

LCC Review 2025

Invest in People to Build a
Stronger Lane Community College



LCC Review

Prepared by Daniel Morris, MS, PhD

Invest in People to Build a Stronger Lane Community College

“The Lane Community College Education Association (LCCEA) asked me to prepare this report to describe recent trends in LCC’s budget and workforce. I drew on several data sources for this project, including information from Oregon’s Higher Education Coordinating Council, audited financial reports, LCC budget documents, and recent surveys of faculty.”

—D. Morris

Key Findings

- Lane Community College (LCC) is in better financial shape than it has been in years. A sizeable bond measure funded construction projects and updates around campus. A pension bond paid down LCC's unfunded PERS liability, freeing up millions of dollars to spend on staff and programs. Net position, a measure of the net worth of a non-profit college, increased from \$24.2 million at the end of FY2023 to \$100.9 million at the end of FY2024. As LCC's fortunes improve, it is important to continue investing in instruction and student services and the faculty and classified professionals who provide it.
- LCC's community cares about the school and supports it. In 2020, voters approved nearly \$140 million in bonds to fund construction of new and upgraded facilities, modernize IT and cybersecurity infrastructure, and address deferred maintenance around campus.
- Like other community colleges, LCC saw steep declines in enrollment during the pandemic. LCC cut faculty and classified staff as a result, though management numbers did not change much through FY2025. However, for FY2026, management positions are budgeted to increase by nearly 10% from 72 to 79 positions. Now that enrollment is increasing again, budgets for faculty are going up. But spending on management is growing five times faster than spending on instruction. Compared to FY2024, budgeted FY2026 spending for faculty is \$1.3 million (7%) higher, while spending on management will be \$2 million (35%) higher.
- By borrowing money to pay off its unfunded PERS liability, LCC reduced annual operating expenses by over \$47 million in 2024. Freeing up millions each year gives LCC more flexibility to invest in programs and staff.
- Unfortunately, LCC's administration is presenting misleading budget projections based on bad assumptions, which they are using to justify unnecessary and harmful cuts to staff and programs. Besides being inaccurate, cutting courses will cost LCC revenue, not lead to savings. At a time when enrollment is increasing, LCC should keep investing in instruction, not cut it.
- Faculty report heavy, uncompensated workloads. On a recent survey, 78% said they work more than their assigned and compensated FTE, with 38% working at least 50 hours per week and 19% working 60 hours or more each week. Nine out of ten report that in at least half the weeks each term they are working evenings and weekends outside of regularly assigned times. When courses are cancelled, part-time faculty often receive no compensation for the time they've already invested.
- Though faculty pay has increased in recent years, many faculty still do not make enough to be financially independent. On a 2025 survey, 40% of part-time faculty who are not retired reported having relied on government assistance while working as faculty at LCC.
- LCC is among the most affordable community colleges in Oregon, ranking 11th of 17 for total cost of attendance. Though LCC has the highest tuition & fees of any Oregon community college, considering all other costs like housing, transportation, and personal expenses, it is still more affordable to attend LCC than most other schools. LCC must do what it can to keep school affordable to stay accessible for students.

About LCC

LCC is the third largest community college in Oregon. It serves a diverse study body and trains the workforce needed by employers in Lane County and beyond. All community colleges in Oregon saw enrollment drop during the COVID-19 pandemic, but enrollment is now increasing. Recent investments to build and renovate the campus will benefit the community, but LCC must also continue investing in faculty to best serve students.

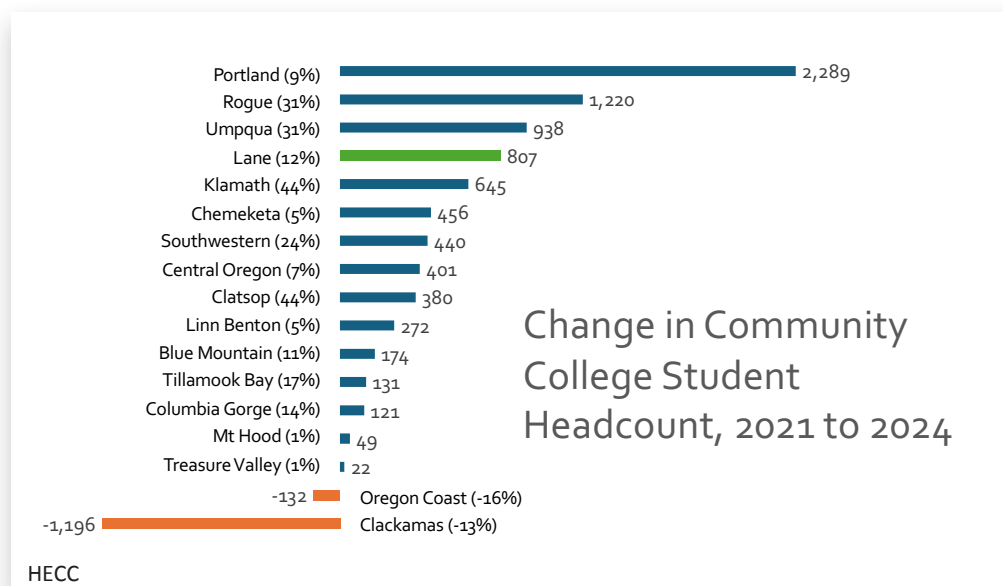
In the 2023-24 academic year, LCC served 16,732 students. Just over half, 51%, were women, and 43% were 25 years or older. Seven out of 10 students attended part-time, fewer than 45 credit hours over the LCC's students are more diverse than Lane County's population as a whole. According to the U.S. Census, 77% of Lane County residents are white, while white students accounted for only 57% of LCC's enrollment.

LCC's mission is to "provide quality, comprehensive, accessible, inclusive, learning-centered educational opportunities that promote equitable student success." LCC's strategic plan includes several goals relating to improving diversity, equity, and student access, such as:

- Increase admissions, retention and completion of Black, Indigenous, People of Color (BIPOC) students in underserved populations
- Invest in programs which contribute to a highly skilled and diverse pool to the regional workforce
- Increase retention for all students across demographics through increased student services and support

Leaving the DEI office unstaffed for several years, working to consolidate the Multicultural Center and Gender Equity Center into a Center for Culture and Belonging, and cutting funds for curriculum focused on supporting students from diverse backgrounds all make it harder to achieve these goals.

Enrollment Trends



Indira Bakshi

In solidarity with my faculty colleagues, I urge the Board to affirm and strengthen the commitments made in LCC's Sanctuary Policy.

As a qualified and experienced instructor at LCC for the past 28 years in the English as a Second Language program, I have worked with countless students. Some arrive with little or no literacy or English skills, and others hold advanced degrees and are looking to improve their English skills and get to work in their field as soon as possible. I could name many more who, with the support of ESL, ABSE, and Career Pathways programs, not only passed their college placement tests but went on to earn degrees, transfer to universities, and secure meaningful employment.

Foundational programs like ESL, ABSE, and Career Pathways are essential bridges that empower students to transition into college and set and achieve their long-term academic and career goals. Without strong bridge programs, Lane is not truly accessible to the very students we claim to serve.

Moreover, students across the campus increasingly come from communities as first- and second-generation immigrants, including DACA students and refugees. Many others are international students who have chosen Lane as their home away from home while pursuing their educational goals and building lasting relationships that connect Lane to the world.

Sanctuary provisions make it possible for all our students to enter classrooms with a sense of safety and belonging. I've seen firsthand how this sense of security enables students to focus, learn, and pursue their goals with confidence.

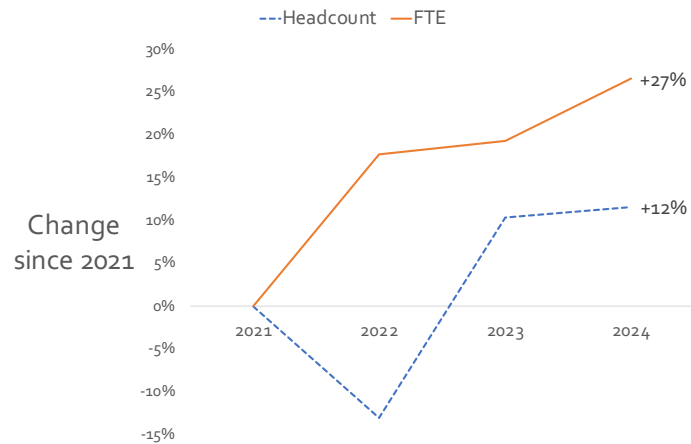
The current federal administration's mass deportation efforts are tearing families apart, spreading fear. They are undermining the trust, stability, and wellbeing of our community.

Now more than ever, strengthening our sanctuary policy is critical to defending access, equity, and Lane Community College's core mission to remain a truly safe and welcoming place for all students to learn and thrive and contribute to the future prosperity of our community in Lane County.



Indira Bakshi, faculty member in the English as a Second Language program

LCC Enrollment Trends

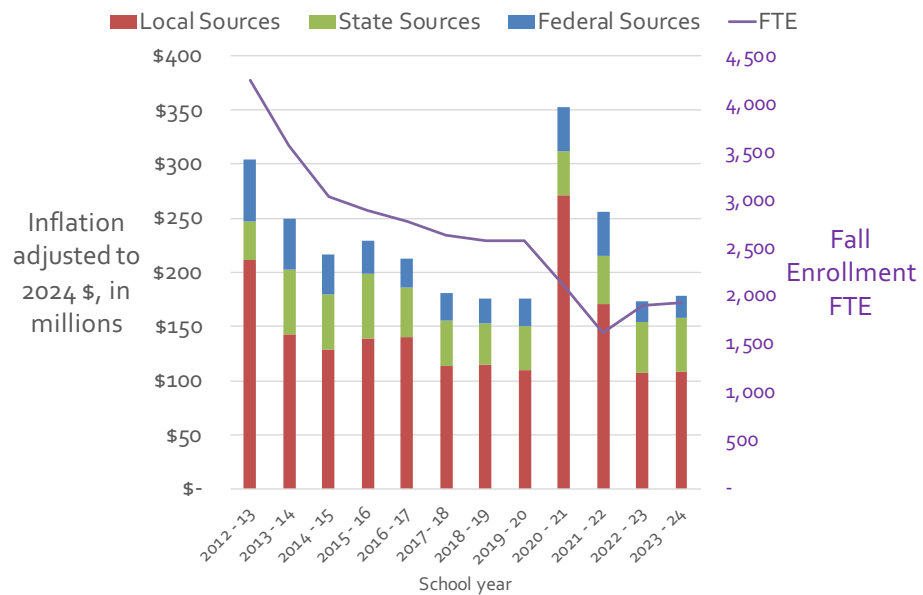


HECC

All community colleges lost students during the pandemic, but enrollment is now increasing. Lane's 2024-25 fall headcount is 31% lower than what it was in 2015-16, but Oregon Coast, Southwestern, Blue Mountain, and Chemeketa Community Colleges are all lower. Still, rebounding enrollment is a positive trend, and LCC has been investing in infrastructure and programs to better serve and attract students. It is important for the school to also invest in instruction and student support services to keep the recovery going.

In the 2012-13 school year, LCC brought in \$71,570 (in 2024 \$) in revenue per enrolled FTE. In the 2023-24 school year, revenues were \$91,957 per student FTE.

LCC Enrollment and Revenues



HECC Revenues and Expenditures by Object

Most revenue comes from local sources. During the pandemic LCC received some federal relief funds, but most of the increase in 2020-21 and 2021-22 was \$139.6 million in revenue from general obligation bonds issued to finance the costs of capital construction and improvements to facilities.

—Anonymous

“I have chosen to stay anonymous to keep my identity safe. Our current administration does not give me confidence that they have the best interest of the faculty and staff in mind. With what I have heard from other colleagues (past and present) who have spoken out, I also worry about retaliation.”

As a faculty member of color committed to fostering an inclusive, supportive, and engaging learning environment, I bring forward a perspective on some concerning trends in Education that affect job security and retention, particularly for educators from marginalized backgrounds like myself. It is believed by some that enacting policies that affect job security such as removing continuing contracts will help to increase diversity within the workplace. In my experience that is not the case.

Several years ago, I relocated from another state that removed the ability to receive continuing contracts for educators. For 3 years, I worked on an annual contract. Each year, I received great marks on my evaluations, meeting or exceeding all expectations as an educator with no previous experience. I had several conversations with different members of the administration about my future and potential growth within the district. Yet each year in May, I would nervously wait and read through School Board meeting notes to see if I would be offered a contract for the next year. At the end of my second year, I actually was not offered a contract until about a month after school had ended and I had already anxiously spent several months applying for every teaching job possible within a 1 hour radius.

It was very clear that my hard work and dedication were not valued or a priority in maintaining employment. I did not want to spend every Spring worrying about whether or not I would have a job to support my family in the Fall. So, even though I had deep roots in my hometown and a recognized family legacy in education, the removal of continuing contracts meant it was time to move on.

Offering job security shows educators, especially those from diverse backgrounds, that they are valued and respected. Removing elements of job security, reduces the number of qualified applicants who are willing to consider available positions. It also unnecessarily increases the risk factors of employment with our institution especially for those who are already at risk of oppression. I strongly believe that if you are truly looking to recruit and retain people of color to work at LCC, offering job security will be a key factor.





Sarah Washburn

I'm an LCCEA member and I teach history here at Lane. I am here tonight to speak to a specific concern regarding Faculty Work Conditions, namely academic freedom.

As we traverse these uncertain times, one thing remains consistent, and that is our need to support one another and our community. I find it disheartening at this moment in the way history can be twisted to fit someone's political view without any type of research, or the attempt to simply erase groups completely from our collective memory. From Harriet Tubman, the Tuskegee Airmen, the Navajo Codetalkers to Jackie Robinson, all of these individuals played a significant role in our shared history.

I find my role as an historian to make sure that our students are taught history, all of it, and are also equipped to analyze and question sources.

Sarah Washburn teaches History at LCC

History is amoral, it is not there to make someone feel comfortable, and if you do feel comfortable, you are not studying all of history. As renowned historian Laurence Rees once said, "History is a warning."

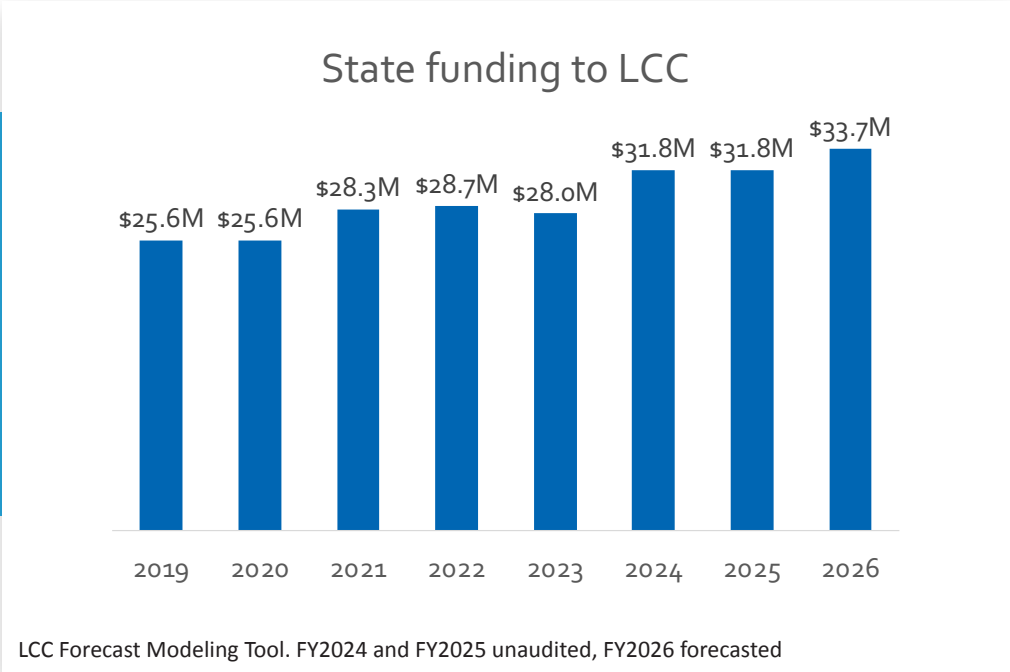
I ask the Board and the Administration to help ensure that our academic freedoms as faculty are not eroded as we navigate the current social and political state of our country.



State funding

Most state funding for community colleges comes through the Community College Support Fund. The state legislature allocates money into the fund each biennium. The fund is distributed among the community colleges based on their enrollment and how much revenue they collect in local property taxes. The Legislature approved \$854.4 million for Oregon’s Community College Support Fund for the 2025–27 biennium, a 6.9% increase from the previous cycle. But according to the Oregon Community College Association, state funding is still well below the \$920 million needed to sustain programs, services, and rising student enrollment.

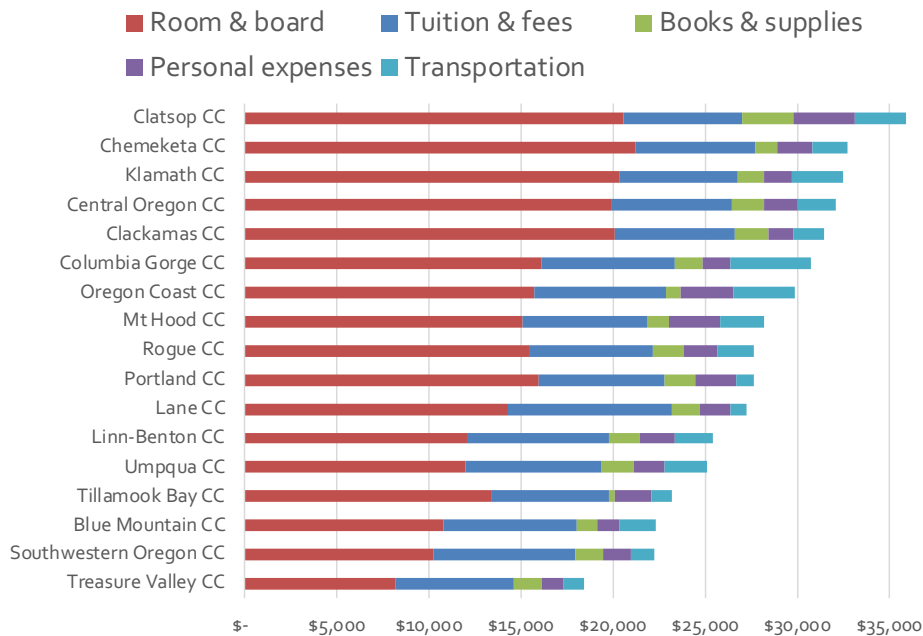
Other state funds are distributed through grants and for capital projects. Though the Oregon legislature has increased state funding for community colleges, enrollment declines caused LCC to get a smaller share of the overall state allocation. In 2013-14, 15% of state community college funding went to LCC. By 2023-24, LCC received only 9%. Still, with an overall increase in funding from the legislature, annual state funding to LCC has increased over time.



Over the same period, LCC’s share of all local property taxes collected for community colleges stayed relatively flat, around 10 – 11%. Property tax collections are based on the assessed value of the property in the taxing district, not on enrollment. Property tax collections are expected to be \$5.1M more in 2026 than they were in 2019. As enrollment declined at LCC relative to other colleges, local revenues per FTE increased, so LCC received a smaller share of state distributions.

In the 2023-2025 biennium, the State of Oregon provided \$8 million to LCC for Science Building Improvements. This renovation project will bring existing science labs up to current standards, improving safety and physical access while reducing deferred maintenance issues.

Standard Student Budgets, 2025-26



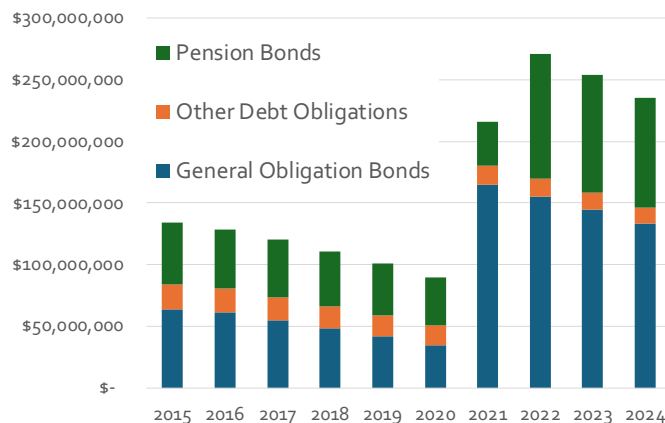
HECC Revenues and Expenditures by Object

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Long-term Debt

LCC borrows money for construction projects and other purposes. General Obligation Bonds that finance capital projects are paid with property taxes collected in Lane County. Other debts are paid off with LCC revenues. In recent years LCC increased its long-term debt to invest in infrastructure and reduce annual pension costs.

Debt Obligations



LCC Audited Financials, 2024

Jill Tauchert

I want to address a critical and urgent issue affecting the well-being of our students and the future of our nursing program: the need to increase mental health support across our campus.

This year, our nursing student cohort has been profoundly impacted by the tragic loss of two students. These are not just statistics; these were our students, our students' friends, and individuals with dreams of making a difference in the world. Their loss underscores the profound pressures and challenges our students are facing.

We are seeing an alarming rise in life stressors—financial burdens, family responsibilities, personal health crises, and the emotional weight of caring for others in their roles as nursing students. On top of these challenges, the rigorous demands of the nursing program push students to their mental and emotional limits.

Yet, while the intensity of these stressors has increased, the availability of accessible and timely mental health support has not kept pace. Our students need more than resilience; they need tangible support systems to navigate these challenges. They need counselors who understand the unique pressures of healthcare education. They need safe spaces to share their struggles without stigma. And most importantly, they need us to acknowledge their humanity, beyond their academic performance.

As educators, mentors, and leaders, our goal is not just to prepare them academically but to help them succeed holistically. We cannot allow the weight of this program or external pressures to jeopardize their mental health or, worse, their lives.

I am calling on our institution to prioritize and expand mental health resources—more counselors, extended hours, peer support programs, and initiatives that proactively address mental well-being. Supporting our students is not just an investment in their futures; it is a testament to our commitment as a program and as a community.

Together, we can ensure our students thrive—not just as future nurses but as whole, supported individuals.



Jill Tauchert, Health Professions faculty



Tammy Salman, Faculty Curriculum Coordinator

Tammy Salman

I would like to share with you a concern regarding campus safety and security. This is one of the priorities faculty identified in a survey conducted after the lockdown. Specifically, faculty have determined that we would like to see enhanced safety measures taken across campus that would be in place in the event of a lockdown or public health emergency.

In February 2023, LCC experienced a lockdown, and the campus community was not prepared as it should have been to respond to this event. A memo from August 2023 that LCC's general counsel sent to the LCC President and campus community noted that the general response to the incident was good in terms of emergency planning, the memo identified additional critical needs and steps that the College should take in order to be better prepared in the future.

For example, some of the critical needs include:

- Training for employees on lockdown procedures and sheltering in place
- Locking mechanisms and window coverings for safety areas
- Functioning locks on all classroom doors
- Enhanced physical safety measures within classrooms
- Designated emergency gathering spots in each building
- Ensuring intercom speakers are working and audible in all areas of all buildings;
- Providing adequate emergency supplies for an incident in which sheltering in place is required

These are just some of the recommendations that arose from the 2023 lockdown incident, and while some steps have been taken, the campus community has not seen any larger safety plan, nor have we had ongoing training on what to do during a lockdown situation. Knowing what to do or where to go during an emergency is critical and should be something that we practice each year. We should all know where to locate safety procedures and what to do within our buildings and the classrooms where we teach.

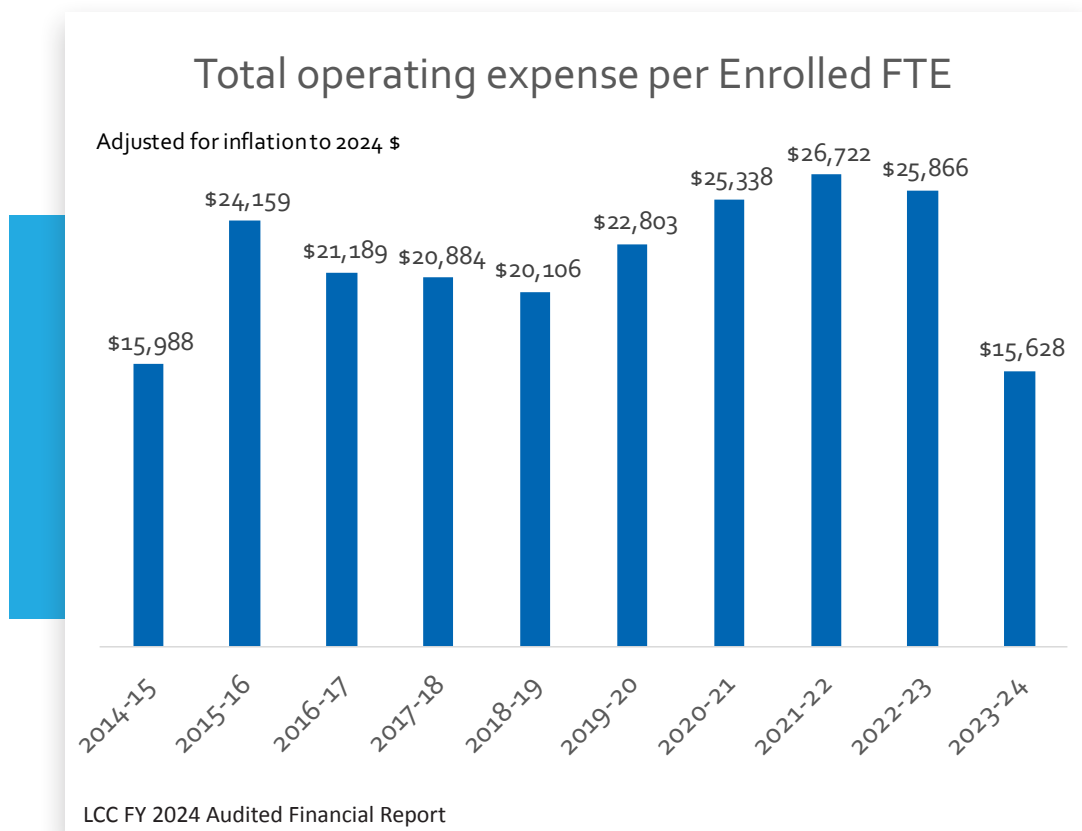
Capital projects

In 2020, Lane County voters approved a bond measure to fund LCC facility updates. The \$139.6 million in bond proceeds paid for:

- Seismic retrofitting of aging buildings
- A new building for Health Professions programs and the LCC Dental Clinic
- A new Industry and Trades Education Center building
- Upgraded athletic facilities
- Upgraded IT infrastructure and enhanced cybersecurity
- Deferred maintenance of buildings and pathways

Pension bonds

Like other public employers in Oregon, LCC had pension obligations that exceeded the funds under investment with the state treasurer. To address this “unfunded actuarial liability” LCC was required to make additional PERS contributions. During the 2019-2021 biennium, these contributions equaled 12.72% of payroll for Tier 1 and Tier 2 employees, and 6.63% of OPSRP employees — a substantial amount. In June 2022 LCC issued a \$69,290,000 bond with a private bank to pay down the unfunded liability. This was a smart move which reduced additional payments to 2.26% of Tier 1 / Tier 2 payroll and 0% of OPSRP payroll for 2025-2027. The large decrease in ongoing operating expenses, frees up millions of dollars to invest in instruction and student services. Operating expenses in 2023-24 dropped by over \$10,000 per student FTE.



Spending

LCC devotes a smaller share of total spending to instruction than the average U.S. community college. According to the most recent data from IPEDS, in the 2022-23 school year, 40% of spending by public, two-year colleges went to instruction. In 2024, 23% of LCC's spending was on instruction. This number is down from 37% in 2023 due to the pension expense adjustment.

Pension expenses are embedded in the spending areas in LCC's budget that involve paying staff. Expense figures for financial aid payments, depreciation, and amortization of loans, did not change with the pension adjustment, but instruction, community services, student services, support services, and plant operations and maintenance numbers all decreased. This doesn't necessarily indicate a reduction in activity or staffing, but it does change the percentage breakdown among spending categories.

The reduction in operating expenses is real: millions freed up each year to run the school. But because the change in pension expense makes it harder to analyze relative spending trends, it is better to focus on specific spending on instruction, support services, and management.

Budget Spotlight

The Board of Education has primary authority for establishing policies governing the operation of LCC and for adopting the college's annual budget. Discussions about the FY2026 budget are ongoing. Unfortunately, LCC's administration is presenting misleading budget projections based on bad assumptions, which they are using to justify unnecessary and harmful cuts to staff and programs. Examples include:

- For the fiscal year that ended June 30, 2025, LCC's budget model included 8% cost of living adjustments (COLAs) for all employees, which seems to include 4.5% for step increases. No one at LCC got a COLA plus step increase this high. Standard budgeting practices consider steps to be cost neutral— they are certainly not to be confused with COLAs. Because half the faculty are already at the top step of their pay scales, they would not be eligible for an additional step, and employees who resign or retire leave at higher salaries and are replaced by new employees at lower salaries. What's more, steps are worth 4% on the management salary scale, 3.75% for faculty, and 4.2% for classified workers — all less than the 4.5% number LCC is using for their budgeting. The administration's incorrect numbers produce staffing cost estimates that are millions of dollars too high.
- Basing future year's budgets on inflated FY2025 numbers artificially drives up projected expenses. In addition, data LCC administration presented to the Board of Education shows that total salary expenditures for all employees only increased 17.7% over ten years. This is not consistent with an assumption that employee costs are increasing by 7.5% a year.
- LCC has a target ending fund balance equal to 10% of total operating expenses, and is currently projecting an ending fund balance of 8.2% at the end of FY2026 due to strong revenue growth for the past three years. However, by inflating the operating expense numbers for future years, the administration drives up the amount needed to meet the ending fund balance goal and uses that higher number to justify cutting courses and staff. Besides being inaccurate, cutting courses will cost LCC revenue, not lead to savings. At a time when enrollment is increasing, LCC should keep investing in instruction, not cut it.

Doug Young

I have been a member of the chemistry faculty at LCC for about 12 years. I wanted to introduce one important issue regarding the compensation of lab faculty, including in Science. Currently, at LCC, we award 1.0 Teaching Load Credit (TLC) for 1 contact hour with students in a lecture setting, but only 0.682 TLCs for 1 contact hour with students in a lab setting. This means that if I teach a 3-hour "lecture," I get paid for 3 hours of work. But if I teach a 3-hour "lab," I get paid for only 2 hours of work.

This is a major workload issue in Science because, as a chemistry teacher, sometimes I teach in a regular classroom and other times I teach in a classroom with sinks, fume hoods, and chemical resistant benchtops. The only difference is what equipment is in the room, yet for some reason, when I teach in a lab room, I am only compensated for about 2/3rds of my time with students. It doesn't make sense. Imagine if, at your job, your hours were based on where you did your work – outside or inside, front office versus the back office, first floor versus second floor, etc. It would be a major issue – it devalues the work you do, and it creates a system where people compete over who gets the "better" location to work in. At LCC this translates into who "gets to" teach lecture, and who "has to teach" lab. In reality, they should be given the same compensation.

For me, a typical chemistry class involves an introduction to the day's agenda and some direct instruction on those topics. Then we break out to practice applying the skills and knowledge we are learning. Students will work individually or in groups. During that time, I wander throughout the room answering questions, asking questions, giving advice, peering over shoulders to see how folks are doing, etc. This describes the active learning that occurs both in my "lecture" class and my "lab" class. There is no difference in the amount of work between the two. If anything, lab courses are more work because of the additional time it takes to grade laboratory reports and papers.

This is why the American Chemical Society (ACS), in their "ACS Guidelines for Chemistry in Two-Year College Programs," states that "Contact hours are defined as the actual time spent in the direct supervision of students in a classroom or laboratory. ... each laboratory contact hour should be assigned the same contact hour value as a classroom contact hour." At LCC we do not meet those guidelines because we only offer 2/3rds of the compensation for the same hour of work if it's called a "lab."

Many colleges in the Pacific Northwest are awarding 1 TLC per 1 hour of contact regardless whether it is a lecture or a lab because it more accurately represents actual workloads, it follows the ACS guidelines, it aids in retention and recruitment of faculty, and it shows respect for the work of their chemistry faculty. I look forward to when LCC does the same.



Doug Young, Chemistry faculty



Amy Beasley

I've been a faculty member here in Writing and Literature for over 20 years. I'm here to speak in solidarity with my LCCEA colleagues about the administration's proposals to increase class sizes as well as the number of classes faculty will teach.

There are multiple concerns with these proposals (I'm mindful of the impact this will have on my part time colleagues, for instance), and I won't have time to address all of them in these three minutes. I'll use my time to focus on the impact this will have on our students, and on our responsibilities as a community college.

Because, not only does proposing to require faculty to teach more classes, with more students in them, devalue the work we do as teachers, but it devalues our students as individuals, and devalues what we are here to do as a college for our community.

Amy Beasley, Writing and Literature faculty

Each and every student comes to us with their own particular backgrounds, uniquely prepared in some ways for our classes and, more and more, uniquely struggling. These challenges are multiplying and becoming more severe. More and more of our students are underprepared for our classes. More of our students are facing mental health issues that create barriers to their success. More of our students are grappling with financial and other outside pressures in their lives that interfere with their ability to succeed. There's been decreasing access to counseling and tutoring resources that our students desperately need. Generative AI is consuming hours of our time every week. And of course, there's a political climate that is affecting the mental and emotional well being of all of us in the classroom, students and instructors alike. Some of our students are also living with very real fears about being targeted for reasons such as immigration status and / or gender. The list goes on.

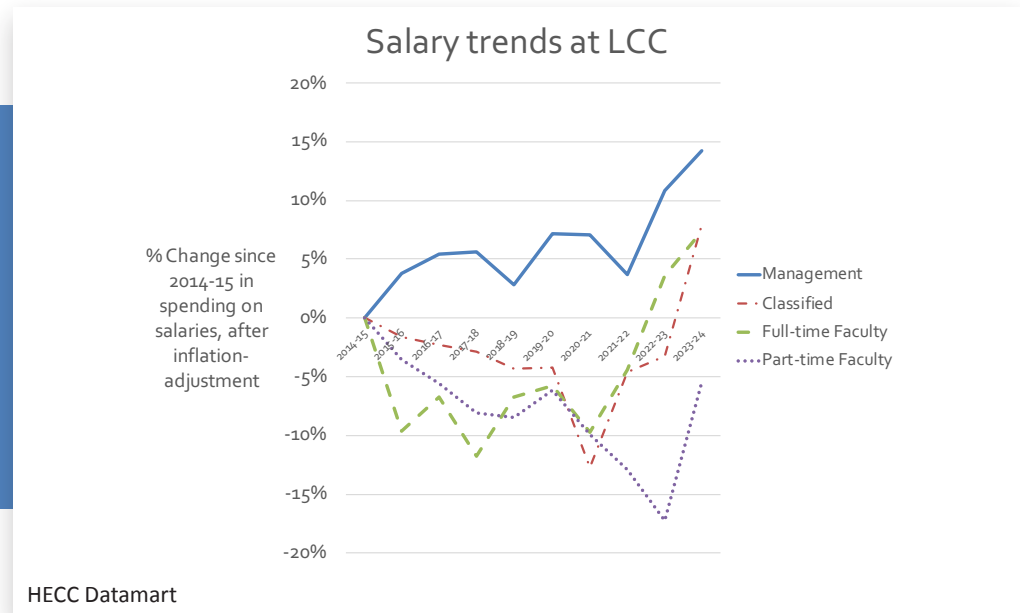
As faculty we are told that we are the one guaranteed point of contact that our college has with our students. We receive weekly emails with tips about how to retain students. I understand this responsibility and I take it seriously. Because I agree: especially now, with the increasing struggles and pressures they are facing, our students really need us.

However, It's already impossible for me to help every student in my class in the way I know I could if I had the hours to work with them as the individuals they are. In fact, because of these increasing challenges, it's becoming more impossible every term. Already, I lose students from my classes who I could have helped if I had more time to work with them.

If I, along with all of my colleagues, become responsible for teaching more students, due to additional classes and / or increased class sizes, we will lose students. A lot of them. There is no way around that truth. This is not a way to increase retention and enrollment, or to help our bottom line. Our students will disappear from our classes at a much greater rate. They will give up on college. And most importantly, we would be failing these students who need us in these difficult and uncertain times: we would be failing to fulfill our responsibility as a college for the community we serve.

Staffing

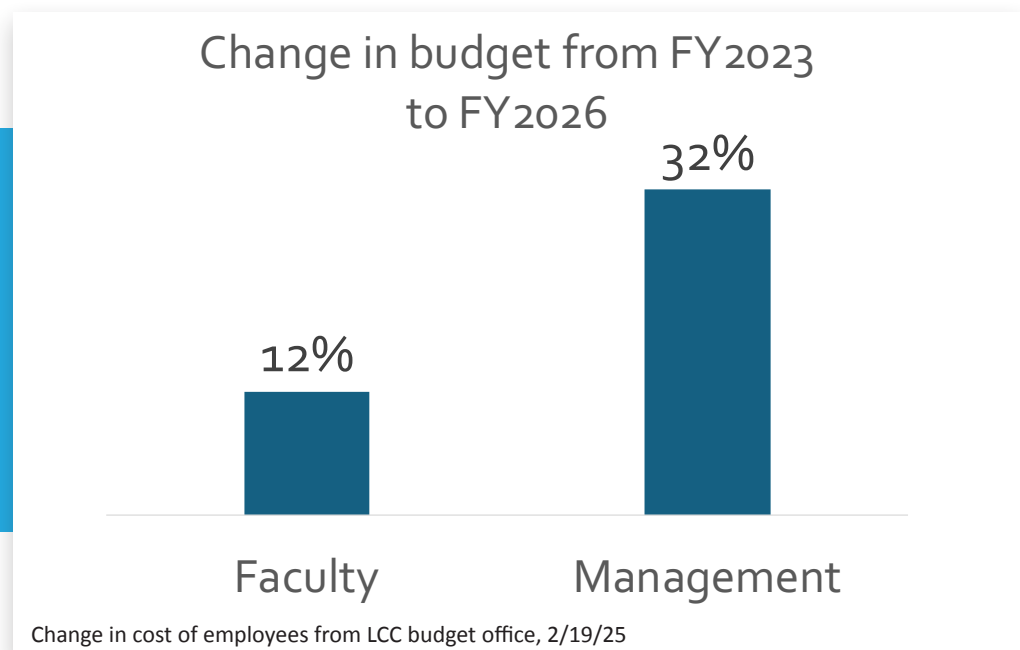
As enrollment declined LCC reduced faculty and classified staff, but maintained management jobs. Now, as enrollment and spending on faculty begins to increase, LCC is increasing spending on management by a disproportionate amount. Compared to FY2023, budgeted FY2026 spending on faculty will be 12% higher, while spending on management will be 32% higher.



Change in numbers of employees from 2014-15 to 2023-24

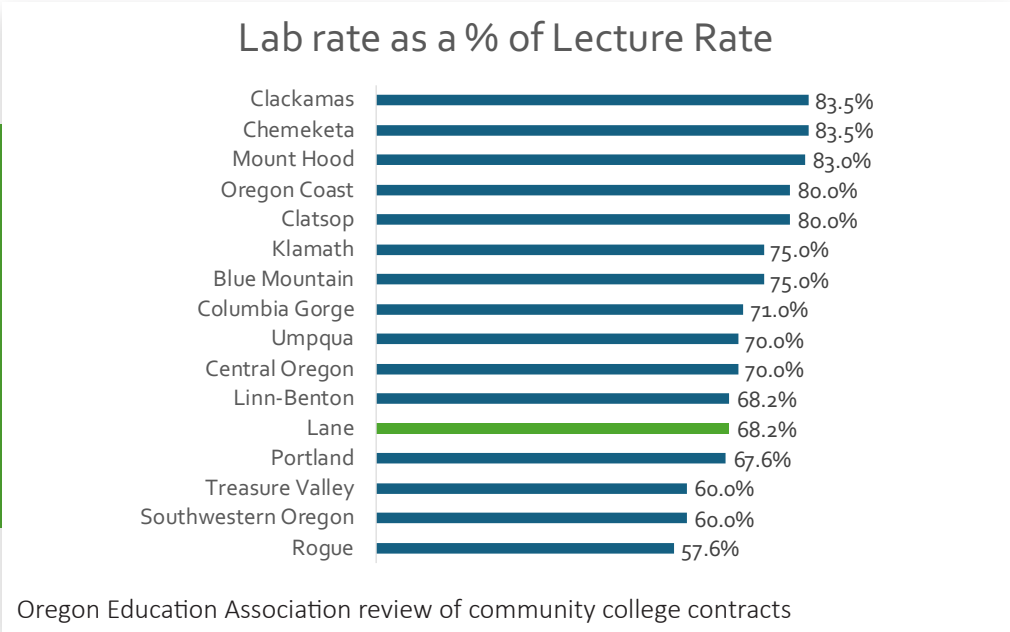
Faculty	-19%
Classified	-24%
Management	+1%

LCC Audited Financial Report 2024



Workload

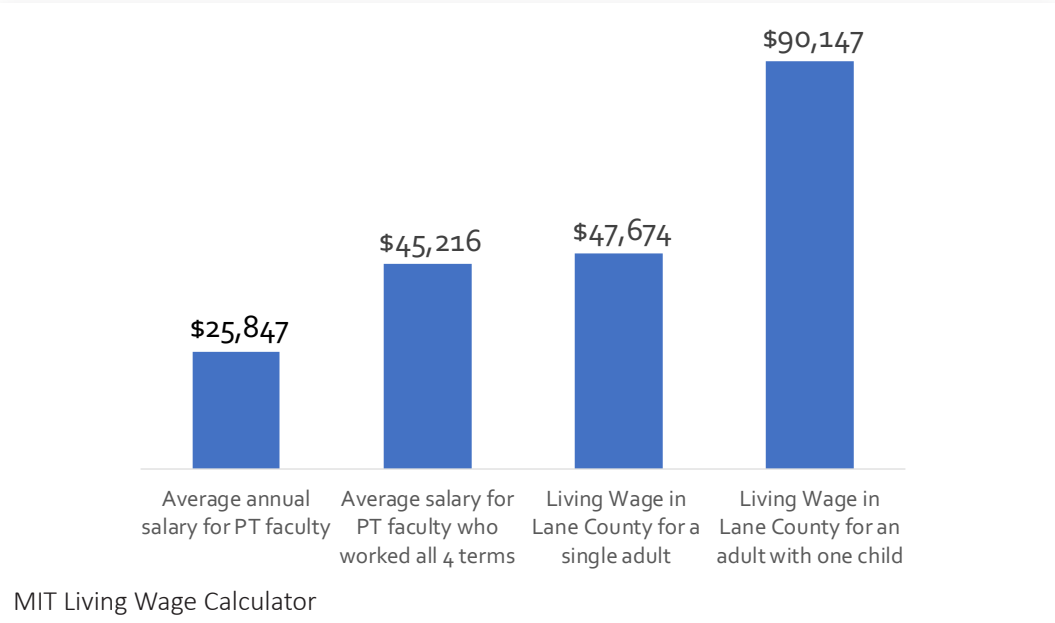
Faculty report heavy, uncompensated workloads. On a recent survey, 78% said they work more than their assigned and compensated FTE, with 38% working at least 50 hours per week and 19% working 60 hours or more each week. Nine out of ten report working evenings and/or weekends, outside of regularly assigned times, at least half the weeks each term.



Part-time Faculty

Among all faculty, 37% have 1 or more other job. 65% of LCC’s part-time faculty work other jobs, and over one-in-four work two or more other jobs. Even with cobbling together multiple jobs, too many faculty members are not financially secure. On a 2025 survey, 40% of part-time faculty who are not retired reported having relied on government assistance while working as faculty at LCC. On a 2019 survey this number was 26%.

In the 2024-25 school year, part-time faculty at LCC averaged \$25,847 in salary with an average 30% appointment over the year. Most part-time faculty don’t have the opportunity to teach all 4 terms. Those who did work in all four terms averaged \$45,216 in salary. This is not enough to live on in the area. The MIT Living Wage Calculator estimates a single adult needs a pre-tax income of \$47,674 to live in Lane County, and an adult with a child needs \$90,147.



Daphne Gabrieli

I'm a part-time writing and literature faculty – and an LCCEA member. Recently, my loved ones in research medicine have been courted by other countries and other states. With academia being devalued, we're seeing talent head elsewhere. I first explored this concept playing a political sim called Democracy 4: what's coming is a "brain drain," a condition which occurs when smart people relocate, leaving behind a scholarly vacuum.

If another recession is on its way, then soon after enrollment will increase. Will we rise to the occasion? When Lane County members lose jobs or when their industries become obsolete, they will look for new industries, degrees, and technical know-how to support new dreams. I've been an instructor here for 24 years, and I've seen this before: classrooms full of single parents and displaced workers. I loved that atmosphere, actually, because it's intergenerational and there's so much at stake. Nothing is quite as exciting as coaching students to tell their story, to witness their scholarly progress, their self-development, and their self-expression.

I have many success stories to recount, my student who was formerly unhoused who went on to teach hang-gliding, my dyslexic student who hadn't learned to read until she was 17 who went on to study and practice book restoration, my student who was a former felon, who committed to his recovery, and who went on to study forestry, my student whose husband had a gambling addiction, which cost her her marriage, her home, and her financial solvency, but who turned her life around by returning to Lane Community College. They're notable, too, for being scholarship winners.

I continue to be devoted to our college, to my colleagues, and especially to my students, as they face the massive task of having to pay for their education. Teaching "Writing for Scholarships," academic writing, and literature since 2001, I continue to learn, to develop my teaching, and to provide a consistent resource for students. Two decades of teaching should be enough for me to establish this data point, and yet, why are my classes worth only 2/3rds of what my full-time colleagues' classes are worth?

According to last year's OEA Almanac of Oregon Community Colleges, Oregon part-timers earn on average 58% of what their full-time colleagues earn, for the same credits, the same classes. As a long-time part-timer, my disparity percentage looks more like 65.5%. To clarify, my classes are worth, credit-by-credit, 65.5% of what my full-time colleagues' classes are worth. Knowing this ratio, I feel sad and ashamed.

I helped put LCC on the map, and yet I am not paid commensurate with my value.

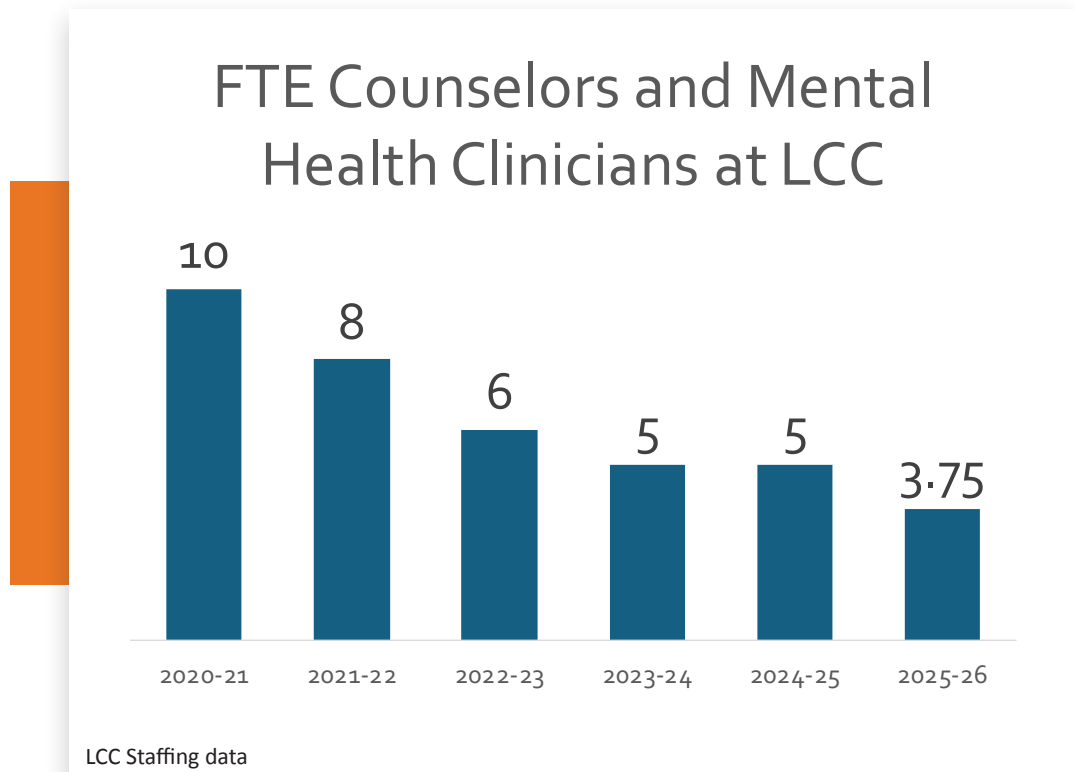
I hope the Board will help me fix this problem, to correct the pay gap out of principle and to help part-timers afford to stay here.



Daphne Gabrieli, writing and literature faculty

Counseling and Mental Health Services

As LCC works to rebuild enrollment and help more students succeed, counseling and mental health services are critical to that effort. Across the country, college students report high levels of stress, anxiety, depression, and housing and food insecurity — challenges that directly affect retention and academic performance. LCC has reduced the number of professional counselors in recent years, leaving fewer resources to help students navigate personal and academic crises. Restoring and expanding counseling services would address growing mental health needs and improve retention and completion rates, helping achieve the college’s core mission of access and student success.



Discussion

Lane Community College stands at a pivotal moment. After years of financial strain and enrollment decline, the college’s fiscal position has strengthened dramatically. Strategic borrowing to modernize the campus and stabilize pension expenses has reduced long-term liabilities and freed up millions of dollars in ongoing revenue. These investments have given LCC the financial flexibility to reinvest in the people and programs that define its mission.

However, the college’s recent budgets suggest that new resources are not being distributed evenly. Spending on management has grown far faster than on instruction, even as faculty workloads remain heavy and many part-time instructors struggle to make ends meet. Proposed budgets incorporating bad numbers and inaccurate assumptions are being used to justify cuts that would slow LCC’s growth hurt students and employees. A sustainable recovery requires more than financial solvency; it requires aligning institutional priorities with the mission of accessible, high-quality education and student services.



Keri Green

Since our last negotiations, the NWAC rules have changed significantly increasing the number of hours we, as coaches, work. There's virtually not a time when we are "out of season" now. We even practice in the summer for 4 weeks. We need to pay more than poverty wages to make coaching work sustainable here at Lane Community College.

In-season starts August 1st and goes through mid-November. We practice two to three times each day which averages out to 25 hours per week. Outside of practice time, I spend countless hours recruiting new players, and retaining and graduating students.

I meet individually with my players weekly during season and monthly out of season. I do all of the travel planning such as booking hotels and confirming rentals for myself, other coaches and the players. I manage and plan my own budget. I order gear,

uniform and supplies for all of our practices and games. When I coached at the high school level, I had assistants who would arrange for travel plans, order supplies and gear, but I guess I've moved up? :-) I'm a tutor and advisor as our students do grade checks every three weeks to make sure they maintain their eligibility. I drive a van to all the games. An average drive is 2 to 2.5 hours, but we had one game/tournament in Ontario, a 16-hour round trip. We also have overnight stays and are in charge of our students from the moment we leave campus to the moment we return. Finally, once a term I do a "recruiting showcase" in which I spend four hours meeting with parents and student recruits to show them our facilities, provide a Q and A time with other students and help them better understand the benefits of attending our college.

A conservative estimate of the total hours I work in season is 35 hours/week, from August 1st through mid-November, for 15 weeks. Out of season every term, I'm still doing all of the above, except setting up travel plans and driving. My coaching stipend for the entire year is \$18,166, that's from August 1 to June 30, thus I earn \$826 per pay period, working many hours that I'm not compensated for. We have to have other jobs to make up for the fact that we're not getting paid for the hours we are actually working.

We are dedicated to this College and our entire Lane Community College community. We are asking you for fair wages, and to be compensated for the work we do. Coaches go above and beyond for our student athletes.

Keri Green, an LCCEA Member and part-time faculty and the Head Women's Volleyball Coach

Faculty are central to that mission. They are the ones designing courses, mentoring students, and keeping programs connected to the needs of local employers. Yet many report working uncompensated hours, juggling multiple jobs, or relying on public assistance. These realities point to a widening gap between the institution's financial capacity and the working conditions of those most responsible for student success.

At the same time, Lane County voters and state lawmakers have shown their commitment to LCC through major investments. These public commitments reflect a shared belief that community colleges are essential to Oregon's workforce, equity, and regional prosperity. To honor that trust, LCC should ensure that resources flow toward instruction, student support, and equitable faculty compensation, not administrative expansion.

Moving forward, the college has an opportunity to build on its improved financial position to strengthen its academic foundation. Prioritizing investments in instruction and student services, improving pay equity, and reducing uncompensated workload would help stabilize the faculty workforce and improve student outcomes.

Lane Community College's future success will depend not only on strong finances and modern facilities, but on whether it continues to invest in the people who make learning possible.



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