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Panel: We Need More Chairs! Expanding Seats at Higher Education Bargaining Tables and For Our Broader Communities: Bargaining for the Common Good in Higher Education

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*Respect-based organizing for the public interest:
Organizing “professionals” negotiating a new academy*

Gary Rhoades

Professor and Director

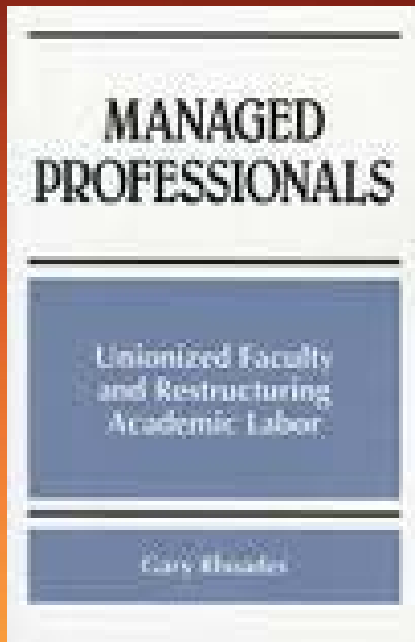
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Respect-based organizing

- ◇ Bargaining for the common good expands literally & figuratively the parties at the table, mobilizing broader support and building strength/support.
- ◇ But, we also need to foreground the import of workers & their working conditions, for neoliberal policies/practices background workers & set us against consumers & society.
- ◇ *So, I feature the significance of respect in organizing & in bargaining: respect for workers, respect for their work, & respect for the public purposes of that work.*

From “Managed professionals”...



*...to “Organizing ‘professionals’:
Academic employees negotiating a
new academy”*

Academic employees organizing, mobilizing around, & negotiating provisions that speak to respect for workers, the work, & the public purposes of higher education

Instructional resources, pd, & distance education

- “Far more CBA’s had provisions establishing adjunct faculty’s rights to instructional resources (44 percent) and PD (75 percent) than earlier research found for cancellation fees (25 percent—see Rhoades, 2017). Yet, the access to resources was more to facilities (e.g., offices) than to instructional materials, and was quite limited in that regard.”
- “what was most missing in provisions was a working condition that scholars tell us is key to quality—adjunct faculty involvement in the life of the department. Such contractual clauses were very few.”
- PD provisions also limited—competitive funds, discrete, for individuals—not an ongoing program of support/development.

Bellevue Community College's (COMB) contract offered a particularly distinctive provision addressing quality and the larger public interest by speaking to the need for PD that involved “ethnic awareness related activities.”

Similarly, **Seattle Community College's (COMB) contract** addressed the distinctive needs of the local community. The Board and the AFT are dedicated to the ... improvement of a comprehensive community college ... Essential to this end is the development of a competent, student-oriented, secure and dedicated faculty who are uniquely qualified to meet the challenge of the Seattle metropolitan area.

Notably **Henry Ford Community College's (PTO) contract** had extensive provision for PD. It did not, however, include a provision that was in the full-time faculty contract, for a “Community Service Fund” to support faculty’s involvement in community organizations. That would be a particularly expansive conception of PD for adjunct faculty in the public interest.

Chicago State University

(3) Each academic department and/or division in conjunction with the Distance Education Committee shall (a) develop, monitor and review distance education offerings and make recommendations for change and improvement; (b) provide the methodology to evaluate the effectiveness of the distance learning offerings; (c) develop a procedure that ensures adequate advisement for students registering for online courses.

The Office of Distance Learning shall (1) be consulted concerning pre-packaged web-based materials or courses and monitor and evaluate the effectiveness of the online service provider, its delivery of services, and compliance with the terms and conditions of the contract and ensure that the contract meets University and student needs; . . . (3) provide technical support and customer service to faculty teaching a distance education course and to students taking a distance education course; . . . (5) assist in the assessment of student capability to use education technology.

Whose property is it?

- Use and revision; Purpose
- Western Michigan University: The faculty member (or an appropriate faculty body) who creates the course content materials (or adapts a pre-existing course to an eLearning format) for use in eLearning shall exercise control over the future use, modification, and distribution of instructional material, and shall determine whether the material should be revised or withdrawn from use.
- Los Rios C.C. 28.1 The District and the LRCFT have a mutual interest in establishing an environment that fosters and encourages the creativity of individual faculty members in responding to the educational needs of a diverse student population.

The possibility of specifying more than two parties as beneficiaries

Lakeland C.C. (OH)

- Section B - Intellectual Property Rights General Scope - Except in the case of works written or produced for hire, and subject to any restrictions imposed by outstanding sponsoring or funding organizations, a faculty member who writes or produces any work shall have exclusive rights thereto, including the ownership of copyright. *It is recognized that there are usually three interests involved in connection with research work and invention performed with the resources of the College. These three interests are the faculty member researcher or inventor, the College, and the general public whose taxes support the College.*

Recognizes that it is not just the institution and the inventor who have claims on the property and its proceeds.

Beyond the two parties at the table

- ***Cascadia C.C.:*** 17.06.01 If a faculty member(s) wishes to assign his/her book(s) to his/her own classes when receiving royalties for said book(s), they must first have their request reviewed and approved by a faculty review committee appointed jointly by the CCCFT and the College. In addition, any monetary gain received from using said book(s) with his/her Cascadia class(es) must be donated to the Cascadia Community College Foundation or other non-profit organization as mutually agreed upon by the CCCFT and the College.
- ***Saginaw Valley State University:*** In the event a faculty member develops or prepares materials which are required to be purchased by students in a class taught at SVSU, no part of the revenue for that sale shall be retained as the personal income of that faculty member. If such a sale to students yields a royalty or other payment to the faculty member he/she shall remit the entire amount to the SVSU Foundation. All such revenue will be deposited into one of the SVSU Faculty Association Scholarship Funds as designated by the faculty member.

Refocusing on academic mission: Exigency, program discount, layoffs

- Alternatives to retrenchment (usually only on academic side of the house)
- Any reduction in force resulting from a financial exigency or program reduction shall be declared and initiated only after feasible alternatives to reduction in force have been considered by the University, with input from the Faculty Senate, Union, and faculty potentially affected by a reduction in force. Such measures may include, but are not limited to: reduced appointments ... shared appointments; reassignment to another academic unit; transfer to a non-teaching position; supplementation of teaching with nonteaching duties; and early retirement. (*Western Washington University*)

Alternatives to retrenchment—cuts in non-edtl expenditures

- Before retrenchment of Faculty, budgets shall be cut or activities eliminated or reduced that ... (b) are not in direct support of academic programs, or (c) are not essential for continued operation of the academic program of the University. (**University of Cincinnati**)
- **Hofstra University:** Prior to the reduction of faculty because of bona fide financial exigency, the Administration shall consult with the appropriate academic constituencies, including the AAUP, and take steps to attempt to curtail costs in other areas, such as the indirect costs of sustaining non-academic and academic programs. Also, consideration shall be given to the reduction in the number of administrative and support lines and the filling of academic and administrative vacancies with qualified members of the Hofstra faculty.

Respect-based organizing for the public interest: Academic employees negotiating a new academy

- ◇ Some, but too few provisions demonstrating respect for workers (in recognition, due process, and involvement in life of the unit).
- ◇ Some, but too few provisions demonstrating respect for the work. The importance of foregrounding & investing in access to instructional resources & pd, & for edtl rationales in choices about program discount
- ◇ The possibility of provisions identifying beneficiaries in addition to the parties at the table. *The value of speaking to public goods in contract language, & in contract/organizing campaigns, & of specifying those goods to the communities in which we are situated, and particularly to underserved segments of those communities and society at large.*

Thank you...
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