

Union News

• FROM THE FACULTY STAFF UNION •

The First Contract—*History of the FSU, Part 3*



STUDENT AND FACULTY DEMONSTRATORS CHANT "WE WANT A CONTRACT!" AT A BOARD OF TRUSTEES MEETING IN 1978. DAVID HUNT STANDING ON THE LEFT.

BY DAVID HUNT, HISTORY

This is the last part of a three-part series written for the Union News by David Hunt. Part 1 can be found in Volume 1, Number 2 (Spring 2010) and Part 2 in Volume 2, Number 1 (October 2010) of the Union News. For archived issues of this newsletter please go to the FSU website: www.fsu.umb.edu.

The campaign that resulted in the signing of the FSU's first contract depended on the concerted effort of many

• faculty and staff, an experience of solidarity that reinforced friendships lasting a lifetime. High points were high indeed, as in the 1978 work stoppage backed by hundreds of students and observed by 80% of the faculty. The objective was to jump start negotiations with the administration that seemed to be going nowhere. For two days the harbor campus took on a carnival-like atmosphere, with songs and chants and marches back and forth across the plaza and triumphant speeches and hugs of relief and joy when it became clear that organizers had succeeded far beyond expectations.

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New FSU Two-Year Contract Ratified

Letter from the President

Dear Colleagues,

Welcome to the 6th issue of *Union News*. Unfortunately, Dorothy Nelson, our founding *Union News* editor, is stepping down after 3 years of wonderful work. We owe her a great debt of gratitude for all her efforts; she has created a vibrant, interesting, provocative and good-looking newsletter for all of us. She will be missed.

This issue has great articles including David Hunt's History of the FSU, Part 3; non-tenure track faculty organizing at UMass Lowell; and coverage of the on-going work and initiatives of the Campaign for the Future of Higher Education.

Boston Campus Issues: New Contract

We've ratified our new 2-year contract which will take effect in July 2012. We think this contract offers needed advances, for example, a 10% pay raise over the next 2 years, an additional \$1000 in travel for tenure-stream faculty, a commitment to implement a junior faculty research intensive seminar by Jan. 2013, and an increase in the salary anomaly fund. Our fall faculty bargaining survey (with 400 responses) was a big help in figuring out which issues were particularly important to faculty/librarians.



CATHERINE LYNDE TALKING WITH NEW FACULTY ABOUT THE CONTRACT.

We'll negotiate issues concerning non-tenure faculty and distance education this spring. Committees are forming for this purpose. If you are interested in serving on any of these committees, please let us know.

The FSU (with other UMB unions) will negotiate over parking and transportation in the next few months. The University will undoubtedly want parking fee increases; we'll fight to limit these as much as possible.

Pre-Tenure Workshop

This Spring's Pre-Tenure Workshop is on March 21st, 1pm. This has proven very useful for faculty heading into Fourth-year and Tenure reviews. If you have found it useful, please encourage others to attend.

Research and Educational Support Funds (RES)

We should soon be hearing from the Provost's office about procedures for receiving our (pitifully small) share of Research and Educational Support Funds (RES). The total will be about the same as last year — \$275 or so per FTE.

Regards,

Catherine Lynde

Catherine Lynde, Economics, FSU President

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Please send letters to the editor, comments, questions and suggestions to the Faculty Staff Union. fsu@umb.edu, 617-287-6295

Union News is a publication of the Faculty Staff Union at UMass Boston.

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For past issues of Union News, a list of union officers, information about the union contract and other matters visit the website: www.fsu.umb.edu

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UMass Lowell Adjunct Union Fights for Change

NURUL AMAN, *ECONOMICS*
(UMASS LOWELL AND UMMASS BOSTON)

TESS GEORGE, *MANAGEMENT*
(UMASS LOWELL)

The Union of Adjunct Faculty – United Auto Workers (UAF-UAW), Local 1596 at UMass Lowell has been actively working for more just and respectful treatment of their members since they began bargaining with the university in March of 2011. So far, progress at the bargaining table has been slow. Although the union won tentative agreement on some general items, the UML administration has not agreed to union proposals on central issues such as salary, benefits and job security. For example, the administration has refused to grant one-year contracts to adjunct professors with many years of service, in favor of continuing the practice of semester-to-semester contingent employment.

There are about 560 adjuncts teaching at UMass Lowell. They are the majority of faculty and teach over 60% of all freshman and continuing education classes making significant contributions to the overall mission of the university. Most have PhD's or significant business and teaching experience, yet they are usually excluded from department meetings, have no faculty voting rights, have no adequate offices or access to a private campus computer, and have no job security. These working conditions undermine efforts to democratize the university and foster a culture of disrespect for these dedicated faculty members.

As an example of the precariousness of adjunct positions, nine adjuncts in the English Department, many of whom had long years of service, were denied reappointment with no explanation. One adjunct professor had been teaching at UML for 33 years and another for 27 years. A spokesperson for the university administration, when questioned by the union bargaining committee, maintained that the university had no obligation to these teachers, as they were contingent labor.

The UML Adjunct Union held a leafleting event at the Graduate and Continuing Education Open House on January 18, 2012 to point out the disparity between the treatment of adjunct faculty and certain UML administrators, most notably, Jack Wilson. Ex-President Wilson is receiving a sabbatical salary of \$425,000 and will be paid \$261,000 a year to teach a couple of courses a semester at UML while adjuncts at this university earn \$3,500 to \$4,000 per course and have no benefits. The action and other adjunct protests were covered by the Boston Globe, the Lowell Sun and many internet sources.



NURAL AMAN, UMB AND UML ADJUNCT
ON THE RIGHT WITH UML ADJUNCTS.

The members of the UAF-UAW remain committed to fair and respectful treatment for all faculty, full-time and part-time. We continue to seek support for our struggle for fairness and equity from the full-time tenured and tenure stream faculty at UMass Lowell (MSP/MTA), the students at UMass Lowell, and the administration. We are one university. Rectifying the injustices that adjuncts at UML endure will raise the stature of UML and improve the teaching and learning conditions for all.

Off the Ground: The Campaign for the Future of Higher Ed

DOROTHY S. NELSON, EDITOR, *UNION NEWS*

It all started with Chiapas, claimed one of the student speakers at the Second National Conference of the Campaign for the Future of Higher Education (CFHE) held in Boston in November, 2011. What is the connection between the rebellion in Chiapas, Mexico, the democracy movements in the U.S. and recent uprisings elsewhere in the world? In an article on Chiapas Carlos Fuentes wrote, “For the rebels, the demand for democracy was central.” One of the similarities to the struggles in Chiapas is the overwhelming necessity here in the U.S. to preserve and extend democratic values, which includes



JOHN HESS, ENGLISH AND AMERICAN STUDIES AND FRED WULKAN OF PHENOM.

“Funding has been slashed, the underserved are ignored. We need a national, unbridled, unhampered organization that puts us in touch with one another, that straddles the unions and is not in debt to any of them.”

access to quality public higher education. The CFHE hopes to convince people that possibilities exist to promote lasting change for the benefit of the public good.

John Hess, a member of the FSU Executive Committee and the English Department, and one of the organizers of the Boston CFHE conference described the present situation: “Funding has been slashed, the underserved are ignored. We need a national, unbridled, unhampered organization that puts us in touch with one another, that straddles the unions and is not in debt to any of them. Unions have allowed the state to reduce funding while we are still dependent on them.” John sees this movement, which is still in its initial stages, as providing a platform for multiple voices, and up-rearing

the dominance of purely private interests. “It’s obvious to me,” he asserted, “that there are powerful forces, nationally organized, that want to control the discussion of higher ed. — to transform higher ed. to meet their needs. We want to take some of the discussion away from the these forces and turn it over to students, faculty, and staff, and to people who have something to say and are concerned for the future.”

Over 70 participants from 18 states met at the UMass Boston campus center for a weekend of talks and strategizing workshops. UMB Senior Daniel Finn, Heike Schotten, from Political Science and Fred Wulkan from PHENOM, with John Hess, were the key Boston planners. Among the conferees were tenured and untenured faculty, adjuncts, students, scholars, union and

April 16th Week of Actions Planned Nationwide

non-union members from public and private campuses, including some representatives from community colleges. It was clear that this movement intends to bring together not only varied coalitions but all those who study and work in higher ed.

The plenary opened on Friday night with a number of short talks by local and national CFHE organizers and continued as people moved around from table to table, introducing themselves and talking to each other about conditions on their campuses. Heike Schotten, who had been involved with the teach-ins at Occupy Boston, talked about the need for deliberate community and made a connection between the Boston gathering of CFHE and Occupy Boston. "What you are doing is talking to each other, practicing democracy and that is exactly what they don't want us to do."

Students who spoke at the conference described the broad situation facing educational workers: that collective bargaining is not being honored; disinvestment is rampant; the need for transparency is urgent. A student activist from Wisconsin, proclaimed that "students are going to lead. We will take responsibility for our own lives. We need to be at the table and on the boards along with the classified staff and all the other unions on these campuses. The university system is party to what is going on in this society. We need to reorganize our universities to be about relationships and our values."

Key initiatives that emerged from the weekend included the launch of CFHE's Think Tank under the Direction of Higher Ed. Professor and Scholar Gary Rhoades, University of Arizona, and an advisory board. Rhoades has already amassed much research concerning community colleges and the fight to preserve their original missions; the lack of academic rights and job security for contingent faculty; and the need to refocus resources on core academic missions.

National Actions are planned for the week of April 16. Organizers expect that campuses across the country will choose teach-ins or other activities that will galvanize the movement of the CFHE, and continue to draw new alliances and activists. At the Boston conference John Hess invoked Martin Luther King's reference to the building of The Beloved Community. He asked, "How are we going to move forward? All politics is local, but, we need to be connected."

The Seven Principles of CFHE

Representatives from the first CFHE National Conference in Los Angeles in January, 2011 ratified seven guiding principles for "Quality Higher Education for the 21st Century." These focus on access, equity, affordability and quality, core principles in CFHE's effort to maintain public higher education as a right for everyone in the United States. These principles are listed below. To read more about each of these principles go to this link: <http://futureofhighered.org/Principles.html> The principles are not set in stone. If you are in agreement with the ideas overall, please get involved with this campaign and help build awareness during the April 16 week of actions, on campus and during class time.

{SEVEN PRINCIPLES}

- 1) Higher education in the 21st century must be inclusive; it should be available to and affordable for all who can benefit from and want a college education.
- 2) The curriculum for a quality 21st century higher education must be broad and diverse.
- 3) Quality higher education in the 21st century will require a sufficient investment in excellent faculty who have the academic freedom, terms of employment, and institutional support needed to do state-of-the-art professional work.
- 4) Quality higher education in the 21st century should incorporate technology in ways that expand opportunity and maintain quality.
- 5) Quality education in the 21st century will require the pursuit of real efficiencies and the avoidance of false economies.
- 6) Quality higher education in the 21st century will require substantially more public investment over current levels.
- 7) Quality higher education in the 21st century cannot be measured by a standardized, simplistic set of metrics.

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Occupy UMass Boston Carries on in the Campus Center

“We Need Support from our Professors!” • Conversation with Emily McArthur, UMB student activist

As of early March the encampment of UMB students on the first floor of the Campus Center, continues. UMB’s Political Science Professor Thomas Ferguson has commented that the occupy movement is centered on the “pivotal issue of our time, which is whether democracy in America can survive” (The Boston Occupier, February, 2010).

I asked Emily McArthur, a member of the group, to share some thoughts with UMB faculty in this newsletter.

What is going on at this point?

We are having a difficult time galvanizing the student body on issues. Students take cues from faculty. Paul Atwood, Gary Zabel and other faculty have been encouraging. But we need more from the faculty, more support.

What are the key issues that drive Occupy UMB?

- We don’t like the science center because the classes are so large. I have never learned anything from the i-clicker and multiple choice questions.
- Tuition: Jill Stein’s position is that education should be free at public colleges. We need to reach out to the working class students. Forgive the trillion dollars in accumulated debt.
- Students want free parking, for everyone.
- Non-tenure track faculty should have better treatment. Their role is not viewed as important enough — they are struggling to make ends meet. We can’t be a unique university if NTT faculty don’t have needed benefits and time to contribute to the direction of this university.

What strategies are you thinking about?

We’ve decided that lobbying our politicians hasn’t worked for us. We are more in the here and now, rather than drafting plans for the long term.

Will you come up with an alternative strategic plan for this university?

We need to be seen on equal footing with the administration if we are going to be in on the conversation about the strategic plan.

What about the role of faculty in Occupy UMB? Do you think that this movement should be led primarily by students?

Faculty involvement is necessary. We are here at this university to learn from our professors. We need the support of UMass Boston faculty.

To learn more: Check out the Website: www.occupyumassboston.org and Occupy UMass Boston’s petition statement “Why This Is Important.” Talk with students at the encampment and learn more about their concerns, events and meetings. — DSN

“She Was One of Us: Eleanor Roosevelt and the American Worker”

Brigid O’Farrell, Jerry Wurf Memorial Lecture, Harvard Trade Union Program

TOM JOHNSON, *HISTORY*

In February, Brigid O’Farrell, independent scholar and sociologist affiliated with Mills College, spoke on the subject of her recent book, *She Was One of Us: Eleanor Roosevelt and the American Worker*. O’Farrell’s book and talk synthesized a vast amount of material on Eleanor Roosevelt, her role as labor activist and worker, and 20th century U.S. history.

O’Farrell traced the roots of ER’s commitment to labor in Progressive-Era New York; her advocacy for New Deal and postwar labor legislation and close relations with union leaders; and her wide-ranging travels in support of workers’ struggles. She was famously photographed deep inside an Ohio coal mine in 1935. O’Farrell also described ER’s

instrumental role in drafting the Universal Declaration of Human Rights (UDHR) of the United Nations, which was ratified in 1948. ER considered this her greatest achievement, and always associated the cause of labor with human rights. Labor rights are enshrined in Articles 23 and 24 of the UDHR. ER’s own career as a worker was highlighted by O’Farrell. From 1935-62 her syndicated column “My Day” appeared six days a week, and she was an active member of the American Newspaper Guild for 26 years.

The talk was part of the Jerry Wurf Memorial Lecture series, established in honor of the late President (1964-81) of the American Federation of State, County and Municipal Employees. The Harvard Trade Union Program trains union officials and leaders of the labor movement.

Distance Learning Policies Affect all Faculty

AMY TODD, ANTHROPOLOGY

The recently ratified contract calls for the creation of a “labor-management committee to negotiate issues relating to distance education.” Having served on the previous distance learning (DL) committee, I am concerned that separate bargaining will give faculty the impression that the two modes of course delivery (distance and face-to-face) are not connected from a labor perspective. But because distance learning affects course caps, compensation and course assignments for all faculty, there is a need for integrated bargaining.

Class Size and Compensation

The proposed academic buildings and reconfiguration of Wheatley and McCormack have caused a flurry of concern about “class size creep.” Physical classrooms, however, may turn out to be the least of our problems. Without scheduling conflicts or seating capacity concerns, the virtual classroom is virtually unlimited in size. Furthermore, there are incentives in place that promote expansion. According to current practice, University College (which offers many DL courses) caps class size at 25. Faculty may choose to lift caps for additional compensation (\$500 for 1-5 additional students, \$1,000 for 6-10 additional students and on up).

In terms of reducing costs per credit hour, this practice, which was never negotiated, is an excellent arrangement for the administration because tuition collected will always exceed additional compensation paid (the excess will be between \$400 for one additional student and \$4,000 for five). But is this practice in the best interests of faculty, DL or face-to-face?

DL faculty who double the number of students enrolled in their winter or summer session classes are paid approximately 155% of the salary they would have received for delivering a single class with 25 students. Instead of teaching two classes for double the compensation, they teach one supersized class for 155% of the compensation. One can continue to do the math with larger and larger courses. It is the asynchronous and unbounded nature of the DL learning environment that allows administration to cut costs per credit hour this way.

Creating incentives for DL faculty to accept higher enrollments in their classes may also affect enrollments in face-to-face courses. Though we still need solid data, winter and summer session faculty report declining enrollment on campus, while some DL faculty have seen their classes fill to capacity and beyond within 24 hours of registration. We need to know if this has led to the cancellation or reduction of face-to-face course offerings by University College.

It is important to remember that teacher working conditions are student learning conditions, on or offline.

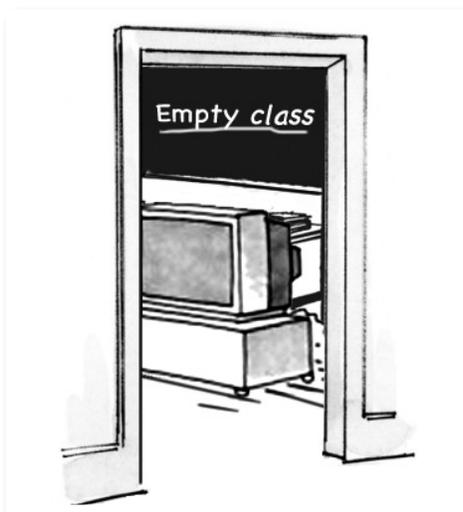
Course Assignments

Threats to faculty solidarity are compounded by conflicting policies regarding course assignments. According to the “Development, Training, & Delivery Agreement for Credit

Distance Faculty,” faculty are paid a lump sum for development of a new DL course or for the conversion of an existing course to DL. This agreement (also never negotiated) is understood by some to mean that the DL faculty member has the right to teach the DL version of the course indefinitely, even if it is a standard departmental offering. Potentially, this conflicts with Article 21(B)6: Course Assignment: Priority Lists.

It is important to remember that teacher working conditions are student learning conditions, on or offline. As more day unit faculty use

Blackboard, teach hybrid classes and offer DL classes, other issues, such as intellectual property and academic freedom, will become relevant to all faculty, regardless of how they deliver their courses



...an experience of solidarity that reinforced friendships lasting a lifetime.

History of FSU continued from page 1

But the first contract was still months and a few years away, and in the interim, the union drive turned into an exhausting, ego-shredding ordeal. Activists had volunteered for many assignments including the steering committee and the negotiating team, as FSU contact persons in every department, and as members of committees with responsibility for librarian and part-time faculty issues, grievances, membership, publicity, and liaison with UMass/Amherst. As negotiations dragged on, patience frayed and tempers rose. Increasing numbers of faculty wanted to settle, while MTA staffers and colleagues at UMass/Amherst, where pro-union activists were an embattled minority, warned that intransigence might explode the entire FSU project. Finally, a virtual revolt of the UMB faculty against the Steering Committee, which was holding out for more rights for part time faculty, forced the issue and after a unit-wide vote, the contract was signed in 1980.

At that moment, many of us felt an overwhelming sense of defeat. Part-timers, who were well represented in the FSU orbit, were especially disappointed. I remember sitting with one of them as she leafed through the contract and said "After all that work, is this all we got?" Soon after, she moved on with most of the other non-tenure-track faculty who had placed such high hopes in collective bargaining, and many other burned-out activists who withdrew from involvement with the FSU. Union work is not for the faint of heart, and I respect and am grateful to colleagues who have continued to keep the FSU going, and who, contract by contract, have been able to improve benefits and working conditions for tenure stream and tenured faculty and to build in more protections and benefits for non-tenure faculty.

With the passage of time, I came to have a more positive feeling about that first contract. If the administration had gotten its way in early phases of negotiation, it would have been free after "consulting" with departments to overturn their tenure recommendations. Later on, the other side

came back with new language specifying that administrative overrules on tenure were valid when "reasonable" grounds were cited for such actions. Finally, after further negotiations, the principle of faculty primary responsibility received a more robust endorsement. As the first and all subsequent contracts put it, administrative overturns are admissible "only in exceptional circumstances and with compelling reasons in written detail which shall specifically address the content of that recommendation" (article 11).

Many factors explain why in the last 32 years faculty/administration dealings around personnel issues have not been as stormy as they were in the 1965-1980 period. Departments became more skilled at assembling cases on behalf of their candidates, and more sharply defined procedures that progressively raised the bar for achieving tenure at least had the merit of clarifying what was expected. It helped, too, that a number of the truculent junior faculty of the 1970s achieved tenure and then moved on to become department heads, deans, and provosts in the 1980s and 1990s and proved to be more comfortable than their predecessors with collective bargaining protocols. Most of all, the principle of faculty primary responsibility had been institutionalized within the university. Winning article 11 was a signal achievement.

Later events confirmed the wisdom of the drive for a union. In 1982, when the State Legislature decided to close down Boston State College, the MTA in collaboration with allies in the State House brokered transfers to other institutions for professors at BSC (including our current Provost Winston Langley, who joined the UMB Political Science Department). It was a demonstration of the vulnerability of everyone in the higher-education sector and of the protective role that unions might play when crisis looms. We live in a political environment marked by weak commitment to the work we do, and a union is a resource we cannot afford to take lightly. Looking back, I conclude that, however partial the gains then achieved, the effort and sacrifice of the 1970s served a worthy purpose.

WEINGARTEN RIGHTS

Weingarten Rights guarantee an employee the right to union representation for any meeting with one's supervisor/employer that may have a disciplinary outcome. These rights must be asserted by the employee (the supervisor/employer is not obligated to inform the employee of these rights). The employee can not be treated in a punitive manner for asserting these rights.

TIMELINE FOR FILING A GRIEVANCE

The administration and the FSU seek to resolve grievance related issues via informal mechanisms. When this process is

not successful, a formal grievance procedure will be enacted. Our collective bargaining agreement states that grievances must be filed within 60 days of the grievance infraction or within 60 days of when the union and/or the affected bargaining unit member learned of or should have learned of the infraction. It is imperative that members file grievances within the 60 day timeline. Any grievances filed after that period are at risk of outright denial. Contact a union rep as soon as possible if you have a grievance or grievance related issue.

LORENZO NENCIOLI, FSU MEMBERSHIP COORDINATOR

