betty McCollum

Please share the name of your State Senator (we want to have the option to share testimony with your elected official). You can look up your State Senator [here](#).

Sandy Pappas

What is your current title (ie: lecturer, adjunct, community faculty) and/or the official designation of your appointment (temporary part-time, temporary full-time, fixed term, permanent)?

Community Faculty

At what institution or institutions do you teach?

Metropolitan State University

For how many years have you worked in Higher Education?

28

Please share testimony about your own experience as a contingent faculty member. How have the labor conditions of contingency impacted your life?

Unreliable income, inconsistent schedule, some last-minute changes or work cancellations

What do you believe the most pressing and unfair labor issues are facing contingent faculty?
How should elected officials act?

Require 12-month contracts and the option to disperse pay over that time. Other work can be assigned, but make the employment stable, even if part-time.

How are our labor conditions impacting the learning conditions of our students?

Just like stressed students don't learn as well, stressed teachers don't teach as well. Everyone does better work when they have less to worry about.

What would a more just and equitable workplace within higher education look like to you?

Use the system office and Dept. of Higher Education, to manage teachers workload better! Coordinate across both the private and public colleges, employing as many people full-time as possible, with standard pay and benefits at all schools. Model public-private partnership.

Please share any other information you'd like the committee on Higher Education know.

State-wide contract standards across all higher education will allow everyone to focus on students. We're all smart- we can make education a win-win for students and schools.

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