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Community College Bargaining

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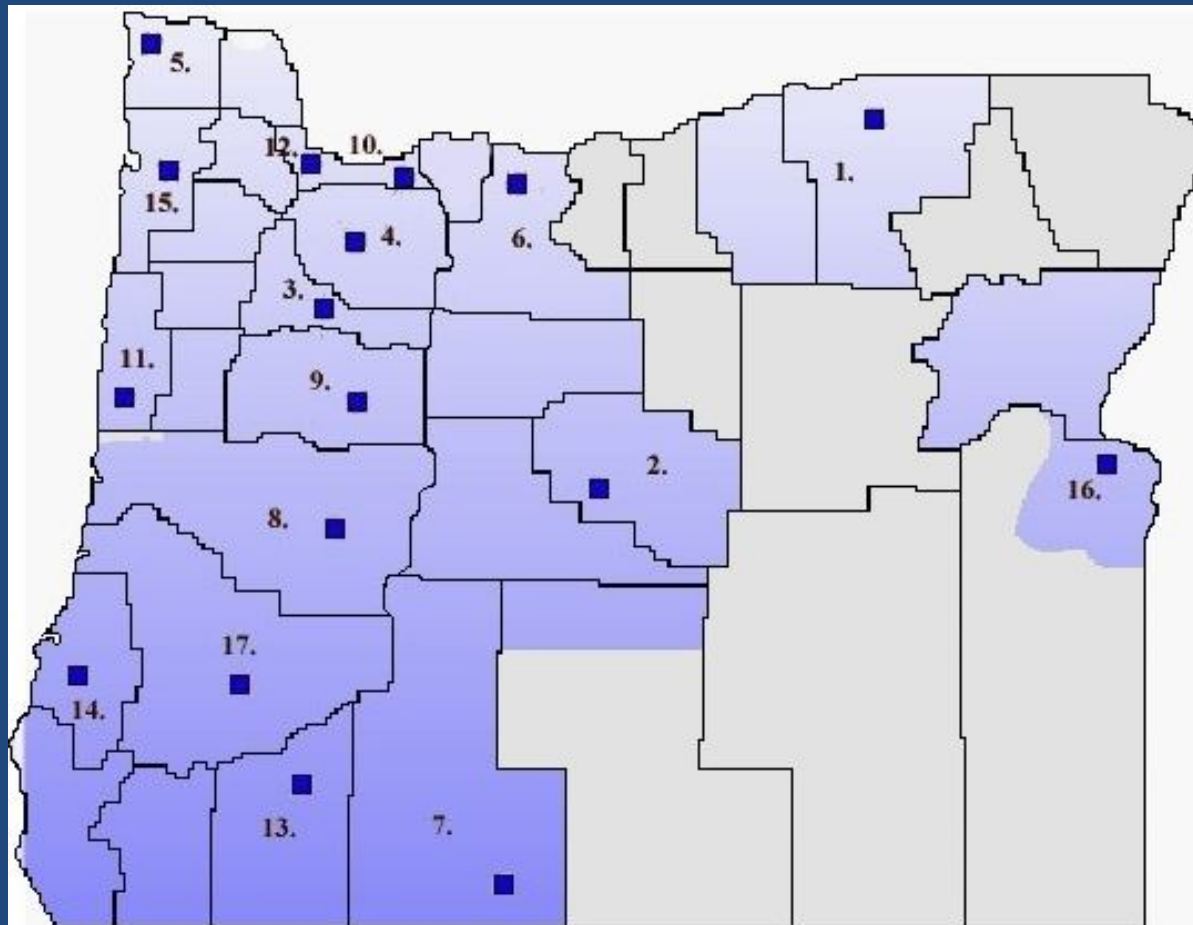
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COMMUNITY COLLEGE BARGAINING

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OREGON COMMUNITY COLLEGES



- 1 Blue Mountain
- 2 Central Oregon
- 3 Chemeketa
- 4 Clackamas
- 5 Clatsop
- 6 Columbia Gorge
- 7 Klamath
- 8 Lane
- 9 Linn-Benton
- 10 Mt. Hood
- 11 Oregon Coast
- 12 Portland
- 13 Rogue
- 14 Southwestern Oregon
- 15 Tillamook Bay
- 16 Treasure Valley
- 17 Umpqua

(Shaded areas are within CC districts.)

HISTORY OF OREGON COMMUNITY COLLEGES

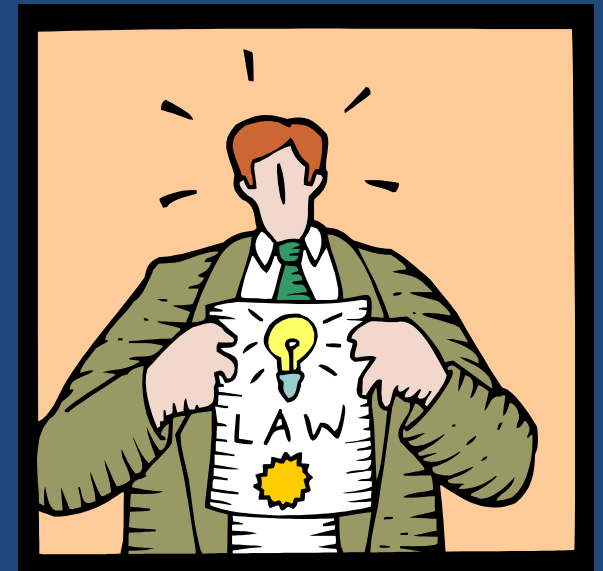
- First two community colleges established in 1958 – Central Oregon CC/Clatsop CC
- Nine community colleges established in 1960s
- Three community colleges established in 1970s
- Two community colleges established in 1980s
- Last community college established in 1996 – Klamath CC



PUBLIC EMPLOYEES BARGAINING ACT (PECBA)

ORS 243.650 et seq. became law in 1973.

<http://landru.leg.state.or.us/ors/>



COLLECTIVE BARGAINING ACTS/STATUTES

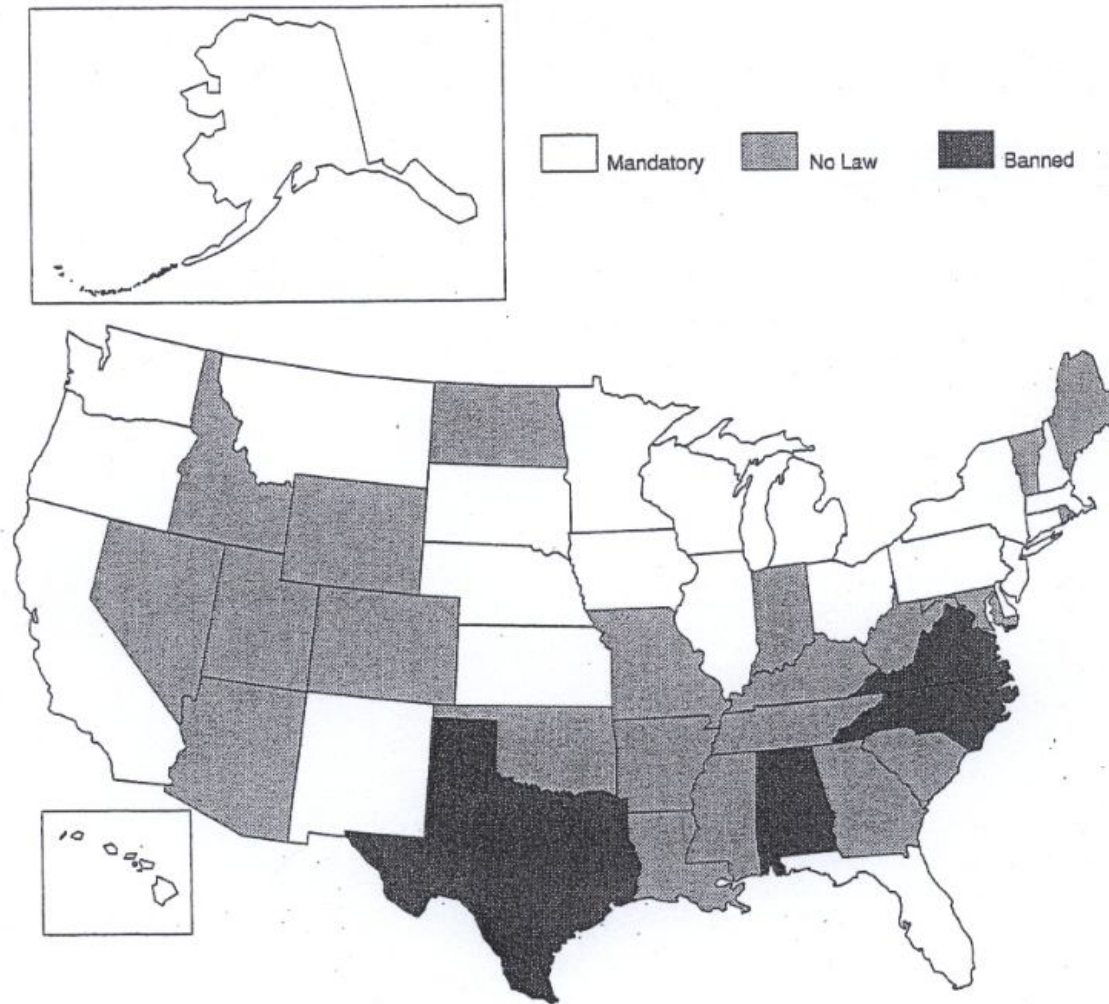
A TWO-EDGED SWORD?

- Has legislation hindered collective bargaining?
- Are contracts better in non-bargaining states?
- What have been your experiences?

THE NEA 1998 ALMANAC OF HIGHER EDUCATION

FIGURE 1

BARGAINING RIGHTS: COMMUNITY COLLEGE FACULTY AND STAFF



BARGAINING UNIT COMPOSITION

“COMMUNITY OF INTEREST”

➤ Past:

- Separate bargaining units
 - Full-Time (= to 0.5 FTE and above)
 - Part-time (below 0.5 FTE)

➤ Current Trend:

- Wall to Wall (Full-Time and Part-Time in same bargaining unit)

Oregon Community Colleges with CBAs FACULTY

Wall to Wall Contracts (FT & PT included in CBA)

- Blue Mountain CC
- Columbia Gorge CC
- Lane CC
- Oregon Coast CC
- Portland CC
- Rogue CC
- Chemeketa CC



Oregon Community Colleges with CBAs FACULTY

Separate Contracts (FT & PT in different CBAs)

- Clackamas CC
- Clatsop CC
- Mt. Hood CC



Oregon Community Colleges with CBAs FACULTY

FT CBA Only (PT not represented)

- Central Oregon CC
- Linn Benton CC
- Southwestern Oregon CC
- Treasure Valley CC
- Umpqua CC



CONTRACT HISTORY



What has impacted the content of CC contracts?

- Contracts up to this time have reflected K-12 agreements.
- Similar issues as K-12 with the exception of intellectual property rights, sabbaticals, workload, and distance education, and other HE working conditions.
- Until the late 1980s, the majority of faculty were former High School instructors .
- The increase in ratio of PT faculty to FT faculty – currently representing over 66% of all faculty and increasing
- No statutes exist in Oregon dealing with CC working conditions

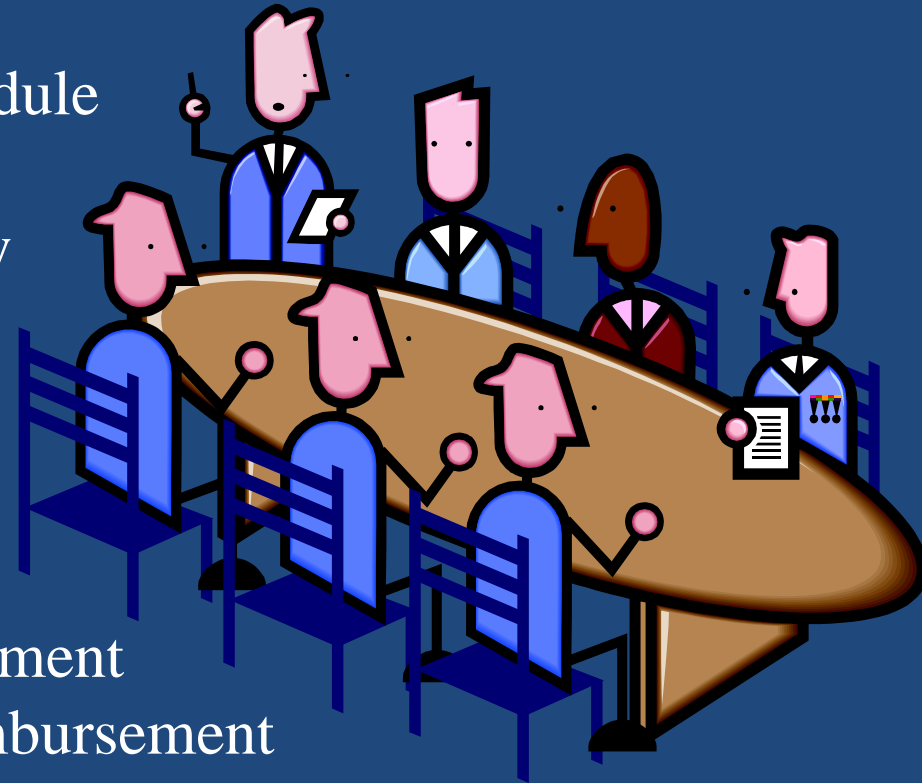
WHAT IS USUALLY ON THE TABLE?

SALARY:

- Salary Schedule
- Overload
- Summer pay
- Etc.

BENEFITS:

- Insurance
- Early Retirement
- Tuition reimbursement
- Professional Development
- Sabbatical
- Retirement



WORKING CONDITIONS:

- Employee Rights
- Employment Status
- Employee Evaluation
- Retrenchment
- Instructional Authority
- Workload
- Distance Learning
- Intellectual Property Rights
- Paid Leaves of Absence
- Unpaid Leaves of Absence
- Grievance Procedure
- Opening of Positions (Vacancies)
- Etc.



WHAT CAN BE BARGAINED?

Determined by PECBA and Employment Relations Board (ERB) Cases:

MANDATORY SUBJECTS

PERMISSIVE SUBJECTS

ILLEGAL SUBJECTS



NEGOTIATIONS ENVIRONMENT

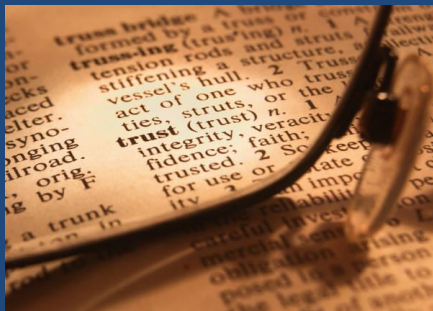
Negotiation success has consistently been based on either....



POWER



or



TRUST



TRUST?

No Trust Exists:

- Across the Table
- Formal
- Written Proposals



Trust Exists :

- Issue-based
- Collaborative
- Problem Solving



AND...

BROADER AGREEMENTS (OUTSIDE OF THE BOX)

When there is trust, you can deal with the issues of

SHARED GOVERNANCE



and

DELEGATION OF AUTHORITY

A CBA NEEDS TO INCLUDE MORE THAN SALARY, BENEFITS, & WORKING CONDITIONS.



WHY?

Current Faculty Perspectives:

- Lack of respect and recognition of skills and knowledge
- Faculty seen more as a line worker than a professional
- Lack of importance of FT (movement toward a PT employee institution) – no ownership
- Colleges see students as FTE – revenue generators
- Decrease or no true evaluation of faculty – FT and PT except when there are complaints
- Faculty input ignored
- Top-down management style
- Entrepreneurial Environment – how can we gain revenue?
- Movement to self-support and soft-money funded classes

IS THE CBA AN IMPEDIMENT
TO THE CHALLENGES FACING
CCs?

OR



IS THE CBA PART OF THE
SOLUTION TO THE
CHALLENGES FACING CCs?

SOLUTIONS TO THE CHALLENGES

1. Protection of Full Time jobs.
2. Reducing the reliance of Part Time Faculty
3. Increase the influence of all faculty – both Full Time and Part Time
4. Increase the role of faculty in the operations of the college
5. Quality control of curriculum
6. Self governance of faculty



THE CBA IS THE SOLUTION NOT THE THREAT



- SHARED GOVERNANCE
- CURRICULUM DEVELOPMENT
- PROGRAM DEVELOPMENT
- FACULTY CONTROL OF PROFESSIONAL DEVELOPMENT FUNDS
- STRATEGIC LEARNING
- VIEWING FACULTY AS PROFESSIONALS AND NOT LINE WORKERS
- BUILT-IN ACCOUNTABILITY
- APPROPRIATE LEVELS OF FT AND PT FACULTY
- DEPARTMENT CHARTERS
- ACADEMIC SENATES

THE CBA IS THE SOLUTION NOT THE THREAT (cont'd)

- FACULTY/ADMINISTRATION COMMITTEES
- ROLE IN THE DEVELOPMENT OF THE INSTRUCTIONAL BUDGET
- ASSURANCE OF PARTICIPATION OF A DIVERSE FACULTY
- IN-SERVICE – FACULTY ROLE
- MENTORING OF NEW FACULTY
- RELEASE TIME TO REPRESENT ASSN. IN JOINT ASSN-ADMIN. EFFORTS
- ROLE IN HIRING NEW FACULTY
- ROLE IN DEVELOPING EVALUATION STA



THE CBA IS THE SOLUTION NOT THE THREAT (cont'd)

- FACULTY ADMINISTRATIVE SUPPORT ASSIGNMENTS
- FACULTY COUNCIL
- ETC.

QUESTIONS FOR DISCUSSION