

Here are 10 ways the UEA has your back, not the top 10, not the only 10, just 10 exemplary reasons why you should support fully the work your union is doing.

- 1) Recently negotiated multi-year contracts for term faculty
- 2) Death benefit for dependents of members
- 3) A policy regarding non-sexual harassment
- 4) Choice to spread sabbatical salary reduction over 2 years
- 5) Specified workload limits, with attendant overload pay
- 6) A full semester of paid parenthood for birth mothers
- 7) Higher salary floors
- 8) Reasonable summer salary pay and commitments
- 9) Salary increases for all eligible members
- 10) Promotion and tenure decided at campus level

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THE UNION CALLER

“The Fear Issue”

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Fear and Loathing



John Hamlin
UEA President

“How very little can be done under the spirit of fear.” - Florence Nightingale

By instilling fear of reprisal, by manipulating job duties, by interfering with our ability to perform our roles, administrative

action or inaction is marginalizing faculty and making many feel “less than.” What is happening is the very destruction of self and identity. But it also destroys group life, structure, collective sentiments, and stifles collective action to eradicate the problems that exist. Commitment to the collective whole that is UMD erodes, productively declines, and the overall atmosphere becomes toxic.

How do we express deep-seated fear and complete loss of control in our lives? When something at the very core of our being is violated it is near impossible to get others to feel with the same intensity what you are feeling. It is at once paralyzing, isolating, and a personally destructive enigmatic force. Fear and loss of control is felt as personally subjective which no one else can really understand, yet simultaneously as objective and social as any existing mechanism of control. The current atmosphere at UMD, particularly in some pockets of faculty, is so oppressive that fatalism presents itself as a rational response to irrational circumstances.

UMD might be a perfect definition of an anomic structure. In particular, what has occurred in the Education Department over the past months is nothing short of professional suicide. The “Cases” included in this “Fear Issue” are intended to give voice to the question, “**What’s it like to be a faculty member in Education right now?**” People writing in this newsletter only expose the tip of the problem. More cases were gathered than we could fit here, but regardless, they cannot represent all of the folks on campus who to a greater or lesser degree are experiencing the same alienation; they can only give meaningful accounts to the devastation that surrounds them.

As you read what they are expressing I ask you to be mindful of who we are as faculty. The fundamental mission of any university is the faculty mission to generate, disseminate, and critique knowledge. We should feel proud that we continue to nurture that core value. It is time administration worries less about impression management and more about real solutions.

Case I

“One test of the correctness of educational procedure is the happiness of the child.” - Maria Montessori

For the past two years I have grappled to make sense of what has been happening to the faculty, staff, and students in the Education Department. Over the course of that time members of the faculty have been portrayed as incompetent, uncooperative, uncompromising, and unprofessional. In March 2014, the Dean fired the head of the Education Department. In early October 2014, the Dean—with support from the Executive Vice Chancellor for Academic Affairs (EVCAA)—made the decision that she was the only person at UMD who was permitted to communicate with the Director and staff of the Minnesota Board of Teaching (BOT). From that point on, the faculty and staff of the Education Department were not “in the loop” or involved in anything

related to licensure. The Dean was in charge before the “glitch” occurred and would have been informed by the BOT that UMD was out of compliance and graduates would not be able to apply for teaching licenses upon graduation.

In late November, 2014 when it finally became apparent to the EVCAA that conditions in the Education Department had reached a toxic level that could no longer be ignored, she called in someone who was initially described to us as a “mediator” but who later described herself as a “fact finder”. She interviewed the faculty and staff between December, 2014 and January, 2015 and took copious notes including the names of interviewees. The fact finder promised us that she would provide us with a written report as soon as she had met with the EVCAA. The EVCAA refused to release the report or permit the fact finder to meet with us until recently (eight months after the report was submitted), when outside pressure on the administration was such that we were finally able to meet with the fact finder. We have yet to see a copy of that written report.

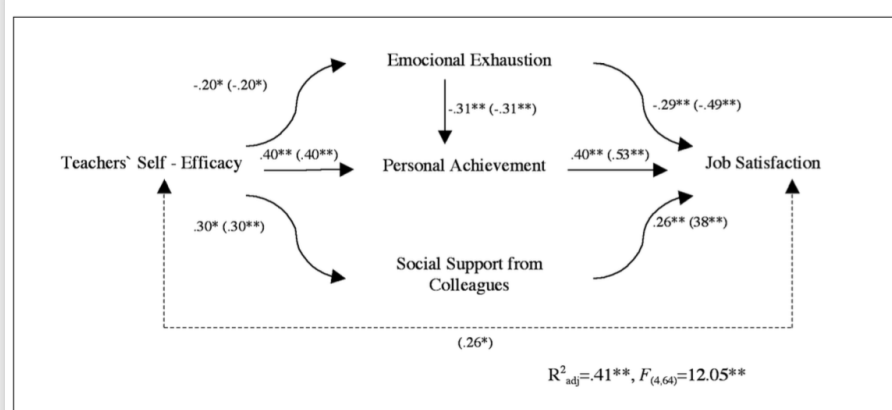
As the licensure situation worsened and spun out of control, the EVCAA and Dean told the Education Department faculty and staff that we could not discuss issues related to licensure with anyone. If we did, we would be considered insubordinate and subject to termination. The Dean held two Town Hall Meetings to address the situation which were taped and placed on the website. We were told to refer people with questions to the college and department websites where regular updates would be posted and instructed to tell parents and students with concerns to contact the Dean and EVCAA. In at least one instance, the Dean has told a student’s parents that the Integrated Elementary Special Education (IESE) program was being “dismantled”. Faculty members across the department have adhered to the demand that we remain silent.

Since that time, the department budget was cut over 30% while the budgets of the other departments in the college were cut by only 5%. The Ed.D. program was placed on hiatus and is currently being transformed/reconfigured into a college-based degree program rather than a department-based degree program. It appears that M.Ed. program will soon be transformed/reconfigured in the same way. This summer some department faculty and staff were forced to move their offices, sometimes more than once, to make room for people from other colleges. This shuffling of offices appears to be ongoing. Most recently faculty members were told that their teaching supply money had been eliminated. Those who dare to question the reasoning behind such decisions fear retribution. While we are living with severe financial constraints, the Dean has received praise in the form of a very generous merit increase.

I receive calls and emails from parents, students, and student teachers on a weekly basis with questions about the status of the department, majors, and licensure. Students stop me after class and in the halls. Like my colleagues, I refer them to the website and suggest they contact the Dean and EVCAA. Last week a student teacher stopped in to see me and said, “When I’m done student teaching this semester and graduate, I’ll be facing thousands of dollars in student loan debt. How will I pay it back when I can’t get my teaching license? Without a license I can’t get a teaching job. I can’t take a teaching job outside of Minnesota either, because I need a Minnesota license first. Even if I can eventually get a license, what school district will hire me—with the reputation UMD now has? How could UMD have let this happen?” Telling the student teacher to take those

“Last time I experienced an atmosphere of fear like the current one here at UMD was thirty years ago when I was a university instructor in a communist country.” - Dalibor Froncek, Professor and Director of Graduate Studies, Department of Mathematics & Statistics

Figure 1. Path Analysis for self regulation variables predicting job satisfaction



Note. *p < .05. **p < .01.

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concerns to the Dean and EVCAA is meaningless. Such calls and emails go unanswered.

The faculty and staff are further disenfranchised when we read newspaper reports and hear about the most recent developments through announcements made at the “Chancellor’s Welcome” at the beginning of the year, when accompanied by pep band and cheerleaders, he announced that everything had been submitted to the BOT. (At that time only the documents prepared by the faculty, who had worked all summer, had been submitted. Statistics had yet to be gathered, tabulated, and analyzed, and the Dean had yet to write the narrative report.) In a recent newspaper article the EVCAA is quoted as saying: It’s painful to watch students and faculty worry about the noncompliance of education programs and declining enrollment in those program. Tensions were high and morale low among the department staff and faculty earlier this year...and it’ll continue to be ‘intense’ for the education faculty while UMD is going through the state approval process. What the EVCAA didn’t say is that it could have been otherwise and should not have come to this. There is another perspective on the events that has never been told and may never be told.

It is gut wrenching to observe a colleague’s career destroyed and to endure the destruction of unique, integrated programs that we have worked so hard to develop that prepare UMD graduates to work with children in both general and special education settings. I love teaching and care deeply about my advisees, all of the students in my classes, and our student teachers. My heart goes out to them. The students and their families trusted us. UMD has failed them.

The faculty and staff of the Education Department continue to be dedicated to the students enrolled in our classes and majors, the children and teachers in the area schools where our students are placed, and each other. We remain a community of teachers and learners with strong ethics and morals built on a solid philosophical base. However, the climate in the department is stark and cold. Questions and inquiry at the excitement of sharing ideas have been replaced by silence. Fear has replaced joy and hope—making it difficult to move forward or even breathe. The once lively halls and suites are silent. Doors to offices, which were once open, are now closed. Faces are grim and bodies stiff with tension. Trust and respect have been stripped away and there is no acknowledgement on the part of the Dean, EVCAA, and Chancellor that trust and respect are essential to sustain a community of learners and teachers. Recently, as I looked around the room at my colleagues

who were gathered for a meeting, I was reminded of a quote from Pat Barker’s World War I novel, Regeneration (1991, p. 107): [Dr.] Rivers had only seen that look in one place: in public wards of hospitals on the faces of women who were bringing up large families on very low incomes, women, who in their early thirties, could easily be taken for fifty or more. It was the look of people who are totally responsible for lives they have no power to save.

As a result of much reflection on what has happened and continues to happen to faculty, staff, and students in the Education Department at the University of Minnesota Duluth, I am left with BIG questions: How can the administration (administrative team)—particularly one whose major thrust is “positive campus climate”—that governs an institution knowingly allow (perhaps encourage) deception to run rampant, destroy the reputations of faculty and staff members, dismantle viable departments and productive, innovative programs, allow a toxic work environment to exist, and cause faculty, staff, and students unnecessary anxiety and hardship? Is it because:

- The ultimate goal was to dissolve the Education Department, move viable graduate programs from the Department to the College, and dismantle the licensure programs. Was everything else that has transpired so much necessary collateral damage, which the administration hopes can be covered up?
- The administration is so paralyzed by fear that they will be found out, their errors will be exposed, they will be unmasked, and/or that people will see what is really behind the curtain?
- The administration is and was so out of touch with reality that they didn’t or wouldn’t see the crisis and a way out of it when it first became apparent in November, 2014 and now must forge ahead with a cover-up?
- The administration is afraid to admit they were wrong and don’t know how to begin to apologize, accept responsibility and make amends by:
 - Owning the problem?
 - Taking steps to atone for wrongs committed?
 - Examining their ethical and moral base?
 - Making drastic changes to re-establish credibility with faculty, staff, students, and the general public by “cleaning house?”

THE UNION CALLER

The Big Picture

Conclusion

As is often the case with analyses of relevant data in higher education, no pattern emerges which offers the possibility of a challenge to the Herzberg two factor theory as an explanatory model for the concept of job satisfaction.

The implications for university management and governing bodies are self-evident. If academic staff are to be encouraged to express higher levels of job satisfaction and lower levels of dissatisfaction, attention must be paid to the environment ('climate' or 'atmosphere') in which they work. Those things which develop a sense of community-acknowledgment, support and appropriate levels of participation in decision making-are important to academics. nurturing of the *intellectual* environment, clarity of institutional mission and faculty-administration relations are, however, just as important and are clearly related to the climate factors. On the other hand, issues such as governance assume lesser importance relative to 'atmosphere'. Research, teaching, administration and governance are likely to increase in their level of emphasis as dissatisfaction with the 'atmosphere' variables is moderated.

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Table 10. Australian data: regression of Model I (university atmosphere) items predicting job satisfaction

Item	Beta
Model I: Atmosphere	
Rate the sense of community	-.17**
Rate the faculty-administration relationship	-.10**
Rate the intellectual atmosphere	-.21**
Rate the clarity of institution mission	-.12**
Rate the faculty morale	-.16**

"Data and text taken from "Job Satisfaction among Academic Staff: An International Perspective, by Fiona J. Lacy & Barry Sheehan. Found in *Higher Education*, vol. 34(3), 305-322.

Case 2

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." - Maya Angelou

What it feels like to be a member of the department of education during these times... It feels surreal. As people of strong and disciplined dedication to our work, we are adrift and we have nothing to hang on to. The principles of collaboration and respect we believed were our touchstones are no longer valued by our college leadership and we feel as if we who remain are paying dearly for some great wrongs that we did not commit, nor do we know for what we are being punished. When our collegiate leadership arrived at UMD, the arrival was met with good will and high hopes, as she had represented herself as proud of who we were and she was eager to hear our ideas and work with us yet, soon after her arrival

we watched in disbelief as, without asking those from our department who are highly involved, learning our history from us, consultation, or seeking to know from our perspectives, she overrode several of our balanced practices and procedures. She managed decisions on curriculum, staff, assignments, and on our doctoral program. Our Dean has managed our department in sudden, significant ways that have left us scrambling desperately for alternative plans in response. It feels as if her ideas are the only ones that matter, and we struggle to reconcile our beliefs about our roles as UMD employees, as well as our carefully cultivated understandings about schools in our region with hers. We are trying hard to not be seen as negative or obstructionist, yet her power over us and pronouncements over us go unchecked. It feels as if we are in a nightmare and we try to hang on to the hope that we will wake up soon to find ourselves back in a place where we can do our hard work with joy and respect again.

THE UEA
serving UMD with all our faculty

Who We Are: Faculty at UMD

- Total number of teaching faculty is 619
- 45% are women
- 15% are people of color
- 4% are international
- 79% are full time employees
- Student faculty ratio is 18 : 1

Facebook Link: <https://www.facebook.com/groups/419009304846899/?fref=ts>

UEA Contracts can be found at:
<http://www1.umn.edu/ohr/policies/governing/unit9contract/duluth/index.html>

Case 3

"The people who are doing the work are the moving force behind MacIntosh. My job is to create space for them, to clear out the rest of the organization and keep it at bay." - Steve Jobs

When I think about what it is like to be a faculty member in the Dept. of Education the notion of "Shattered Assumptions Theory" (Janoff-Byhlman, 1992) comes to mind. Shattered Assumptions Theory is a psychological phenomenon that describes how traumatic experiences can change our understanding of the world. Its application to my professional journey at UMD is as follows. Up until the past two years, I operated from a foundation of assuming the world of academia to be benevolent (not perfect, but at the very least safe and trustworthy). Previous to the last two years I have felt my work and skills meaningful and worthy of support and value. These assumptions have now been shattered, due to the sense of fear and lack of trust that exists in my Department.....a climate that has been created by our Dean and the fallout of the toxicity ignored by upper administration. The foundations upon which I stood for 15 plus years as a tenure-track and now tenured faculty member have been fractured and seemingly broken beyond repair. It is not an exaggeration to say that I am heart-broken.

If there is a silver lining to be found in the seemingly hopeless context in which

I find myself, it is this. As Department of Ed. Faculty, we have chosen to search even more deeply for the intrinsic rewards of our work. The commitment to our students who will carry our discipline forward has intensified, even though our efforts and expertise in pedagogy and curriculum are disrespected and belittled by our leadership. In the face of adversity, we remain passionate and ethical in the practice of preparing future educational professionals to serve a diverse group of learners ages birth to grade 12. Much like people caught in a winter blizzard without warm clothing, we huddle together using the capacity of "one another" to stay warm, to stay alive, to emerge resilient.

Our plight over the past two years has been emotionally trying and physically draining. In the early stages we were hopeful and trusted that dialogue with upper administration would result in change (or at least recognition) of the direness of our situation. At that time, we trusted and believed that our plea for response to a growing list of micro and macro aggressions bestowed upon our department by our Dean would be met with some transparent action.....that there would be opportunities to problem solve the growing conflict in order to salvage our programs. We pleaded for a lifeline. After all, as a public land grant institution with a responsibility to serve public education workforce needs of Northeastern Minnesota and beyond, shouldn't a situation such as ours receive emergency attention? This did not happen. Rather, all evidence pointed and continues to point to the con-

trary. The Department has been stripped of highly regarded graduate programs and undergraduate teacher licensure programs are now "suspended" by the Board of Teaching (our state accreditation body).

Throughout the multiple unfortunate events of the past two years, Education Faculty have stood firm in advocating for continuation of these programs. After all we have a long and successful history of management and implementation of these programs. We have an established track record in working successfully with the MN Board of Teaching. We are a department of great tenacity, yet we have been disheartened by the seemingly sudden and apparently intentional dissolution of what we have built.

Along the course of the past two years, faculty members in the Dept. of Education have invested vast amounts of energy in attempting to protect the core of what they believe to be vital to teaching, learning, curriculum, research, and service. Repeated efforts to reason with our Dean have been dismissed and disrespected. Further, we have been minimized and professionally abused. We have not been able to rely on our EVCAA or Chancellor for an objective, transparent response when we shared information about our troubled relationship with our Dean and the worrisome direction in which our programs are headed. We find ourselves witnesses to our own trauma, and remain powerless as we watch what we know is right for our students and public education crumble into disarray. We walk through our work with a sense of Shattered Assumptions.

Time Was...

From UEA President Steve Chilton, 20 years ago:

"I think first about how important UEA is. We live in a world where decisions about our lives are made by powers over which we have little influence. Take "Twin Cities-centrism." Just today I learned that faculty in CLA have to find their advisees' transcripts by paging through an enormous stack of transcripts for all CLA students. 'Why don't we get the computer center to sort the transcripts by department and then by advisor before they're printed?' I asked. 'Because the program is maintained on the Twin Cities campus, and they just don't think it's a priority. We've been fighting this for years, but they just don't do anything.' So that, in small but immediate terms, is what oppression looks like: group A discounting group B's needs, not for any mature weighing of alternatives but just because A never has to encounter and engage B's perspective in any serious way. I'm not saying that the oppressed always have the more virtuous stance, or that B's perspective always has to prevail. I'm saying that when decision-makers don't FULLY ENGAGE our perspective, that in itself is a mistreatment... UEA exists because it speaks for the faculty."

This section pays homage to the work of one Dr. David Schimpf, a retiring mind these days, but whose long and dedicated service to the UEA and UMD deserve the honor of a section dedicated to keeping our collective eye on the ball.

"Faculty Look to Update Academic Freedom"
<http://www.mndaily.com/news/campus/2015/11/04/faculty-look-update-academic-freedom>



Check out the UEA on Facebook!

Schimpf Shelf

"University of Missouri Football Players Exercise Power in Racism Protest"
http://www.nytimes.com/2015/11/09/sports/ncaafootball/missouri-football-players-exercise-power-in-racism-protest.html?_r=0

"University Execs' Pay Increases"
<http://www.mndaily.com/news/campus/2015/11/05/university-execs%E2%80%99-pay-increases>

"Study Call for Clearer Rules for Adjuncts Teaching Online Classes"
<http://www.mndaily.com/news/campus/2015/11/23/study-calls-clearer-rules-adjuncts-teaching-online-classes>

"Steven Salaita: 'Why I Was Fired' - also published in the Chronicle of Higher Education"
<http://louisproyect.org/2015/10/06/steven-salaita-why-i-was-fired/>

"Judge Refuses to Throw Out Fired Professor's Steven Salaita's Case Against University of Illinois U/C"
http://www.salon.com/2015/08/07/judge_refuses_to_throw_out_fired_professor_steven_salaitas_case_against_university_of_illinois_uc/

"Commentary: Mizzou Football and the Power of the Players"
<http://www.npr.org/2015/11/18/456360331/commentary-mizzou-football-and-the-power-of-the-players>