

Joint UFE-TESC Statement
Curriculum Planning & “Expectations” in the CBA
February 2010

The faculty union and TESC administrators are legal and equal partners in implementing the current collective bargaining agreement. We affirm the rights of faculty to plan curriculum in collaboration with colleagues, planning units, and deans. TESC deans and UFE stewards are the lead facilitators in working with faculty to understand the principles and agreements represented in the contract.

In particular, we would like to clarify our shared commitment as a faculty to teaching students at varying points in their educational development. This was a core value from the Faculty Handbook and captured in the Collective Bargaining Agreement, with a new emphasis on individual faculty and their teaching history rather than collective groups (i.e., Planning Units.) During negotiations, this article came about in order to encourage greater parity in sharing responsibility for teaching first-year or lower-division students, a task some faculty have allowed to fall particularly on the shoulders of newer and contingent faculty. The new emphasis on expectations of *individual* faculty did not mean that the collaborative process of curriculum planning should be abandoned. On the contrary, we expected faculty would use the processes they have used in the past, including curriculum planning units, to develop curriculum that meets the needs of students at all levels.

To be clear, the language of the CBA reads:

6.4.2 (a) Teaching Students at Varying Points in Their Educational Development.

Regular faculty members teaching in the undergraduate curriculum are expected to divide their teaching between beginning and more advanced students. In a given four (4)-year teaching cycle, faculty are expected to teach in at least the equivalent of one (1) year-long program designed primarily for first-year students, or two (2) year-long programs designed primarily for lower division students, or three (3) year-long programs designed as all-level.

As an “expectation,” we understand that each faculty member should seek ways to distribute her or his teaching responsibilities in one of the ways indicated. If there is some reason, in the short run, for postponing when the expectation will be met, then the faculty member should negotiate this with the planning units and curriculum deans. Such flexibility is allowed by the CBA, but the understanding is that such negotiations will be done with a good will and aimed only at finding ways to meet this expectation in the longer run, given immediate circumstances. To reiterate, the overall goal is that each faculty take responsibility for sharing our workload fairly among all members of the faculty. Section 6.4.2 of the CBA arose from an understanding that everyone on the faculty should develop the competence to teach first-year and lower-division students and prepare these students for more advanced work.

When should a faculty member plan to meet this expectation? The first year the contract was in effect was 08-09; that year we did curriculum planning under the new contract for 10-11. Thus, the four-year cycle with this new emphasis on individual faculty responsibility starts with 10-11 and runs through 13-14, so faculty should be planning to meet the expectation to offer curriculum for first-year students at some point within the 2010-2014 time frame. We urge you to attend your planning unit meetings and communicate with your colleagues and deans to support students in their first year studies.