

MSP MEMBERSHIP MEETING

October 27, 2021

AGENDA

- Welcome and ground rules – Marc – 12:00–12:05
- Health and safety updates – Eve – 12:05-12:15
- MSP bargaining proposals on the table
 - Gender and racial equity – Jacquie – 12:15-12:20
 - NTT equity – Asha – 12:20-12:25
 - Climate justice – K – 12:25-12:30
 - Online education – Eve – 12:30-12:35
 - Salary and benefits update – Marc – 12:35-12:50
- ARPA – Max – 12:50-12:55

GROUND RULES

- Welcome! This meeting is for MSP members only.
- Please do not record or photograph the meeting in any way.
- Feel free to type questions or comments into the Chat box – but be patient because we have a lot of information to share today.
- All PowerPoint slides will be posted on the MSP website tomorrow: umassmsp.org
- If you have questions about your individual situation, please email them directly to msp@umass.edu. All queries to the union are confidential.

HEALTH AND SAFETY UPDATES

- MSP has expressed many concerns and won some improvements
- Rates on campus are currently low
- Ventilation must be improved – this is a long-term priority – part of ARPA requests
- In winter – air filtration/HEPA filters available for spaces with “natural ventilation”
- Vaccines
 - Boosters are now authorized for all three US vaccines (after 2 months for J&J; after 6 months for mRNA)
 - Members should get a booster if appropriate (not currently required!)

BARGAINING UPDATES

WARNING: MANY WORDS COMING...

**BARGAINING:
GENDER AND RACIAL EQUITY**

GENDER AND RACIAL EQUITY: FULL STAFFING

- Replace staff who left since S20; ensure adequate staff support for faculty and students
- RECRUIT faculty and librarians from UNDERREPRESENTED GROUPS through simultaneous “cohort” Pathways Hires
- Key recommendation of Administration/MSP Gender Equity Task Force:
 - Departments/Programs apply for multiple (three at a time) linked Tenure-Track and/or Librarian hires to increase representation of women (in fields where they are underrepresented) and underrepresented minorities.
 - Hires shall be located in one Department/Program; not joint appointments.
 - Hires shall be open rank, to recruit faculty and librarians at different stages.

GENDER AND RACIAL EQUITY: EQUALIZE WORKLOAD

- **ADD Section 15.13 to Article 15. Faculty Workload:**

Each department or program shall define:

- (a) The median teaching load (including but not limited to the number of students) of tenure stream faculty in the department over the course of a year. No one (tenure track or non-tenure track) should teach more than two times the number of students of this median tenure-track teaching load.
- (b) An equitable workload policy that addresses race and gender equity and does not burden non-tenure track faculty or any group.
- (c) A system by which course releases are awarded for high levels of service and mentoring. This system should promote equity among faculty and also ensure that no one is working more than a full-time workload.

GENDER AND RACIAL EQUITY: EQUALIZE CLINICAL WORKLOAD

- **REVISE** Article 21.1.4C. Clinical Nursing Teaching Loads:

Full-time faculty with the title “Clinical Instructor” shall normally have a teaching load of 18 course credit hours (without regard to type of course) per academic year. Full-time clinical faculty in the progressive ranks of Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor shall have a baseline teaching load of 16 course credit hours per year; however, no faculty member shall be assigned more than 4 credit hours of clinical instruction per semester unless by mutual agreement. **ADD: This workload is inclusive of all teaching, including clinical supervision; clinical teaching credits shall count the same as all teaching credits, consistent with article 15.5, except as modified here.**

GENDER AND RACIAL EQUITY: HOLISTIC TEACHING EVALUATION

- **ADD** Section 33.4.1 to Article 33. Annual Evaluation of Faculty:

33.4.1 Holistic teaching evaluations shall include input from three sources: the instructor, their students, and their peers. Materials from these three evaluative voices should be included in tenure and promotion statements. Faculty shall control the timing of student evaluations. Data from student evaluations shall not be used inappropriately, for example in ways that are psychometrically unsound. Student comments on teaching evaluation must be signed, with names visible to the DPC and subsequent levels of review. Peer evaluation should occur in two different semesters prior to tenure or promotion review, with evaluators trained by the Center for Teaching and Learning (CTL) in validated methods for evaluation of instruction.

GENDER AND RACIAL EQUITY: EXPANDED CHILD CARE

- Expand access to the UMass Center for Early Education and Care (CEEC) (coalition proposal)
- Increase childcare assistance fund to \$150,000/year to support all bargaining unit members.
- Create elder care fund of \$150,000/year to support all bargaining unit members.
- Excess funds in one category roll over to the other category for the subsequent year.

GENDER AND RACIAL EQUITY: PAY EQUITY REVIEW AND ADJUSTMENT

- Need to implement four years of equity adjustments per 2017-2020 agreement (already negotiated!)
- Increase funds available for rectifying pay inequities to \$600,000 per year

**GENDER AND RACIAL EQUITY:
ONGOING EQUITY IN
PAY, START-UP, SPACE, ETC. 1/3**

- Every three years, the Provost shall examine the salaries of recently hired faculty and librarians and rectify any inequities based on gender or race, separate from the negotiated pay equity process.
 - Review the past three years of hires of full-time faculty (tenure-track or non-tenure-track) or librarians.
 - Require heads/chairs/deans to explain identified disparities.
 - Establish a central pool of money to address inequities among newly hired TT and NTT faculty and librarians.

GENDER AND RACIAL EQUITY:
ONGOING EQUITY IN
PAY, START-UP, SPACE, ETC. 2/3

- Track start-up resources for new faculty to monitor for gender and race equity, including summer salary, research and travel funds, graduate assistants, course and service releases, partner hires, and other resources; resolve any identified inequities.
- Equalize retention raises and bonuses to ensure that men do not benefit disproportionately from negotiating retention packages. The Provost shall examine salaries across a department/discipline to preemptively retain other faculty members, especially women and people of color, who may also be underpaid and potential flight risks.

GENDER AND RACIAL EQUITY:
ONGOING EQUITY IN
PAY, START-UP, SPACE, ETC. 3/3

- Explore options for addressing pay disparities between predominantly female and predominantly male disciplines:
- Ensure that UMass is not underpaying predominantly female disciplines.
- Diversify high-paying fields by actively recruiting underrepresented gender and minorities in these fields.

GENDER AND RACIAL EQUITY: MCCARTHY FELLOWSHIP

Create fellowship program to facilitate the promotion of women and underrepresented groups from Associate to Full Professor.

Modeled on the HFA Mid-Career Research Award, the McCarthy fellowship would provide support for faculty who have been at the Associate rank for five or more years due to taking on responsibilities that slowed progress on scholarly or creative work required for Full Professor.

Award recipients will be provided with one semester's release from teaching and service. The award may be scheduled in conjunction with an approved sabbatical leave, thereby yielding a full year's leave.

GENDER AND RACIAL EQUITY: PRE-HIRE AND EXIT INTERVIEWS WITH MSP

1. Reduce race and gender inequities upon hire by having candidates meet with MSP. When potential MSP bargaining unit members receive an offer of employment, the potential unit member shall have an opportunity to speak with the MSP office for advice on negotiations. A MSP staff member in a position jointly funded by the MSP and the administration will advise the individual about salary negotiations and about the collective bargaining agreement.
2. Exit interviews with all faculty who leave UMass shall be conducted confidentially, using a standard interview process by the same MSP staff member. This information shall be made available to the Provost's office and Dean's offices.

GENDER AND RACIAL EQUITY: EQUITY IN FELLOWSHIP AWARDS

UMass Amherst strongly encourages faculty to apply for prestigious fellowship awards. When a faculty member is awarded a fellowship to support their research and/or teaching, such as a Fulbright, Guggenheim, Institute for Advanced Study, ACLS, AAAS, Stanford Humanities Center, or others, the university will enable and support the individual to accept the award.

- The faculty member will remain a full-time UMass employee with no reduction in salary for the duration of the fellowship semester or year.
- If the fellowship is a full-time award, the faculty member will not be expected to perform teaching or service at UMass during the fellowship semester or year.
- The individual will have no reduction in benefits, health insurance, or pension, during or after the fellowship year.
- If the fellowship year does not coincide with their sabbatical, they will receive full credit for the fellowship year toward the next sabbatical.
- They will not lose any existing course releases or other previously agreed-upon benefits.
- They will not be penalized in any way upon return from the fellowship.

**GENDER AND RACIAL EQUITY:
EQUITY IN SABBATICAL CREDITS, PARENTAL
LEAVE, AND LIBRARIAN OPPORTUNITIES**

- Sabbatical credits
 - Every semester of work shall provide one semester of credit toward next sabbatical
- Parental leave
 - All bargaining unit members shall be included in the Sick Leave Bank upon hire, and therefore eligible for parental leave upon hire (including full-time NTT faculty)
- Librarians shall be eligible for all internal UMass faculty funding and seminar opportunities available to NTT faculty

**BARGAINING:
NTT EQUITY**

NTT EQUITY: TEACHING TENURE TRACK

Principles:

- Non-tenure-track faculty who demonstrate excellence in teaching, participate in scholarship, and invest significantly in the life of the university should have access to a tenurable track of employment.
- Titles without benefits are not a path to equity.
- UMass should be a national leader in creating a tenure track for teaching faculty. This will allow us to recruit outstanding faculty who demonstrate excellence in scholarship and creative work as well as teaching.

NTT EQUITY: TEACHING TENURE TRACK PROPOSAL

- a. Create a “Teaching Tenure Track” pathway with the emphasis on teaching.
- c. Teaching tenure track faculty can apply for tenure under the contract and Trustee Policy.
- d. Establish a series of benchmarks specific to teaching faculty to achieve the recognition necessary for tenure. Teaching Tenure Track faculty job descriptions typically include:
 - i. Teaching in their area of expertise
 - ii. Participating in curricular development and pedagogical innovation
 - iii. Developing programs for faculty and student development; organizing or participating in conferences
 - v. Collaborating with colleagues on- and off-campus
 - vi. Service to the department, university, and discipline
- e. Faculty tenured in this pathway would hold titles: Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor, with all rights and privileges of tenured faculty

NTT EQUITY: PERCENTAGE OF NTT FACULTY

Principle: Educational excellence demands that students have access to permanent faculty with expertise in teaching and research. National university rankings consider the proportion of tenured faculty on campus. Growing our tenured faculty will make UMass a national leader in educational excellence as well as excellent employment practices.

Proposal: Commit to a distribution of at least 80 percent tenure-track faculty and no more than 20 percent non-tenure-track faculty across UMass Amherst. (Teaching Tenure Track faculty count as tenure-track faculty.)

NTT EQUITY: VISITING PROFS OR SENIOR FELLOWS

Principle:

We have a longstanding agreement that the “Visiting” title only applies to faculty who are visiting from another institution. Also, the Senior Fellow title has been misused on campus and must be clarified.

Proposal:

Instead of the VAP title, we propose the title Senior Fellow (or similar) as an MSP bargaining unit position. All existing Senior Fellows, Research Fellows, Teaching Fellows, and Visiting Assistant Professors in Music and Math will become Senior Fellows under this definition. Existing Senior Research Fellows will become Research Faculty. New lecturers whose job descriptions include research and teaching may be hired into the Senior Fellows title.

NTT EQUITY:
EXPAND
PROFESSIONAL IMPROVEMENT LEAVE

Increase from 12 to 24 Professional Improvement Fellowships for NTT faculty.

NTT EQUITY:
EQUITABLE RETENTION
OF PART-TIME FACULTY

Change eligibility for NTT faculty continuing appointment and promotion to be based on semesters of work rather than FTE, for faculty who are half-time or more.

Continuing appointment would be after three years, and promotion eligibility after six years.

**BARGAINING:
CLIMATE JUSTICE
(COALITION PROPOSAL WITH STAFF UNIONS)**

CLIMATE JUSTICE: FACILITIES 1/2

1. Plan for net zero emissions by 2032. According to campus planning documents, buildings are responsible for 85% of campus emissions. Procure electricity from 100% renewable energy sources and/or offset/reduce emissions for net zero.
2. Provide for the adequacy and comfort of faculty and librarian offices, including better heating and cooling, hazard abatement and air quality, carried out with green, environmentally friendly methods, and in consultation with faculty, staff and librarians.
3. All renovation and retrofitting work to be done by campus workers with career ladders and focus on gender and racial justice.

CLIMATE JUSTICE: FACILITIES 2/2

4. All new and renovated buildings including those under construction should include sheltered bicycle parking and showers for bikers or walkers.
5. Establish a campus-wide policy to prioritize large donations to be used for deferred maintenance and sustainable energy plans rather than new buildings. “Green heroes” should be awarded naming rights; encourage retrofitting and rehabilitation of existing structures.
6. Cut campus ties with Bank of America and provide ATMs from local banks instead. Bank of America has a terrible environmental record and is among the top financiers of tar sands oil extraction, fracked oil and gas drilling, and ultra-deep-water oil and gas drilling.

CLIMATE JUSTICE: PARKING AND TRANSPORTATION 1/2

Joint committee: Create a sustainable transportation multi-union-administration committee to review campus plans with partners including PVRTA, Town of Amherst, and UMass Parking Services. The committee would determine how to improve bicycle and pedestrian accommodations on all major thoroughfares around campus, reduce pedestrian-bicyclist conflict areas on campus, and determine routes and schedules for year-round transit service to facilitate non-automobile commuting, with special attention to racial and gender equity.

CLIMATE JUSTICE: PARKING AND TRANSPORTATION 2/2

- Expand the Occasional Parking Permit (OPP) and the carpool permit program, with access to preferred lots.
- Install free or low-cost Electric Vehicle charging stations in every lot.
- Convert 4 car spaces on Level 4 of the Campus Center Garage into 40 bicycle-rack spots; provide pump, tool racks, charging stations for electric bicycles.
- Plow the Rail Trail (Woodmont Rd., Northampton, to Station Road, Amherst) to enable year-round bike commuting.
- Reintroduce the M40 PVRTA express bus between UMass and Smith College to run four times in the morning and four times in the afternoon/evening
- UMass should pay the per-person fare for UMass students and employees who use PVRTA bus services.
- Allow release time for sustainable professional travel (e.g train) that takes longer.

CLIMATE JUSTICE: WORK TIME

- Close campus the week of Thanksgiving and the week between Christmas and New Year's Day
- Expand flexible work options for staff and faculty
- Transition all faculty and staff to a four-day work week

CLIMATE JUSTICE: CLIMATE JUSTICE COACHING INITIATIVE

Expand existing program of Sustainability Curriculum Fellowships into Climate Justice Coaches. Provide stipends to at least 12 coaches, with diversity, equity, and inclusion considered in their selection. Coaches will:

- plan student education around climate justice
- recommend curriculum changes
- create online resources
- organize campus events focused on environmental justice

CLIMATE JUSTICE: BARGAINING FOR THE COMMON GOOD

- Creating good union jobs – to do deep retrofitting, deferred maintenance, survey/evaluate space, administer programs, support climate justice curriculum, while promoting gender equity and racial justice
- Social justice – cutting ties with large polluters; minimizing waste; supporting food justice in UMass dining services
- Advocating, testifying, and lobbying for state funding for UMass – including use of American Rescue Plan Act (ARPA) federal stimulus funds (\$5.8 billion)
- Joining labor and community coalitions – working with Springfield community groups, student groups, and more – building solidarity and power for future campaigns in our common interest

We need a mass movement to win these things – you can help

**BARGAINING:
ONLINE EDUCATION**

ONLINE EDUCATION:
CLARIFY RIGHTS & RESPONSIBILITIES

- All UWW instructors who teach more than one semester (except those who are represented by GEO) should be represented by the MSP.
- Any instructor who agrees to teach an online course shall receive a summary of CBA language related to online teaching.

ONLINE EDUCATION: SUMMARY OF EXISTING ARTICLE 35 RIGHTS

- MSP bargaining unit members shall be offered the choice to teach a UWW course. If bargaining unit members choose not to teach the course, it may be offered to instructors outside the bargaining unit.
- No one can be coerced to teach an online course during the academic year or winter or summer.
- Faculty will be notified of any complaints or problems and will have an opportunity to correct the problem before being subject to monitoring.
- Intellectual property in UWW courses belongs to the faculty member.
- Online course developers are entitled to a development fee and refresh fee, and have the right of first refusal to teach their course. If another instructor teaches the course, the developer is entitled to royalties.
- As of July 1, 2022, according to Article 35.9, the UWW/CPE minimum stipend will be equal to the on-campus lecturer minimum salary.

ONLINE EDUCATION: DEFINING MULTI-MODAL

- All courses with online components are included under the language in Article 35, including “flexible,” “online,” or “hybrid” courses, courses that meet on campus and also have an online component, and “flipped” courses with lectures online and discussions in person
- The definition of “multi-modal” is a course offered in two of the following modalities in one semester:
 - students in a physical classroom (Amherst, Springfield, Mt. Ida)
 - students in a physical classroom on another campus
 - online synchronous
 - online asynchronous

Courses offered in two different modalities shall be counted as two courses for purposes of calculating faculty workload. For example, teaching a 75-person University section and an additional 25 students in an asynchronous online course would count as two courses. (Exceptions may be made for very low-enrollment courses that could not be offered individually; courses that enroll fewer than 12 students across modalities may be considered as one course.)

ONLINE EDUCATION: FAIR COMPENSATION

- Faculty teaching online courses shall have the choice of compensation by stipend or course release
- When online classes increase in size beyond past norms (including for the ICX program), another course/section shall be created or the instructor will receive additional compensation for the additional students
- When faculty prepare an online course that is later canceled for under-enrollment, they are entitled to a “kill fee” or reduction in teaching load for that semester
- Faculty who complete a professional development or micro-credentialing program to improve online teaching shall receive a \$5,000 stipend as recommended by the Flexible Learning Task Force

ONLINE EDUCATION: DEVELOPMENT OF NEW COURSES 1/2

- **Course development stipends:** Faculty shall be compensated for the time required to develop new online or multi-modal courses and programs, during the academic year or summer, through course releases and/or additional compensation, as determined by the faculty member. Compensation for developing a new course will be at least the lecturer minimum salary per course or one course release.
- **Course refresh compensation:** The cycle of course development includes refreshing courses at least every three years. The course refresh compensation will be at least one half of the lecturer minimum salary per course.

ONLINE EDUCATION: DEVELOPMENT OF NEW COURSES 2/2

- **Royalties for use of faculty materials:** Course developers may agree to license the course to another instructor to teach; the developer will receive a royalty every time the course materials are used. Royalties will be a minimum of one half of the lecturer salary minimum or 10% of the total student revenue, whichever is greater. These agreements must be in writing and signed by the MSP, the administration, and the course developer.

ONLINE EDUCATION: SUPPORT FOR EXCELLENCE

- **Ensure adequate staff support** for new courses or programs, or when student enrollments grow, including librarian support, academic advisors, program coordinators, instructional designers, multi-media production support (video, audio), tutoring, writing support, support for students for whom English is a second language, support for students with disabilities, and support for students with life challenges.
- **Instructional Designers should be part of the bargaining unit.** Similar to librarians and Center for Teaching staff, colleges should hire instructional designers who are “subject specialists” as are librarians. These specialists should have subject matter expertise, ideally terminal degrees in the academic field. This would increase quality and would increase the credibility of the online course development process with

BARGAINING: SOME ADMINISTRATION PROPOSALS

- **Calendar change**: Start faculty period of responsibility on August 25; classes begin the Monday before Labor Day
- **NTT faculty**:
 - Lengthen time before Continuing Appointment from 3 years to 6 years; establish review process prior to Continuing Appointment
 - NTT may be appointed at lower rate of pay if new job duties are significantly different
 - Expand use of Visiting Assistant Professor title with no right to Continuing Appointment
- **Title IX (sexual harassment)**: Make all faculty “mandatory reporters” with legal requirement to report student concerns to authorities

**BARGAINING:
SALARY AND BENEFITS**

SALARY AND BENEFITS

- What are raises and the “parameters”?
- What proposals have we put on the table?
- How has the administration countered?

TWO TYPES:
ACROSS-THE-BOARD (ATB) & MERIT

- Raises come from a bargained pool of money (a percentage of total payroll).
- The size of the pool is in theory negotiated with the administration.
- Not so in practice.

ACROSS THE BOARD RAISES

Some of that pool of money goes to ATB raises; these raises are applied uniformly, though exact parameters vary, for example:

- could be flat amounts (everyone in unit gets \$2K/year increase)
- could be percentage increases (everyone in unit gets 3% increase)
- or some combination, or other conditions

Since these raises are mostly about rising costs of living, historically MSP's bargaining position has been that ATB raises happen first from the pool, then remainder goes to merit.

MERIT RAISES

(We haven't had any since 2016)

Some of the pool could go to merit raises.

In the MSP contract, merit has been divided into two pools: Pool A (per department) and Pool B (per college). Amount is campus average FTE amount x number of FTEs in the relevant pool.

- Pool A is allocated by DPCs
- Pool B is allocated by administration

WHERE DOES THE POOL COME FROM?

- You might think both parties come to the table after careful consideration of what faculty need and want, what the budget will support, and come to agreement in the middle.
- Or, you might think that we yell and scream and whoever yells loudest wins.

Neither is true!

“THE PARAMETERS”

- **No state agency** negotiates raises until the Governor releases “parameters.”
- “Parameters” are typically written as “1/2/3”. How to read this?
- In non-pandemic times, the collective bargaining agreements are for three years at a time; these shorthand “1/2/3” numbers refer to percentage raises on base salary in each year of the contract.
- 1/2/3 means 1% in the first year of the contract, 2% in the second, 3% in the third.

(Parameters do not speak to the divide between ATB and merit – that’s negotiated)

AS OF LATE SUMMER...

- Before the parameters, we put forward the coalition proposal of 4/4/4
 - Here, the three years start in FY21 aka AY20-21: (4% each in 20-21, 21-22, 22-23)
 - We also made related proposals, e.g., expanding UMass childcare, \$1K on base offsetting GIC increases, merit for FY17-20, etc.
- Governor released parameters 0/2/2, later updated to 2.5*/2/2
 - * = it's complicated, more on next slide
 - (since then, every union in higher ed we've contacted has been offered these parameters)
- Chancellor emailed out the Governor's parameters in July 2.5*/2/2

THE OFFER

Governor's parameters

- Y1 (FY 21, AY20-21):
 - 2% ATB
 - 0.5% ATB (offset for PFML tax)
 - 1.5% or \$1K one-time bonus
- Y2 (FY22, AY21-22):
 - 2% ATB
- Y3 (FY23, AY22-23):
 - 2% ATB

UMass's offer to MSP

- Y1:
 - 0.5% ATB
 - 0.5% ATB (offset for PFML tax)
 - 1.5% or \$1K pro-rated one-time bonus
 - 1.5% merit for *FY17-19*
- Y2:
 - 1.5% ATB
 - 0.5% merit for *FY 20*
- Y3:
 - 1.5% ATB
 - 0.5% merit for *FY21*

THOUGHTS ON THE OFFER

- No other higher ed unit has had their administration propose taking the base parameters and converting them to merit!
- 0.5% merit per year is at odds with the “valuing our excellent faculty” rhetoric.
- And it means some people will see *less* than the parameters, which already look unlikely to cover inflation over the period of FY21-23.

MSP’s position: merit raises should come from campus funds rather than taking it out of ATB raises.

OUR COUNTER

- Give us the Governor's full parameters – same as other state unions
- Find money for merit from campus funds, we propose 1% per year
- Increase all salary floors and promotion increments
- Add longevity pay (\$1,000/year on base) for faculty and librarians in terminal ranks
- Improve dental benefits to cover orthodontics, vision, and hearing

MTA: FIGHTING FOR FUNDS FOR OUR CAMPUS

ARPA (American Rescue Plan Act) House plan includes \$365 million for public education, including:

- Infrastructure and HVAC
- Endowment matching grants
- Hazard pay for in-person essential workers
- Student debt relief

TWO things to do right now:

1) Send photos of your sick building or deferred maintenance needs:

<https://massteacher.org/infrastructure>

2) Sign the Fair Share Pledge for progressive taxes and more money for public education: <https://massteacher.org/fairsharepledge>

WE NEED YOU

What issues matter to you?

- Race and gender equity
- NTT equity
- Climate justice
- Online education
- Salary and benefits

What would you do about it?

- Participate in contract negotiations
- Call the administration; write letters to the editor; sign onto public messages
- Participate in public actions with the other unions

Write a note in the chat or send us an email: MSP@umass.edu

QUESTIONS?

Email MSP@umass.edu