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Volume 3 Issue 4  
 May 2011

## From Your President

David Schimpf

This issue of *The Northern View* centers on non-regular faculty at UMD. These faculty will continue to be important on the campus, for instruction, academic advising, service, and governance. At some universities, faculty who are not in tenure-line appointments are currently struggling to gain the right to be union-represented, but here they have been part of an all-faculty UEA-D since the '90s. Non-regulars have contributed leadership to UEA-D, accepting requests to serve as appointed officials, as members of negotiating teams and nominations committees, and volunteering to be department representatives. UEA-D thanks these leaders, other non-

-regular faculty who attend member meetings, and all who passionately practice their professional craft and contribute to the welfare of the campus. **In this issue we take the opportunity to especially thank John Hansen, retiring this May, for his long and outstanding service as UEA Treasurer.** I personally appreciate John's thoughtful counsel on all matters, not just the budgetary ones. All of the contributors to this issue other than me are non-regular, and we deeply appreciate their offering of their thoughts in these pages.

Regular and non-regular faculty need to practice teamwork in the best ways we can. There is substantial variation in faculty situations among and

within disciplines and appointment types, an important dimension of the diversity that makes a university at once stimulating, effective, and challenging. One critical way in which we must stand together is to *en masse* protect the academic freedom of every faculty colleague, regardless of appointment type. Some who are currently being loud in the public sphere appear to be threatening the academic freedom that is vital to human dignity and progress. Let us all join to weather this noisy storm. The national campaign to respond to this threat is labeled 'WE ARE ONE.' Or, to coin a catch phrase that could be used for an action movie: *E pluribus unum*, baby!

UNIVERSITY EDUCATION ASSOCIATION

# THE NORTHERN VIEW



## It's All About "The Discussion"

Michael Mullins

I would like to depart in this issue of *Northern View* from my usual "Legislative Liaison" report. I am heeding the suggestion of our UEA leadership by submitting a piece addressing a topic I simply refer to as "The Discussion." This discussion is brought about by forces within and outside of the institution demanding change. Change is something we often love to hate. Change brings with it the unknown, but within that unknown are opportunities. What I see this UEA newsletter bringing to our UMD campus is another "space" – a public sphere, if you will – for colleagues of a particular job category, "9402/irregular," to lend their voices to a growing and very important discussion.

The formation of a union at UMD occurred almost three decades ago, as you might have read in the last issue of our UEA newsletter. Colleagues from all job descriptions have secured much better working conditions as a result, and we should all feel fortunate to have the working conditions we now have. It's not my intention here to question that; rather, I would like to simply address the need for another ongoing "Discussion," a discussion about us and our collective future.

This "Discussion" has been necessary

for several years, but the timing was not right for many reasons. Now, with new leadership at UMD and very grave economic conditions in our nation, many in higher education are taking pause to evaluate where they have come from, where they currently are, and how they need to position themselves in the future. Aspects of this discussion involve perceived hierarchies in the structure of UMD. I have been party to such discussions on EPC, during Campus Assemblies, and in the midst of our current Campus Strategic Planning Mission.

Our new chancellor has asked us to envision an atmosphere at UMD that is more inclusive, egalitarian, and transparent. Exactly what that will look like will become much clearer on April 26, the date on which we should all come together to view the final version of our UMD Strategic Plan. I am encouraged by much of what I see. But, these discussions have not and will not be without conflict and, at times, pain. Both financial and professional "stresses" on the people who work at UMD and the structure of the campus itself are eroding our environment. This has been happening for some years now. But with the ongoing decrease in public funding we are at the point where we are forced to make substantive changes in how we teach, advise, and conduct research. ALL individuals at UMD need to be seated at the

"table" and a part of the ongoing discussion. ALL individuals at UMD must feel comfortable speaking out about injustices they perceive in their work environments. ALL individuals at UMD must be respected for their contributions. And, finally, ALL individuals at UMD must know they are making a difference that is being rewarded.

I challenge all members of the UMD community to come together, to trust one another, and to become risk takers. We are in the midst of redefining our work and our workplace. The roles we all play will be redefined and many may not like the new landscape or the new institution. But rest assured, without critical assessment of how we work and how we educate our young people we risk nothing short of societal abandonment of public education.

I close with a quote a student of mine used in a recent presentation from Günter Grass, the German Nobel laureate in literature: "Yesterday will be what tomorrow was."

*Michael Mullins is an instructor of German in the Department of Foreign Languages and Literatures and the UEA legislative liaison.*

### Faculty Awards

Congratulations to UEA members Paula Pedersen (Psychology) for winning the Chancellor's Award for Excellence in Teaching, Aydin Y. Durgunoglu (Psychology) for winning the Chancellor's Distinguished Research Award, Sandy Woolum (Psychology) for winning the Chancellor's Award for Outstanding Public Service, Stanley Wold (Music) for winning the Albert Tezla Teacher/Scholar Award, and Ed Downs (Communication) for winning an Outstanding Faculty Advisor Award.

The 2011 UMD Student Awards were recently announced. Congratulations to UEA members Linda Rochford (Marketing) for winning an Outstanding Academic Advisor award, Tom Beery (HPER) and Jeremy Youde (Political Science) for winning Outstanding Faculty awards, and Pat Borchert (Management Studies) for winning an Outstanding Student Organization Advisor award.

Members are encouraged to contact Scott Laderman ([laderman@d.umn.edu](mailto:laderman@d.umn.edu); 726-7207), the UEA Information Officer, with news of member awards and accomplishments.

## Non-regulars Through a Social Justice Lens

Paula Pedersen

“No one is free while others are oppressed”  
-- Martin Luther King Jr.

The new vision and core values for UMD include language on equity, diversity and social justice. In *Teaching for Social Justice* (2007), Maurianne Adams and Lee Anne Bell state, “The goal of social justice is to create equal access and participation for all groups in society. This concept engages all differences, while recognizing the elements of power and privilege. Social justice does not give one form of oppression priority over another. It acknowledges the various forms of oppression, their similarities and differences, and how they manifest.”

Within the academy, this language on social justice is viewed by some of us as a focus outside of ourselves – while within our sacred halls remains a structure built around a disparity of power, privilege, and opportunity.

I complete this essay while attending the annual White Privilege Conference. Here it could somehow feel wrong to talk about non-regular faculty as a social justice issue. There are SO many injustices that are worse! I am quite privileged as far as privilege goes. I am white, educated, middle class. I am also female, queer, and contract. We are each a combination of multiple identities, dominant and subordinated groups that make up who we are. When people ask if I feel marginalized at UMD as a non-straight person, my response is, “No, but I do as a contract faculty!”

When I attend conferences and training around issues of social justice and participate in conversations about improving the campus climate at UMD, I find myself reflecting through my own marginalized lens as a contract faculty member.

I feel immense privilege to be part of the academy. I am allowed to express my creativity and my passion, to continue my

own growth and learning and to facilitate that in others. In many ways, it is a dream job. I started teaching as an “adjunct” in 1990, moving to full-time “non-regular” in 1992 on a one-year contract. Twenty years later, I am still what some refer to as a “place holder.”

Over those years I have seen many shifts in the make-up of faculty, particularly an increased reliance on “non-regular” or “contingency” faculty. For my first ten years I was the only one in my department. Now we are one-third of the department’s faculty. If you look at this from an organizational change perspective, it would appear that the traditional system of an exclusive tenured faculty stopped working somewhere along the way.

An article in *Liberal Education* by Maria Maisto and Steve Street (“Confronting Contingency: Faculty Equity and the Goals of Academic Democracy”) notes the rise of this category of labor to almost 75 percent in 2010. The authors surface the arguments made by those seeking to eliminate this trend through the proliferation of “concern” over the “managing of” a growing “problem” of the “contingency faculty crisis” in higher education. Such articles have appeared in the *Chronicle of Higher Education* and even NEA publications, referring to this class of faculty in a way that creates (from my subordinated lens) a climate of disrespect and marginalization. “In short, solutions meant to alleviate the worst aspects of contingency have had the paradoxical effect of promoting it.... [T]his trend has made the divisive academic class system even more so, and more firmly entrenched; with three classes of faculty rather than two, the ‘division and conquering’ of faculty solidarity [is] more pronounced” (Maisto and Street, 2011, p. 4).

Call it a “tragedy” or simply a shift in work demands, but instead of changing the structure and system to better fit the current climate/resources of higher education, a new tier of second-class teaching faculty was created. Like migrant labor, it facili-

tates a bigger chasm between the levels in the caste – one labor force protecting the privileges (time for research, leaves, smaller class sizes, etc.) for the more elite tenured and tenure-track labor force.

As contract faculty, we are fortunate at UMD. We have a union that represents us well. We have colleagues and administrators that value our work. We have a new chancellor that not only talks about the importance of ALL in educating our students; he has also invited representation from all constituent groups to participate in the process of strategic change and campus climate improvement.

Still, I continue to hit my head on the plywood ceiling of academia. Whether it be grant opportunities, leadership positions, or even committee work, I find myself qualifying on all other counts except when it reads “tenured and tenure-track faculty are encouraged to apply.” Sometimes the exclusion is less overt – for example, promotion, sabbatical leaves, and certain awards and grants that don’t *exclude* non-regular faculty, but there are “no examples where one has actually gotten it” or “you can apply but I’ll be honest that preference will be given to tenured and tenure-track faculty.”

In my work on the Campus Climate Change Team (a table I feel privileged to sit around), I am struck by how parallel the arguments/conversations are. The very structural and systemic changes that will promote more inclusion for diverse faculty and students would create a more inclusive climate for contract faculty as well. While this publication issue is devoted to contract *faculty*, I would be remiss to not acknowledge that my non-faculty colleagues feel even greater marginalization in academia. Simply replace the word “woman,” “black,” or “gay” in some of the conversation about contingency faculty or staff and you will begin to see some of the oppressive parallels.

The deeper I get into the work of social justice, the more I see the need for

*Continued on Page 4, Non-regulars*

*Non-regulars*

*Continued from Page 3*

academia to turn the finger inward – to its policies and procedures that marginalize students and faculty of color along with all of the other isms that exist. *And* I would argue that the same system that allows an increasing disparity between contract and tenured faculty is the same unjust, exclusive system that is potentially missing the opportunity of a more diverse, creative, and “differently academic” faculty.

I *understand* that this IS the system: a

guild structure with different positions, contracts, and workloads. But I want to challenge that system as yet another one that perpetuates a system of injustice.

When I think about social justice, I think about broadening the playing field of opportunity and value. I think about changing the structures and systems that keep some people down while others are on top.

For me the bigger question remains, How

*does* social justice operate within the current hierarchical structure of academia? How do we effectively teach toward social justice if we are not able to critically engage in the social justice issues of our own hierarchies, structures, and institutions?

*Paula Pedersen is an assistant professor of psychology. She was this year’s recipient of the Chancellor’s Award for Excellence in Teaching.*

### *Pay Disparity for Women in Minnesota Hurts Family Income*

On average, full-time working women in Minnesota are paid \$10,467 less than their male counterparts, and the gap costs Minnesota’s families a total of more than \$8 billion annually, according to a new study. The research by the National Partnership for Women and Families was released to coincide with Equal Pay Day on April 12, which marks how far into the new year women must work to catch up with what men were paid the year before. With 68 percent of Minnesota women bringing in more than a quarter of their families’ income and women heading more than 192,000 households, unequal wages are harming families and the state economy, the study indicates.

The research was conducted by the National Partnership for Women & Families, in conjunction with the American Association of University Women. According to the report, if the gap between men’s and women’s wages were eliminated, each full-time working woman in Minnesota could afford mortgage and utility bills for seven more months, rent for 14 more months, or three more years of family health insurance premiums. Necessities like these would be particularly important for the 25 percent of women-headed households in Minnesota that are living in poverty.

### *Show Support for Colleagues in Wisconsin, Other States Dealing with Collective Bargaining Issues*

Educators and public employees are in the fight of their lives to retain their right to bargain collectively. The Republican governor and Republican-controlled Legislature used Wisconsin’s budget deficit as an excuse to eliminate 80 years of collective bargaining rights for public workers. Wisconsin educators will lose the ability to negotiate over pensions, healthcare, transfer rights – anything except a minuscule wage increase, capped at the rate of inflation. But the fight in Wisconsin is not over.

Education Minnesota offers multiple resources for members to get involved in the fight. Go to [www.educationminnesota.org/news/edmnupdates/2011/022111-wisconsin.aspx](http://www.educationminnesota.org/news/edmnupdates/2011/022111-wisconsin.aspx). The National Education Association and American Federation of Teachers also have resources for members to keep tabs on what’s going on around the country. Go to <http://aft.org/difference/index.cfm> or <http://educationvotes.nea.org> for information on what is taking place in various states and how you can get involved or show your support.

## We Are One

### John Hansen

When I started work at UMD in 1993, it was a very different place than it is today. The most striking thing that I remember was the perceived feeling of being almost slave labor. I had this feeling in part because of the meager compensation to be provided for working “full time.” The other overpowering feeling was imposed by the work title that I was given, “Teaching Specialist.” At least my former employer gave me the title of “Lecturer,” which felt more “academic” and relevant.

Being “term” faculty was not new to me, but I was shocked to discover the real “expectations” of the job I had signed on for. One of those facts was being told that if the rest of the faculty (or rather bargaining unit faculty) went on strike, I would be required to cross the picket line and come to work. This was especially hard to take as I grew up in a union house and had been a union member myself, first as a steelworker and later as a registered nurse. Soon, though, I found others like me around campus who were meeting regularly to

discuss issues of concern to us. Among the discussions we had was the possibility of unionizing to deal with some of our concerns. At that time, UEA was about a decade old and still sorting out its role.

As we voiced more of our issues and concerns, it became apparent to UEA that we should become part of the bargaining unit. That is exactly what happened, as language was negotiated that included term, or non-regular, faculty in the bargaining unit. Titles such as the one I started with, “Teaching Specialist,” were replaced with “Instructor” and “Assistant Professor,” depending on academic degree and experience. We have seen salary floors increase and the opportunity for longer-term contracts happen, but much more needs to be done for the good of all.

Here is what we can do to continue to carry the torch. We must share this story and encourage non-regulars to become full members, not just fair-

share fee payers. We need to work to allow non-regulars longer-term employment, rather than just a semester or year at a time. If the administration continues to want flexibility – the “toxic” word in tight budget times, good times, or to avoid more careful planning – we must stand together and seek protections and basic stability for non-regulars who have stood by this institution, its students, and its mission of providing an excellent education for the twenty-first century and into the future.

In closing, we must not run from adversity; rather, we need to face it head on and be prepared with a better plan. We also need to take care of each other even better by being willing to participate in UEA as we are being called to do. It will only work if WE work for it!

*John Hansen is an instructor of communication and the UEA treasurer.*

### Absent Political Consequences, What Strategies Would Presidents Use to Address the Financial Challenges Confronting Their Institutions?

(percentage reporting “very likely” scores of 6 or 7; scale of 1=not likely, 7=very likely, winter 2011)

Responses of the campus and system presidents, chancellors, and CEOs at 561 public institutions:

- Outsourcing various campus services: 44.0%
- Increasing teaching loads: 38.0%
- Altering the institutional policy on tenure: 37.0%
- Mandating the retirement of older faculty: 31.9%
- Significantly increasing tuition: 23.6%
- Significant cuts to the budget for athletic programs: 19.8%
- Narrowing or shifting the institutional mission: 9.4%
- Increasing enrollment by lowering admissions standards: 1.7%

SOURCE: Kenneth C. Green with Scott Jaschik and Doug Lederman, *Presidential Perspectives: The 2011 Inside Higher Ed Survey of College and University Presidents* (Inside Higher Ed, 2011), 12. The full report may be accessed at <<http://www.insidehighered.com/news/survey/president2011>>.

## Upstairs, Downstairs in the House of Academe: Then and Now

LeAne Rutherford

In my 40 years here as a term/contract member of the faculty, I have been identified in many ways: adjunct, contingency, term, temporary, lecturer, part-time, P & A, education specialist, non-regular, instructor, assistant professor, associate professor. That is enough to give anyone an identity crisis. However, my title is not where the crisis has been. Uncertainty, expectations, resources, training, support, benefits, respect, voice ... these are the real areas for concern for non-regulars.

Fortunately, the issues non-regular faculty members have faced are not the same now as they were in the past. The UEA has, without a doubt in my mind, ameliorated many of the problems experienced by what authors Gappa and Leslie have titled *The Invisible Faculty*. Take my opening example – definition of rank. During negotiation, UEA streamlined the definition of non-regulars and made them uniform and consistent. No more funny business because of funny names.

In my experience, the uncertainty over contract renewal can rank right up there with cruel and unusual punishment. Years ago, our contracts were renewed, if you can imagine, on a quarterly basis! Thanks to the UEA, more one-year and multiple-year contracts are offered now. Although my contracts have been tendered for three years since 1998 and extending to 2013, not everyone is that fortunate, nor is there yet uniformity of contract length across campus. The Memorandum of Understanding between the U of M and UEA regarding Non-regular faculty states that “*the Employer shall evaluate its use of Non-regular appointments and shall attempt to use more multi-year appointments.*” We are moving in the right direction, but are not there yet.

In addition to the precariousness of the position, opportunities for awards and grants, for example, could not be seized. “I want to apply for this grant, but I don’t know if my contract for next year will be renewed” doesn’t increase the odds for funding. Commitment to the institution is also imperiled by lack of commitment by the institution to the instructor.

Once appointed, non-regulars frequently have questions about workload expectations. Compared with the past, uncertainty has decreased because expectations have in part been clarified. Murkiness still exists around service, for example, and advising, but at least there is a platform for discussion. Nevertheless, with no expectation of tenure based on research publications, non-tenure-track instructors shoulder a heavy instructional load—up to 150%. “*Full time Members on non-regular appointments ... shall not exceed by more than fifty percent the normal individual Contact Hour Limit and Student Credit Hour Limit specified for ... regular appointees in Sections 250.221 and 250.230.*” Yet, many of our finest and most engaging teachers at UMD are non-regulars who go beyond what is required and expected and who seem to thrive on intrinsic reward. Love of teaching is not enough, however. UEA contract negotiations have helped balance the reward scales for non-regulars so that our pay is more equitable than in the past.

When I first signed on here as a non-regular, I was quite naïve about benefits, merit, support by way of training, and even such mundane things as office space. (Remember this was BC: before computers.) At one time we were not even allowed to contribute to Social Security. Great strides have been taken to let us participate in merit distribution and take part in opportunities for professional

growth, among other things.

The largest concern among non-regulars centers on lack of appreciation and respect. Lorraine Murray, a member of the NEA Task Force on Temporary Appointment Faculty, was quoted in the *NEA Higher Education Advocate*: “Many full-time colleagues view temporary appointment faculty as second class academicians; they are perceived as not quite good enough to have tenure or tenure-track status.” That is a polite way of saying that we are “downstairs” and marginalized by “upstairs.” Although “Upstairs, Downstairs in the House of Academe” is being re-written as we speak, class distinctions still exist. With one-third of our instructors classified as non-regular, it is crucial for the learning life of our students that all their instructors are treated equitably and with professional consideration. Job security (or at least predictability), pay that reflects the importance of the work we do, inclusion in rewards, benefits, institutional decisions, and, very importantly, access to voice – these are the stuff of respect based on assessment of our value.

The turmoil in Wisconsin over the proposed loss of collective bargaining rights makes me shudder. I remember what it was like then, before UEA regularized non-regulars, before non-regulars were invited to department meetings, and before.... Even though regulars and non-regulars do not always share the same concerns, UEA has provided us with voice and a kind of visibility. We are mutually interested in our students, their growth and development, and, particularly, their learning. In the House of Academe, upstairs and downstairs are meeting and talking on the stairs – thanks to UEA.

*LeAne Rutherford is an associate professor in the Instructional Development Service.*

## UEA RESOURCES

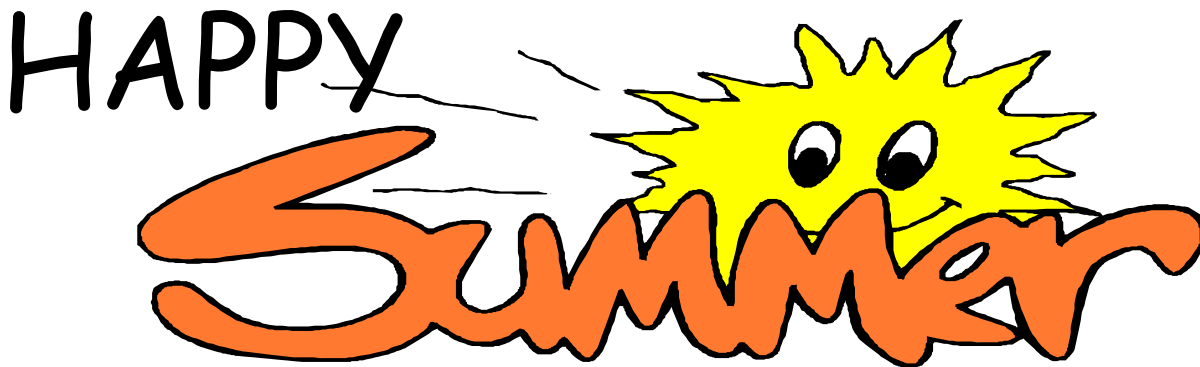
### *Scholarships Available for Continuing, Postsecondary Education*

The Robert G. Porter Scholars Program awards four-year \$8,000 postsecondary scholarships to dependents of American Federation of Teachers members, as well as ten one-time \$1,000 grants to AFT members to assist with their continuing education. UEA members are AFT members.

To be eligible for the \$1,000 grant, applicants must be an AFT member in good standing for at least one year and pursuing courses in their field of work.

Students must be an AFT member's dependent and a graduating high school senior to apply for the \$8,000 scholarship. The applicant's parent or guardian must be an AFT member for at least one year.

For more information or application materials, go to [www.aft.org/benefits/scholarships/eligibility.cfm](http://www.aft.org/benefits/scholarships/eligibility.cfm).



### *Organized Labor Scholarships Available for Students, Union Members*

Applications for the 2011-12 Nellie Stone Johnson Scholarships are being accepted. The scholarships are available to minority students from union families attending or planning to attend a college or university in the Minnesota State Colleges and Universities system.

To be eligible, an applicant must be a racial minority and a union member or the child, grandchild or spouse of a union member.

Applications and additional information about the scholarship are available online at [www.nelliestone.org](http://www.nelliestone.org) or by calling 651-738-1404 or 866-738-5238. Applications must be postmarked no later than May 1 to be considered.

## Where We Are and Where We Should Be Going

Jill Torres

“Non-regular, contingent, adjunct, non-tenure, term, auxiliary, temporary...” These are just some of the terms that describe many of us at UMD and across the nation. What do all these titles mean exactly? In one word: precariousness.

This past month I had the great fortune to attend the annual meeting of the National Center for Collective Bargaining in Higher Education and the Professions as one of your liaisons from the UEA Representative Council to the union’s Executive Committee. There I learned that some non-regular (I’ll use the term we use at UMD) faculty have it much worse than us – and others much better – in terms of pay, benefits, course loads, participation in governance, and how our colleagues view us and our work. No matter the situation, however, non-regular faculty everywhere are in a precarious position. By the very nature of the system, non-regular faculty lack security and are viewed as being second-tier.

I don’t mean to sound ungrateful. Trust me when I say that, for reasons I’ll explain in a moment, I am grateful. What I’d like to point out, however, is that the status of non-regular faculty at UMD simply reflects what is happening at the national level. With the ever-increasing cost of running universities, administrators are looking for less costly ways of meeting the mission of their institutions. And non-regulars, often just as qualified as their tenure-track and tenured col-

leagues, come cheap. While this may sound blunt, I must point this out to make my next few points. Non-regular faculty often teach more classes (which most enjoy), which frees up their tenure-track and tenured colleagues to do the research that is required of them (and most enjoy). Seems simple, but we must be honest – it can actually cause friction and inequality between faculty. Is one more qualified to teach this class or that class because one has more teaching experience or because one has research expertise in this particular area? What is seen as more valuable to the mission of the institution, research or teaching? And let’s not forget service. Who can and should perform service for the institution, and in what capacity? And what about the students who are paying ever-increasing tuition? Would students be better served by tenure-track or tenured professors, who are experts in their fields, or by non-regulars who focus on their pedagogy because their contracts don’t require research or their teaching loads don’t permit it?

The friction and inequality between non-regulars and tenure-track and tenured faculty across the nation has become so pronounced that the American Association of University Professors (AAUP), in their September 2010 report *Tenure and Teaching-Intensive Appointments*, makes the argument that “the seismic shift from ‘teaching-intensive’ faculty within the big tent of tenure to ‘teaching-only’ faculty outside of it has had serious consequences for students as well as the faculty members themselves, producing lower levels of campus engagement

across the board and a rising service burden for the shrinking core of tenured and tenure-track faculty members.” The AAUP is urging institutions to consider ways to stabilize the faculty to ensure universities’ long-term health. In fact, the organization argues that “the best practice for institutions of all types is to convert the status of contingent appointments to appointments eligible for tenure with only minor changes in the job description.” Several institutions across the nation are already taking such action. This is something worth discussing. I urge all faculty to read this report to better understand what is happening nationally.

Here at UMD, non-regular faculty account for roughly 30 to 35 percent of the overall faculty (five to ten percent above what the AAUP recommends). You can find non-regular faculty performing service, research, and teaching. Many non-regular faculty participate in governance, with some holding leadership positions. Non-regular faculty have access to professional development opportunities. Full-time non-regular faculty enjoy both health and retirement benefits. All this thanks to UEA. Because non-regular and tenure-track and tenured faculty are now part of the same bargaining unit, the recent history of negotiations at UMD has consistently been about “raising all.” This tradition must continue. Our collective bargaining agreement is up for negotiation next year. What are some issues non-regular faculty would like to see addressed? Now is the time to speak up.

*Jill Torres is an instructor of education and a Representative Council liaison to the UEA Executive Committee.*

We’re on the Web  
uea.locals.educationminnesota.org

### UEA-D EXECUTIVE COMMITTEE

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