

United Faculty of Evergreen Communiqué

April 12, 2013
Volume 6, Issue 1

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A Letter From Our UFE Chair

By Laurie Meeker

Dear Colleagues:

The workflow of a union moves through cycles, like any major creative project, research agenda, or multi-year curricular structure. Certified in October 2006, our union is in its seventh year and continuing to mature. Our first contract spanned the years 2008 - 2011 and stayed in effect as we engaged in 13 months of negotiations (May 2011 - June 2012) on a successor agreement. We published a digest of CBA highlights and ratified the contract at the end of the 2012 academic year, and entered a phase of contract education and implementation. This phase of our workflow continued during the fall with contract oversight, conflict, and grievances, before we reestablished problem-solving forms of communication

between UFE and management during winter quarter 2103. We find ourselves in the midst of spring quarter with a moment to pause and catch our collective breaths, breathing in our accomplishments and challenges, with just a moment to reflect before heading into a fall quarter filled with prepping for the next round of bargaining: contract reviews, faculty issue forums, bargaining team staffing, and contract proposal development. With the current CBA set to expire in August 2014, negotiations should start in winter quarter 2014.

In this moment of reflection, the UFE leadership team has decided it's a good time for us to talk with one another as members of a collective bargaining unit. As we catch our breaths, maybe we can find time to get together for coffee or happy hour. Do you have a contract implementation issue that's bugging you? Do you have some good ideas for a future contract? Would you like to be more involved in your faculty union? What do you see as critical in strengthening the faculty voice at Evergreen and improving our working conditions? The UFE leadership has organized a series of meetings, and more informal opportunities for us to get together to talk about these topics and anything else that you might have on your mind. Join us for coffee in the Sem II Cafe 10 a.m. Monday April 29 and/or 4 p.m. Thursday May 9.

These times don't work for you? Call us for a coffee date (RSVP williamson.elizabeth@gmail.com) or come to one of the happy hours Friday of week 5 or Thursday of week 8 (location TBA). The coffees and happy hours are open to all faculty, members and non-members alike. We are also working on strengthening the Stewards Council with opportunities for stewards to get together for coffee during weeks 1 and 8 and regular Stewards meetings Mondays 3-5 p.m. during weeks 4 and 6. And of course, there is the Membership Meeting, Friday May 17, 5-7 p.m. in Sem2 A1107. Not a member yet? We invite you to sign up at the door and attend your first UFE Membership Meeting! Maturing as a union has its challenges and growing pains. We have been working with TESC management on more effective ways to implement particular sections of the CBA, including the following:

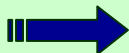
Section 6.3 regarding meeting professional responsibilities--team teaching requirements and teaching students at varying points in their academic development

Article 15 - Eligibility for Professional Development Opportunities, and

Article 10.2 on multi-year contracts for adjuncts

We have also been working on a joint communiqué regarding what happened during negotiations around summer institutes and curriculum planning days - and we are hoping to agree upon that language soon. In addition, I am co-chairing the Planning Unit Coordinators DTF (*cont. pg. 2*)

Join the UFE!



For membership info contact Elizabeth Williamson: williamson.elizabeth@gmail.com or go to <http://www.ufws.org/evergreen/index.html> for more information

(UFE Letter continued)

with Andrew Reece and will be working with a fine group of PUCs, former PUCs, and faculty at large to examine the past and future work of the PUCs and Planning Unit structures.

All of these issues and activities are vital to our work life. One of our biggest challenges as a union and as a faculty is finding the time to talk with one another. Failing in this task results in fragmentation and a lack of shared purpose. Recommitting to making connections with one another in small informal groups and larger collective groups strengthens our ability to set our own agendas, strengthens our voice as a faculty, and creates opportunities for faculty to support the College's academic mission. Please consider working with us to make this happen. Join the UFE. Attend a meeting. Let's have coffee.

Laurie Meeker, UFE Chair
meekerl@earthlink.net

Study Finds Universities Benefit From Their Faculties' Unionization by Peter Schmidt

A 2013 study published in the Chronicle of Higher Education of the effects of faculty unionization on public universities--rather than on just faculty members themselves--found that such institutions become more efficient and effective when their professors form collective-bargaining units. "Unionization contributes to lower budgets, higher graduation rates, and a greater number of degrees and completions," stated a report presented at the annual conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions in New York City.

For the full story see:
<http://chronicle.com/article/Universities-Benefit-From/138353/?cid=at>

Solidarity News: Evergreen Exempt Staff in Student Affairs Want Fair Pay and Just Cause by Anthony Zaragoza

For well over a year, many of our Student Affairs Exempt Staff colleagues have been in negotiations with management—the Evergreen administration—for improvements in pay and working conditions. Thanks to enabling legislation at the state level they've formed a bargaining unit of non-managerial exempt staff in student affairs. They began organizing 2 years ago and around a year and a half ago they were able to get so many cards signed that no election was even necessary to get the bargaining unit recognized.

These front-line “first responders” have met with management for over a year, including 29 negotiation days to date with little progress. Management has obstinately offered little that shows a true understanding and respect for the work these colleagues do. For their bargaining team, this has meant 29 days of leave without pay. Luckily the Washington Federation of State Employees, their affiliate union, recognizes the seriousness and precedent-setting nature of this first contract, and is compensating these workers for negotiation days. In the negotiations, the bargaining unit's key demands are: 1) fair pay with predictable step increases, 2) instilling a system of just cause, 3) structured exchange time, and 4) workload equity. We'll explain these demands below.

Student Affairs Exempt Staff bargaining unit consists of 62 positions, which they have had to perform twith between 52-54 actual people (numbers from management vary)—these folks are literally doing 110% or more. Over the past year, more than 12 workers in this bargaining unit have left. Some of these folks felt pushed out by what some considered a toxic work environment that is exacerbated by their at-will status. Others are pulled away to jobs elsewhere by the necessity to be fairly and adequately paid. Clearly, this turnover and the conditions that remaining workers facing are impacting faculty, students and the quality of the college as whole; if quality colleagues who know the job and want to serve our students are overworked, underpaid, and allowed to leave, then the services students receive become stretched thin and their Evergreen experience suffers, possibly impacting retention and recruitment.

Student Affairs Exempt Staff are salaried employees who are overtime-exempt, and get no step increases, which means their pay is essentially frozen. Meanwhile, nearly every other employee of the college including staff and faculty get regular increases over time. Working “at-will” means feeling like your job is always at risk. There is a constant cloud of termination that hangs over their heads: doing or saying the wrong thing can get one of these workers fired. A Just-cause clause in their contract, which would create a fair series of steps for employees to be warned about performance and require proof of cause for discipline or discharge, would create a fairer and more honest working environment where energy that goes into fending off the fear of termination can be used to better serve students. Many of these folks are being pushed beyond what they can give in strenuous jobs and not being compensated for it. Since there is no overtime pay a worker can work a heavy week including weekends and then be required to work the next week fully taking time away from family and necessary recreation. Structured exchange time would allow these workers to have reasonable work schedules that do not overburden partners or their body's capabilities.

Changing the Culture to Support Contingent Faculty: An Interview with Dr. Adrianna Kezar

Excerpted From the American Federation of Teachers @

<http://www.aface.org/index.php?option=content&task=view&id=613>

About United Faculty of Evergreen

The purpose of the United Faculty of Evergreen is to represent all eligible faculty members in bargaining, grievances, and in all matters relating to terms and conditions of employment with The Evergreen State College, to protect and enhance Evergreen's unique traditions that have earned it prominence among the nation's public colleges and liberal arts colleges, to encourage mutual understanding and cooperation among union members, to engage in legislative, political, civic, welfare and other actions which further the interests of the membership, public education and the labor movement; and to bring about a world where justice and equality are a reality, not just empty words.

The UFE is affiliated with:

United Faculty of Washington State

The Washington Education
Association

The National Education Association
AFT Washington

The American Federation of
Teachers

The American Federation of
Labor/Congress of Industrial
Organizations and

The Washington State Labor
Council

<http://www.ufws.org/evergreen/index.html>

On March 9, 2013, TESC Provost Zimmerman proposed the creation of a DTF focused specifically on the status of our long-term adjuncts. He wrote, "Creating a DTF focused specifically on the status of our long-term adjunct colleagues will, as I indicated above, provide us with an opportunity to engage in meaningful discussion while carefully examining the ramifications of any details proposed." This charge coincides with the increase of research on academic staffing practices in higher education and the need for a change of course. A study released at the Association for the Study of Higher Education's annual research conference entitled "[Institutionalizing Equitable Policies and Practices for Contingent Faculty](#)" addresses these issues. Adrianna Kezar, an associate professor of higher education at the University of Southern California, and Cecil Sam, a USC graduate assistant in higher education, studied 30 institutions to see how changes in institutional practices could lead to a more supportive environment for contingent faculty. In selecting the institutions to study, Kezar and Sam looked for places that had promising practices and showed progress in their policies on contingent faculty. Recently, FACE Talk (AFT's Faculty & College Excellence column) asked Kezar to discuss the results of her study.

FACE Talk: Can you tell us a bit about your research background and why you became interested in looking at issues surrounding the treatment of contingent faculty?

Kezar: I began my career as a contingent faculty member. Also, at a number of institutions where I've been employed, the percentage of contingent faculty has risen dramatically during the time period I was there. I also noticed that contingent faculty are largely invisible and that no policies and practices were being put in place to ensure their success.

FACE Talk: What questions were you addressing in this paper?

Kezar: We are trying to further the research related to contingent faculty members. There's been lots of information about demographic trends, reasons for the rise in contingent faculty, a little bit about contingent faculty experience, and some recommendations for professionalizing and including nontenure track faculty. However, there has been no research on efforts to actually create changes on campus. Our hope was to document campuses that have made forward progress to serve as models for other institutions. There are some role models, but not a lot. I think what we found interesting in our pursuit of models was being able to identify some of the challenges that emerge along the way, and the importance of changing institutional culture.

FACE Talk: You state that institutional culture has not been very supportive of contingent faculty--sometimes that lack of support is overt and other times subtle. Give us some examples.

Kezar: The institutional culture that doesn't support contingent faculty is ubiquitous. The fact that institutions have no policies and practices in place is the subtle way they are not supportive. The more overt way that they are not supportive is the creation of the two class system. This is where contingent faculty are considered second-class citizens and often are stereotyped as not as competent as tenure-track faculty and unable to get tenure-track faculty jobs because they lack the credentials or qualifications rather than because the job market is impossible for getting tenure-track positions.

FACE Talk: Did you find evidence that institutions are improving with regard to policies supporting contingent faculty?

Kezar: Yes, there are institutions making small progress on issues such as providing orientation for non-tenure track faculty, which is becoming more commonplace, or a well-thought-out handbook. Quite a few institutions now offer professional development related to teaching for nontenure track faculty. And slowly, nontenure track faculty are being included in governance in more meaningful ways. Salary and benefits are increasing on campuses, particularly those that unionize. I expected more multiyear contracts, more seniority clauses (although that is increasing), but in many areas where we hoped to see more changes, they did not appear to be happening. But frankly, institutions are making less progress than we expected after 20 years of calls for improved policies and practices. Without the unions, very little progress would be seen. Non-unionized campuses seem even slower to address the issues.

FACE Talk: What is helping some institutions move in a progressive direction with regard to these policies and what are some of the barriers hindering institutions?

Kezar: As noted above, the unions are extremely helpful in bringing attention to the need for improved policies and practices on campuses. Contingent faculty leadership is also one of the most important factors. Generally, changes are not happening because administrators or tenure-track faculty members recognize that they should make changes on campus. Changes are happening because of strong contingent faculty leadership. Contingent faculty leaders have been good at leveraging the media, students and external communities to apply pressure to get needed changes. Involvement in national organizations such as COCAL and the New Faculty Majority has also been extremely helpful in strengthening and supporting the contingent faculty leadership on individual campuses. Administrators and tenure-track faculty members are significant barriers to contingent faculty leaders implementing change. However, some campuses do manage to get administrative and tenure-track faculty allies who have really been helpful in implementing changes in policy. Another major challenge is mobilizing contingent faculty who are an extremely heterogeneous group, often lack shared interests, have incredibly hectic schedules, and sometimes have internalized the negative messages placed on them.... Without the unions, very little progress would be seen. Non-unionized campuses seem even slower to address the issues.

(Contingent continued)

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FACE Talk: You stated that a key moment for institutions to move from mobilizing to implementing policies and practices was when "a clear connection between contingent faculty work conditions and educational outcomes and learning environment students" was made. Can you talk a little but more about what those rationales were?

Kezar: Sure, contingent faculty leaders who were successful in institutionalizing changes in policy and practices for contingent faculty recognize that tenure-track faculty members and administrators were less likely to be motivated by the message that contingent faculty were treated inequitably. While this would reach *some* people, making the connection between contingent faculty working conditions and student-learning mattered to *all* tenure-track faculty and many administrators

Examples would be--contingent faculty are often not paid for office hours, may not be available to write letters of recommendation, and do not have the ability to craft syllabi and choose texts that best suit a course.

FACE Talk: What incentives might be necessary to get institutional leaders on board for larger scale change?

Kezar: Yes, right now, most of the leadership is bottom up, supported by unions and other national organizations. I think the incentive or motivation to get institutional leaders on board is the connection to the learning mission of the institution. They have to recognize that these often unintentional changes they have made in staffing can have huge consequences for meeting the institutional mission. (Read the full interview at: <http://www.aftface.org/index.php?option=content&task=view&id=613>)

***SAVE THE DATE! 2nd Annual WA AFT Contingent Faculty Contingent Faculty Conference
"Step Up for Faculty Equity"
May 18, 2013—8:30-3:p.m.**

Seattle Community College Georgetown Campus
6737 Corson Ave. South, Seattle, WA 98108
No charge!

For more registration info see the AFT website at:
Wa.aft.org

UFE SOLIDARITY SCHOLARSHIP NEEDS YOUR HELP By Paul McMillin

In 2009, tuition at Evergreen increased by 14%, and, in recognition of the hardship this would impose upon students, the UFE Faculty Solidarity Scholarship was born. In our first year, we supported four students, each with scholarships of \$850. Tuition increased another 14% in 2010, and has risen each year since. The TESC Alumni newsletter noted, "In just four years (2007-11), the state's share of Evergreen's operating budget has declined from 65% to 35% while tuition has increased nearly 70%." (<http://www.evergreen.edu/alumni/express/fall2011/funding.htm>)

Student debt is now routinely cited as a major problem nationwide – a problem of such significance that it threatens not only the students who owe, but the overall economy itself. While the UFE pressures the state to renew its support of public education, the UFE Solidarity Scholarship has continued to provide funds for a few students each year. The 2013-2014 year will be our biggest yet, with a total of \$6,000 supporting 10 students. Twenty-three Evergreen faculty members contributed to make these scholarships possible, with 19 of us pledging a ½% of our salary on an ongoing basis.

As tuition rates climb, the UFE Solidarity Scholarship is more important than ever. You can insure that *more* students will benefit by pledging today. We encourage ALL FACULTY to contribute, both members and non-members.

Contact Paul McMillin at mcmillip@evergreen.edu if you would like more information, or to arrange to pledge (or contact your steward). If you have pledged a one-time gift in past years, please consider renewing your support.

Ways to pledge:

- Pledge a ½% of your salary on an ongoing basis
- Add a 'Penguin Pledge' – if 21 or more faculty make a Penguin Pledge, all Penguin Pledgers will donate 1% of their salary on an ongoing basis.
- Make a fixed-dollar donation when you are able.