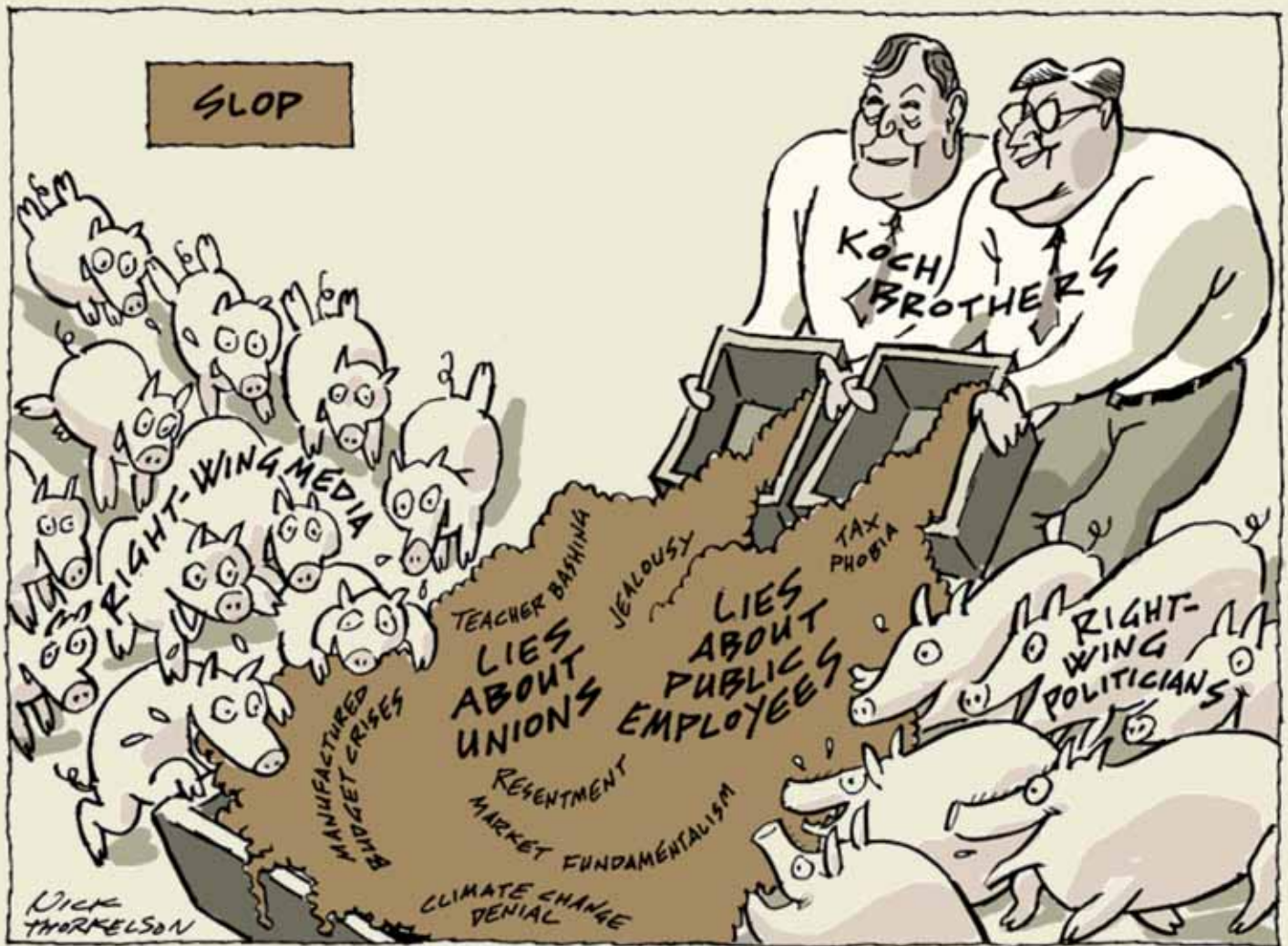


Union News

• FROM THE FACULTY STAFF UNION •



National Movement Launched to Save Public Higher Education

HEIKE SCHOTTEN, POLITICAL SCIENCE,
FSU EXECUTIVE COMMITTEE

Everyone agreed that the movement we were there to build must go beyond unions as its organizing base and, to be truly grassroots, include not only faculty but students, parents, and everyday citizens and non—citizens as its base... —Heike Schotten

When I first heard about the California Faculty Association's (CFA) National Higher Education meeting, I knew I wanted to attend. The CFA is the union for the faculty of the California State University system. This experienced group of activists had sent out a call to public higher-ed faculty across the U.S. to convene in Los Angeles to build a movement to further and promote public higher education. All I knew about them was their call to action and the draft statement of principles they put together, which I found compelling (you can read the statement of principles here: qualityhighered.wordpress.com.) On the basis of these



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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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Letter from the President

Dear Colleagues,

Welcome to the 4th issue of Union News. We hope that you will find these articles timely given the heightened awareness unions are receiving across the nation.

Solidarity with Wisconsin Workers:

Our union, the Massachusetts Teachers Association (MTA) actively supports those workers in Wisconsin who are fighting to protect public sector bargaining rights. Over a thousand rallied at the Massachusetts statehouse on Tuesday, February 22nd and on Saturday Feb. 26th to show solidarity with the struggle for union rights in Wisconsin. There was a substantial contingent of FSU members as well as other union members from the UMass Boston community in attendance at these rallies.

Legislation Meant to Advance the Status of Public Higher Education:

At the same time that public sector workers' rights and collective bargaining agreements are being expunged by Wisconsin republican lawmakers, an impressive number of bills have been introduced to the Massachusetts Legislature which would provide more support for public higher education. One bill reconfigures the income tax so that the rate goes up, but the income tax exemption does too—shifting more contributions to upper-income citizens. It also raises the capital gains tax. This is expected to raise \$1.3 billion for the Commonwealth. There is also a bill requiring that no more than 50% of the state scholarship and grant funds go to students in private higher education institutions, which is not the situation now. Another bill would streamline the process for legislative approval of collective bargaining agreements of state employees by requiring ratified agreements to be submitted directly to the Legislature. Such requests for funding would be considered approved if the Legislature fails to approve or reject these requests within thirty days of submission.

To learn more about these and other bills advanced to support public higher education go to the FSU Website: www.fsu.umb.edu.

Proposed Increases in Class Size at UMass Boston:

As part of the strategic planning process, changes to the 35 student cap on mid-level courses are being considered. Representatives of the administration will present the current thinking on this issue to our faculty on Wednesday, April 13th, at 3:00 p.m. as part of the Faculty Staff Union Annual Meeting.

Other Boston Campus Issues:

- ◆ We should be getting letters from the Provost's office about our Research and Educational Support (RES) money. The allocation is expected to be about \$175 per full-time faculty (pro-rated for less than full time). Please submit the documentation for your reimbursements to your Assistant Dean before the end of spring semester.
- ◆ The Salary Anomalies Committee will be deciding this semester on the distribution of \$20,000 to rectify anomalies.
- ◆ We are planning another workshop this spring for faculty coming up for tenure or 4th year review on March 30th. This is the chance to ask your questions about the process.
- ◆ We start bargaining our new contract next year (AY 2012). This spring we'll be looking for people to help us with the bargaining efforts. What is on your mind? What issues do you want to put on the table? Please communicate with us about these matters.
- ◆ UMass Boston's Labor Management Committee initiative to reduce fees for employees' dependents is in effect now. Our representative is Michael Stone, CPCS.

Governor Deval Patrick's budget for FY 2012 cuts funding to all of public higher education, and will reduce the UMass budget by 7%. Although we have tuition retention for out-of-state students as of this year, and will probably see a 2-3% student fee increase, UMB will be facing a difficult financial situation going forward.

Faculty Staff Union Annual Meeting on April 13: We encourage you to attend our Annual Meeting on April 13 at 3:00 p.m. in Wheatley Hall, 1st floor, room 6. Refreshments will be served. Contact the FSU if you have items to place on the agenda. Our union relies on the active participation of its members.

Regards,

Catherine Lynde

Catherine Lynde, Economics, President, Faculty Staff Union

New Movement Could Reinvigorate Public Sector

{Heike Schotten cover story continued}

two things alone—the call and the principles—I packed my bag and headed to LAX, strangely eager to spend an entire weekend networking with other faculty.

I was not disappointed. The folks from CFA were smart, competent, gracious, and well organized. They were ready for us and greeted us with food, an agenda, capable staff, and incisive analysis. They clearly knew each other well from having worked together on previous campaigns. They knew how to insure a clear division of labor that capitalized on individual people's strengths. I was impressed with their understanding of the issues facing public higher education, their politics around those issues, their hospitality to a roomful of strangers, and their openness to learning from others outside of the CFA.

The agenda for the meeting had been sent out in advance. They had planned an extended meet and greet with time for discussions about shared challenges at our respective institutions and possible visions for a unified movement. Shortly after the first hour of discussion on Friday night, as people shared their experiences the original agenda became obsolete. Everyone had similar problems and political positions with regard to those obstacles. Privatization of the university, student debt, elimination of programs, administrator salary raises, state disinvestment, and the movement away from education and toward "job training" were common complaints. Refocusing the conversation, energy, and resources on quality, affordable, accessible public higher education for all was the shared—indeed unanimous—political response.

Over 70 faculty from 12 states attended the conference. They came from Massachusetts and Vermont, Texas and Nebraska, South Dakota, Washington, and Hawaii. Many were involved in their local unions, though not all. Everyone agreed that this new movement we were there to build must go beyond unions as its organizing base and, to be truly grassroots, include not only faculty but students, parents, and everyday citizens and non-citizens as its

Privatization of the university, student debt, elimination of programs, administrator salary raises, state disinvestment, and the movement away from education and toward "job training" were common complaints. Refocusing the energy, conversation, and resources on quality, affordable, accessible public higher education for all was the shared—indeed unanimous—political response.

base, since all of these people have a stake in accessible public higher education. All of us recognized that affordable, quality public higher education is an issue that everyone in the U.S. can and should care about, and that working toward this goal was part and parcel of a movement to reinvigorate an increasingly defunct and abandoned public sector. It became clear that if we, the direct and most obvious agents for our work, do not stand up and fight for it, public higher education will gradually be diluted and destroyed.

Given this unusual consensus, we quickly moved to the nitty gritty of organizing. Subgroups were formed to target key components of an organizing strategy: messaging, direct action, allies. We brainstormed ideas and shared them with the larger group. We drafted a rough timeline for the next six months of the movement. We set up a listserv for ourselves and formed subcommittees: one to finalize the statement of principles, one to work toward orchestrating a national level direct action on individual campuses, and one to work on forming allies and general outreach. We created a placeholder website.

The continued connection I have had with the people at this conference since I left inspires hope for the future of this movement and its potential to

ignite a national conversation—if not, a national transformation—regarding the place of public higher education in this country.

EDITOR'S NOTE: JOHN HESS ALSO ATTENDED THIS CONFERENCE IN LOS ANGELES. HE ADDED THE FOLLOWING COMMENTS AS AN ADDENDUM TO HEIKE SCHOTTEN'S STORY:

Though the CFA is the inspiration for the campaign, the working groups were quite deliberately formed with a national composition. A blog site based on an article by Susan Meisenhelder of the CFA has been set up on Huffington Post and is already the featured blog in the college section. We encourage all to visit the site and add your comments (huffingtonpost.com/susan-meisenhelder/higher-education-at-the-c_b_814569.html).

—John Hess, English, FSU Executive Committee

James Green, Scholar and Dedicated Ally of U.S. Labor

INTERVIEW CONDUCTED BY DOROTHY S. NELSON

James Green, Professor of History at UMass Boston, a prolific writer and scholar is also a dedicated ally of the labor movement in America. He participated in the 1977 job action organized to win the FSU's first contract and later served as a Vice President and advisory board member. He created the Labor Studies Degree Program at CPCS, which has more than 100 labor leaders as alums. He has been a consultant to documentary film makers and, since 1987, has lectured on labor history at the Harvard Trade Union Program for international union leaders. His most recent book, [Death in the Haymarket, A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America](#) (Anchor Books 2007) has been praised in the New Yorker and many other publications. Green is currently writing a book on the history of the early 20th century West Virginia coal mine wars.

Why are you writing this book about the mine wars in the early part of the 20th century at this particular time in history?

I have been interested in West Virginia coal miners since 1978 when I went there as a political journalist for [Radical America](#) magazine to cover the big nation-wide strike of 1978. I returned in 1990 to teach history to United Mine Workers organizers, and worked with Barbara Koppel (Director of the documentary Harlan County) who was filming footage about an ongoing strike. The film *Out of Darkness: The Mine Workers' Story* was the result.

My current project on the West Virginia mine wars continues that journey, but presents a challenge to me as a writer of narrative. I need to create a visual picture of the Appalachian setting, bring unknown coal miners into the light, explain why there was so much violence (at least 60 men were killed during two outbreaks of guerilla warfare) and, show how big the stakes were for all, the nation's biggest unions, the nation's most powerful corporations, and the nation's most determined, most desperate workers, the coal miners—shock troops of the American labor movement. Unlike the story I told in [Death in the Haymarket](#), which ends in tragedy and loss of the workers, this next book ends with a victory for the union miners in the New Deal spring of 1933.

I remember seeing the movie *Matewan* by John Sayles about the stand off between striking coal miners and union busters in a small W. Virginia mining town in 1920.

Yes, that's the first time the story of the West Virginia mine wars broke out of Appalachian folklore and reached a wider public; it caused a big stir. There will be a chapter about *Matewan* in my book. This is a dramatic story with colorful characters like Mother Jones at the center of it.

There is a tremendous amount of violence in the story, but the book is also about how those conflicts were necessary to win freedom for working people who were subject to a kind of economic violence in dangerous mines and in repressive, almost feudal, company towns. It's a story from the heart of Appalachia but it also an American tale, and an international one too.

As you study these mine wars in West Virginia, what are you in search of?

I am in search of what it takes to tell a true, compelling story of people in struggle, over a long haul. This is not sociology; it is not political science; it is history; it's

My main question in the West Virginia book is this: **does violent conflict ever expand human freedom? If so, when and how?**

argument by description. It's a braided narrative that tries to weave together story and idea, but without the didactic arguments, critiques, theories and explanations that are the lingua franca of academic scholarship. I am looking for another currency, which has the same intellectual value, but more

dramatic weight. My main question in the West Virginia book is this: does violent conflict ever expand human freedom? If so, when and how? We'd all prefer non-violent strategies for social change—and recent history offers some hopeful examples—but there is also something to be learned from our bloodstained history.

Were socialists and anarchists involved in these mine wars as they were in the 1877 uprisings in the Haymarket?

The role of radicals in social movements is an important subject in my work, but social struggles I've studied pull in all kinds of people, the secular rebels and the religious evangelicals. That's what is intriguing about crusades for social justice: the magic of human solidarity. It's not something Americans experience much these days. For those of us who belong to communities of faith, or to communities of workers—labor unions—the magic is still within the realm of possibility. That is why my dear departed friend, Howard Zinn, always said: history is full of surprises, instances of ordinary people doing extraordinary things.

You have devoted your academic life to the cause of labor and the teaching of labor history. What challenges have you faced?

Within the history profession, labor history is a stepchild that found its way slowly into the academy. Class conflict has been an uncomfortable truth in academia, as it is in America. There is great literature on workers' history out there now, for example, the textbook [Who Built America?](#) and monographs like [Killing for Coal](#), which won the prestigious Bancroft prize; it was the first book about workers to achieve this honor.

Unions Need an Inclusive and Active Rank and File to bring about Structural Political and Economic Changes in this Country

COMMENTARY BY TONY MENELIK VAN DER MEER,
AFRICANA STUDIES

Wisconsin has become the flashpoint for anti-union sentiment and pro-union resistance. Central to this focus on unions is an orchestrated campaign to blame working people for budget deficits nation wide. Public sector workers in particular have become the scapegoats for the national economic crisis caused by wars in Iraq and Afghanistan, and a banking industry that has gotten away with playing three-card Monte with the public's trust. In addition, billionaire business people are financing media campaigns to convince workers to support issues that are fundamentally opposed to their own basic interests.

Anti-union films like *Waiting for Superman* portray teachers' unions as obstructionist to change instead of addressing core issues related to the structural causes of problematic school systems. These times require imagination: what would life be like for working people in America if unions or collective bargaining didn't exist? Travel back in history and examine the last 100 years to understand how important unions have been for hope, the uplift of working people, and the expansion of democracy and human rights in this country and around the world.

Unions have had problems similar to other bureaucracies but the existence of unions has added to the health, safety, and development of working people and their capacity to participate more fully and productively as citizens and leaders. In a nation that was built on slave labor, the situation for all workers was imperiled. Unions were the wedge that broke through the barriers and enabled workers to achieve advancements in working conditions and wages. Racism as well as sexism in unions have been and are still issues that must be addressed and unions need to put more energy into educating their members about these problems. One of the weaknesses of unions is the lack of a vigorous rank and file, bottom up active democratic unions that uphold in practice the inclusion and support of all workers (employed or unemployed) regardless of race or sex. Unions need to play a central role in the culture, spreading labor history, promoting the idea that unions are not mainly service organizations; that they exist to represent and fight for the rights of working people as a whole. Without this kind of consciousness, big business can manipulate people's thinking and undermine the strength of unions.

For nearly 10 years workers of UE 150 in North Carolina have been waging a campaign to end State Statue 95-98 that prohibits public sector workers from entering into collective bargaining contracts with their employers. This statue was passed in 1959, a residue of segregation, yet there has been near silence on a national level about

supporting this workers' struggle for collective bargaining. Policies like this impact workers, and deepen the marginalization of Black and female workers. Whenever workers ignore the disrespect of fellow workers their time for like treatment is inevitable.

The most important thing we have besides our families and our mental and physical health, is our labor. We exchange this labor through service so that we can earn money to be able to provide shelter, food and other necessities for our families. In spite of years of arduous labor, many workers are still unable to provide decently for their families. This situation will remain unjust if workers are not allowed to unionize and if collective bargaining is not honored and respected.

Uprisings and resistance in Egypt, Tunisia, Yemen, Algeria, and Libya, are echoing in Wisconsin, Ohio, North Carolina and Virginia. What is needed is what Dr. Martin Luther King, Jr. called for, structural political and economic changes.



State House Rally Feb. 22
Amy Todd photo

Green continued

Outside the academy, in the public sphere, I have found a very receptive audience for what was once called "Labor's Untold Story"—most recently on WGBH's "Radio Boston" and the TV show "Chronicle," where I have told some stories that link the past and present. I do think, concerning human affairs, that what goes around comes around, usually in some very painful and instructive ways.

What has it meant for you to be on the faculty of UMass Boston for all these years?

Being on the faculty of the College of Public and Community Service (CPCS) for thirty years, having tenure, and support from the union, has made all the difference in the world to me, in terms of academic freedom, a fairly egalitarian work environment, a union contract that supports fairness. I am grateful for the community support from the staff up to the administration for the work I do putting a public face on scholarship. If I had stayed at the elite private college where I started my career, I would have been penalized for this kind of effort, instead of supported and rewarded, as I have been at CPCS, and in the UMB History Department. It really does take a village to support anyone doing this kind of public work.

Jonathan Millman: Socializing the Risk of Getting old

INTERVIEW CONDUCTED BY AMY TODD

Jon Millman (economics) and Nelson Lande (philosophy) have been fighting for the retirement benefits of non-tenure track faculty (NTT) for 11 years. Attorney Michelle Gallagher joined the fight soon after she became MTA/FSU consultant.

With respect to retirement, what is the primary goal for NTT faculty at UMB?

We should have a viable retirement: enough income to retire at a decent standard of living; not outliving our personal retirement savings. I believe everyone should be part of a socialized retirement system. But more and more, the risks of retirement have been privatized. The Individual Retirement Account (IRA) is an example of a retirement plan where risks have been privatized. Each individual assumes the entire risk associated with retirement. In a socialized retirement system, the risk of retirement is spread over many people. Social Security is the best example of a socialized retirement system. Before Social Security, most people could not afford to retire. In a socialized retirement system, everyone has some semblance of a decent old age.

What is the difference between ORP and SERS?

The State Employees Retirement System (SERS) is a social retirement system that offers a defined benefit plan. Each member makes regular contributions to a common retirement fund. The benefits received upon retirement are specified by the plan and guaranteed for life. The Optional Retirement Plan (ORP) is an individual retirement system and a defined contribution plan. A defined amount of money is deducted from the employee's paycheck. Because the state's contribution ends upon retirement, the value of your benefit depends upon the value of your individual investments when you retire. Unlike SERS, your ORP account can lose value and be depleted before you die. There is no guaranteed benefit

What exactly have you and Nelson Lande been fighting for and why?

We have been fighting to open up SERS to non-tenure track faculty who opted for ORP before 2004. Prior to the 1999–2000 contract, SERS was not an option for faculty teaching two courses per semester because SERS was only open to employees who are at least half-time. The university did not consider two courses per semester and attendant responsibilities half-time employment. Since the university limited most non-tenure track faculty to two courses per semester, joining SERS was not possible. By 1999, the union reached a contractual agreement that two courses per semester plus some additional service would be

considered 50%, making many NTT faculty eligible for SERS. However, the university-imposed limit of two courses per semester still made SERS membership risky since employees must accrue ten years of creditable service to be vested in the plan and receive benefits. That translates to 20 years of continuous teaching for part-time teachers. With little or no job security, this was a very risky option. Even Human Resources recommended NTT faculty opt for ORP. Around this time, the administration and the union, in response to severe budget cuts, agreed to lift the cap on NTT faculty course load. These changes allowed NTT faculty to accrue service more quickly making membership in SERS a more viable option.

You and Nelson Lande are fighting to open up SERS to NTT faculty who opted for ORP before 2004. What is special about 2004?

In 2008, Michelle Gallagher and I met with Peter Tsavaras, head of ORP, to allow NTT faculty to transfer out of ORP and into SERS. At this time, Mr. Tsavaras revealed that, until 2004, the regulations governing ORP restricted eligibility for membership to full-time faculty. In 2004 ORP amended its regulations to include half-time faculty. Mickey and I immediately recognized that there was now a legal basis to compel ORP to allow the transfer of all NTT faculty who had entered ORP prior to the change in regulations. ORP can now release NTT faculty but only the State Retirement Board has the power to allow us into SERS.

Does this mean all non—tenure track faculty who were not full—time when they joined ORP must transfer to SERS?

No. Peter Tsavares and Nicola Favorito, Executive Director of SERS, agreed to transfer eligible faculty on a case-by-case basis. Each faculty member must decide whether or not to transfer based on the calculations that SERS makes concerning their total creditable service and the total amount they will have to pay to buy back into the system. We've just sent Mr. Favorito the work histories of all NTT faculty who might elect to transfer. We are awaiting his response and then will meet with the State Retirement Board.

You have been struggling with this issue for 11 years. What has kept you committed?

No doubt, a bit self-interest. But I think we all will be better off in SERS. I felt it was important for NTT faculty to be allowed to participate in the only socialized retirement program available to state employees.

SPOTLIGHT ON THE CLASSIFIED STAFF

Some Workers Lack Living Wage; Face Bullying

SHAUNA LEE MANNING, PRESIDENT,
CLASSIFIED STAFF UNION

The Classified Staff are the front line employees at UMass Boston. We answer the phones, produce the payroll, plow the roads, keep the grounds in order, make the keys, handle security, coordinate events, manage offices, and assist the faculty and students. These are just a few of the many support duties we provide. We are the people on campus who get things done.



Shauna Manning photo by Amy Todd

Job Descriptions Have Not Been Updated for Over Twenty Years.

The term "classified staff" is a category of state employees who are under the Commonwealth's Human Resources Department job descriptions which originated in 1987—many years ago, before computers, email, web, and even fax machines! Our job titles and descriptions do not remotely cover what is done in the 21st century. The university and the state have denied requests by CSU employees for upgrades with the excuse that "we don't have a job title for you." Some CSU employees do very high-level computer work creating, using, and maintaining complex databases that did not exist in the 1990s, let alone the 1980s when the job descriptions were last updated. Employees in these situations are expected to keep up with modern technological demands while not being compensated fairly for doing so. Some employees have resigned from the university when they were denied a rightful upgrade.

Because our job descriptions, titles, and pay scales are so outdated, a good number of our CSU employees do not make a living wage. We have single mothers who

work full time in our higher grade (pay) levels and are still eligible for and use the WIC (Women, Infants, and Children) Program and/or food stamps for low-income parents. Others have always relied on fuel assistance or other programs for low-income citizens. Our student population has exploded, but we have not had increases in staff to keep up with the services we need to provide to our students. The university has many areas where one employee is the sole person who performs a critical function without backup. When that employee is away (vacation, FMLA, etc.) that work halts.

Bullying of Classified Staff

Another workplace issue CSU members face is bullying. This is not unique to UMass Boston; bullying is one of the top growing workforce problems in the United States. Bullying is defined as ongoing behavior intending to humiliate and/or intimidate the targeted employee. The CSU was able to get language in our contract several years ago (the Board of Trustees Principles of Employee Conduct) to address bullying so that we could file grievances but the results have not been optimal. Usually, the solution is that the employee who has been targeted by the bully must find another job, whether on or off campus. HR seems to lack the authority to do much regarding bullies. As the book The No Asshole Rule (which is about bullying in academia) states, the best way to stop bullying is to get rid of the bullies. The CSU has been holding bullying workshops for our members that have been well attended and well received. Members learn what bullying is, how to recognize it, and how to deal with it. In addition to the information, employees also meet other co-workers in the workshops who understand and validate what they are enduring in the workplace.

In spite of these issues that CSU members face, the majority of the Classified Staff who work at UMass Boston stay here because they believe in the university's mission of high quality and accessible public higher education. Many of the Classified Staff have taken advantage of the education benefit and have earned their degree or degrees at UMass Boston while working here. We have a number of blue-collar scholars who work on our campus and some have multiple degrees and/or continue to take courses of interest. CSU employees identify strongly with the students on campus and take pride in their ability to serve them.

First Joint House and Senate Public Higher Education Caucus Formed in Mass. PHENOM Advocates Walk 114 Miles Across the State to Raise Public Awareness

LORENZO NENCIOLI, FSU MEMBERSHIP COORDINATOR

PHENOM, the Public Higher Education Network of Massachusetts, has been working extensively with state legislators this year to encourage greater advocacy of public higher education. The result was the formation of the first ever Joint House and Senate Public Higher Education Caucus which was formally announced on February 11. In addition to the Caucus, PHENOM has been actively pursuing an ambitious legislative agenda for FY12 as part of its Great State of Mind campaign.

While the legislative efforts are a key component of PHENOM's mission, their most important work is centered on grassroots mobilization of their main constituents: students, faculty, staff, alumni, and parents of high school or college age children. On October 2nd, a dedicated group of PHENOM activists gathered at Berkshire Community College to embark on a truly monumental effort—to walk all the way across the state with the goal of raising awareness of the crisis in public higher education in Massachusetts. As PHENOM has noted,

Massachusetts ranks 46th in the nation in per capita spending on public higher education. Disinvestment has resulted in a severely underfunded public higher education system and in rising fees that have made these public education institutions in Massachusetts one of the most expensive in the country. Though the crisis is dire, the PHENOM walkers embarked on their journey with tremendous optimism. After 114 miles and 5 days of walking, they arrived in front of the State House where they participated in a rally along with hundreds of other activists to defend public higher education, part of a national day of action that saw similar rallies across the country. Their message to the citizens and the politicians of the state was simple: more money is needed for public higher education in the state and serious efforts should be made to lower the cost of an education for students.

If you want to learn more about PHENOM's Great State of Mind Campaign, their work advocating on behalf of public higher education in the state, or to find out how to get involved, go to www.phenomonline.org.

The New Contract: Our Thinking on Some Recent Changes

BY LARRY KAYE, PHILOSOPHY,
VICE—PRESIDENT OF THE FSU

There are a few changes in the new contract that primarily concern non-tenure track (NTT) faculty who are in their first few years of employment. We have now clarified that anyone teaching three or four courses in a given term becomes immediately benefit-eligible. A dispute arose about how to understand the policy, and now there is clear agreement. Other contract changes include:

Part—time NTT faculty enter the bargaining unit in their second year.

NTT faculty who only teach one or two courses a term in each of their first two terms are now not in the bargaining unit. With this new contract part-time NTT faculty now enter the unit upon teaching their first course in their second year of employment. We made this change, which was not forced on us by management, since there are a fairly large number (several hundred per year) of part—time, truly temporary NTT faculty who only teach for a semester or two and then leave. The majority of these people are in either Nursing or Education, and their teaching—which is often off-site—is usually part of an apprenticeship. Most of the people in this group have no contact with the FSU, and are typically paid above the current NTT per course salary minimums. Also some part-time NTT faculty teach a course or two and then do not return to UMB, and typically have no contact with the FSU. So we have extended the period of unit qualification a full year to insure that all unit members are continuing faculty at UMB who benefit from our representation.

Qualification for benefits for those who teach only two courses a term.

The old system involved course counting to qualify for benefits: five or more courses over three semesters, then followed by two consecutive semesters of two courses each. We have convinced the university to agree to make it three consecutive semesters of two courses each starting in the second year. While this change does not mean that members will qualify sooner, it does finally eliminate the “5/3” course counting rule which has caused confusion for members, union officials and also for chairs, since the university does not have any systematic method for keeping track of part-time employment patterns.

NTT Probationary Period now 3 years.

Prior to this contract the probationary period for NTT faculty was four years. Now the probationary period for NTT faculty is three years from hire date, which means that such faculty need to be reviewed in their third year of employment. If they pass the review, they then move onto the priority list, which is a fairly strong form of job security, i.e., just cause protection for available work (this has also been clarified in the new contract), in effect, a weaker form of tenure. The FSU leadership agrees with management that new NTT faculty should be carefully reviewed. There has been an unfortunate tendency in a number of departments to rehire NTT faculty term after term without much in the way of review. We would greatly prefer to see NTT faculty earn the respect and esteem that a successful review creates, as it does for tenure stream faculty.