



Minnesota State College Faculty

The **GREEN SHEET**

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MnSCU approves new faculty credentialing policy

Goal is to ensure all faculty meet minimum hiring qualifications

On December 7, 2005, the MnSCU Board of Trustees approved the new faculty credentialing policy which replaces Board Policy 3.9 Licensure of Faculty and Board Policy 4.3 Designation of Assigned Fields. The new policy and procedure will be in effect as of July 1, 2006. The documents are the product of several years of collaborative work by the Joint Committee on Credential Fields, a contractually mandated labor/management committee. Consistent application of the policy should accomplish many necessary and desirable goals.

First and foremost, the primary policy goal is to ensure that all faculty teaching MSCF bargaining unit work, whether on campus, in customized training, or in Minnesota public high schools, meet the estab-

By JoAnn Roche

MSCF Vice President



lished minimum hiring qualifications.

The new policy also ends bifurcation in credentialing by unifying the credentialing and credential maintenance requirements for both the technical and community college faculty. Eventually, duplicative credentials for faculty teaching in the same program and academic areas will be eliminated and one set of appropriate hiring credentials put in place for each duplicative area.

“Another goal...is to ensure that all new faculty are competent...in their ability to teach and manage their classrooms.”

For uniform credential maintenance, all unlimited faculty will be required to develop an individual professional development plan to identify activities the faculty member will perform to keep current in the faculty member's credential field or fields. Each college will develop a professional development policy which will establish timelines and criteria for the plans. The professional development plan will eliminate the five-year license renewal requirement which is currently the responsibility of the technical college faculty only. (Five-year full-time licenses will not be renewed after all July 1, 2005, renewals have been processed under the current policy/procedure.)

Another goal of the new policy is to ensure that all new faculty are competent not only in their credential fields but also in their ability to teach and manage their classrooms. Before the end of their probationary period, all new hires will be required to complete coursework in four content areas: 1) philosophy of community and technical college education; 2) course construction; 3) instructional methods; and

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Faculty credentialing policy

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4) student outcomes assessment/evaluation. (Exceptions to all or part of this requirement are explained in the Procedure document 3.32.1, Part 5, Subpart B.2., 3.)

The new policy will also require colleges to be responsible for assuring that all faculty meet minimum qualifications (or fall under appropriate exception conditions). Each college will be required to assure that unlimited full-time and part-time faculty, including faculty with credit-bearing customized training assignments, hold the appropriate credential field. Each college will also be responsible to both evaluate and document the credentials of adjunct, temporary part-time, and other faculty teaching credit courses, including customized training instructors and high school faculty teaching college courses, and to ensure that those faculty met the minimum hiring qualifications or appropriate exception conditions.

Besides being responsible for evaluation and documentation of credentials, each college will also be required to submit an annual report verifying compliance with the policy and procedure. Random audits of college compliance will be conducted by the Office of the Chancellor.

Faculty involvement needed

Although much collaborative work has been done to create the language of the policy and procedure and to get the documents approved, much remains to be done on many fronts before the July 1, 2006, implementation date. The success of the new policy now depends in great part on faculty involvement on the campuses in campus policy task forces, the AASC, and Shared Governance. Each campus needs to draft two policies and procedures for both the implementation of certain aspects of the MnSCU credentialing policy. One policy and set of procedures must be established to manage the credentialing for temporary full-time faculty, adjunct, and other faculty including high school faculty teaching college courses. This policy should, as an added benefit,

allow campus faculty to get better oversight on college-in-the-high-school programs. Paul Gernscheid provides more detail on this policy in his article elsewhere in this *Green Sheet*.

The second policy and procedure which must be developed by each campus deals with the professional development plans that must be written by all faculty. The explanation of that college responsibility is explained in Procedure 3.32.1, Part 8, Subpart A. The procedure requires that "college faculty and administration shall work together to establish a policy on professional development. The policy and procedures will delineate timelines and criteria for the plans.... The plan shall be developed by the faculty member in consultation with the faculty member's supervisor and shall address specific objectives and expected outcomes with

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respect to the following components: 1) content knowledge and skill in the discipline/program; 2) teaching methods and instructional strategies; 3) related work experience; 4) study appropriate to the higher education environment; 5) service to the college and the greater community; and 6) other components as appropriate."

The teacher education courses and the logistics surrounding that requirement need to be worked out before the July 1, 2006, deadline.

At the suggestion of the Joint

Committee, MnSCU has agreed to hire a consultant to work diligently on the project to ensure timeliness.

Before the implementation date, MnSCU intends to train all system academic administrators and human resource directors in the correct implementation of the new policy and procedures. Those training sessions will be scheduled soon.

MnSCU and the union also need to have a MOA on column movement in lieu of license renewal in place by the July 1 deadline. President Oveson's article, found elsewhere in this *Green Sheet*, details that subject.

After the implementation deadline, the Joint

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Anticipated column movement MOA developed

An important part of the complex movement to new faculty credentialing is the preservation of the contractual right to column movement triggered by license renewal for technical/occupational program faculty who are on either column I or column II.

When the first merged contract was negotiated and members were transitioned to the new salary schedule, it was agreed that members who held a five-year license, upon renewal, would move from column I to column II, or from column II to column III.

This contract provision operated as planned, but the change to the new faculty credentialing policy which includes the end of licensure caused the parties to revisit the issue.

It has been agreed that those members who held a five-year

**By Larry
Oveson**

**MSCF
President**



license as of December 2005 will continue to have access to the column movement as under the old contract language. That is, someone who held a five-year license in December 2005 will be able to move from column I to column II at the same time s/he would have renewed that license. Likewise, that individual will be able to move from column II to column III five years after the move from column I to column II.

An individual who held a five-

year license as of December 2005 and who already has moved from column I to column II via license renewal will be able to make the second move, from column II to column III, at the time s/he would have renewed his/her license.

These agreements come out of extended discussions between MSCF and the Office of the Chancellor culminated at the Joint Labor-Management meeting of January 25, 2006.

As this is written, a formal Memorandum of Agreement is being prepared for the parties' signatures.

Lists of eligible faculty will be generated and sent to your chapter president for verification this spring. Please participate in that process if you have held a license and are on column I or column II.

Much work remains with credentialing

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Committee has much work to do. Credential fields and minimum qualifications must be established or released for many new programs. All existing license areas and assigned fields need to be reviewed, updated if practitioners feel it is necessary, and converted to credential fields. Duplicative program areas (such as nursing) need to have one set of credentials established. Given the number of license areas and assigned fields, this work is a huge undertaking.

Ensuring quality is the goal

As with the implementation of any new policy, there will most likely be areas of concern and prob-

lems which will arise. The goals of the new policy are noble ones, and it is hoped that faculty and administrators will accept the policy in the spirit in which it was created. The policy takes a giant step in ensuring the quality of our instructors and programs both on the campus and in the programs off campus and in Minnesota high schools.

All faculty are encouraged to read and study the new documents and explanatory material distributed to campuses. The policy and procedure can be obtained at <http://www.mnscu.edu/board/policy/index.htm>

Faculty and administration must work together on credentialing process

The newly adopted MnSCU Policy 3.32 and Procedure 3.32.1 - College Faculty Credentialing includes a welcome opportunity for faculty to take a more active role in this vital area at each of the campuses. Particularly, the policy directs faculty and administration to mutually agree to a process that will ensure proper compliance and consistent application. You will need to engage in this discussion soon to be ready for the start of the 2006–2007 hiring season.

This discussion and mutual agreement provides opportunities to involve the Academic Affairs and Standards Counsel (AASC) and Shared Governance in one of the most vital aspects of our work: maintaining the high quality of our courses and programs through insisting that all faculty hires conform to the specific agreed upon intention that all individuals doing MSCF bargaining unit work meet all MnSCU established minimum qualifications in their credential field. This includes all for-credit courses, including customized training and PSEO/Concurrent Enrollment courses.

Many of you are concerned about and have heard rumors regarding one particular segment of our unit, the temporary part-time faculty. The policy specifically addresses the credentialing of temporary part-time and adjunct faculty and external

**By Paul
Germerscheid**

***Higher Ed.
Field Rep.***



instructors (i.e., other college employees, administrators, and high school instructors teaching PSEO/Concurrent Enrollment courses). MSCF is committed to the on-going support of our long-time part-time members while at the same time also being committed to ensuring that all individuals doing MSCF bargaining unit work meet the system established minimum qualifications in their credential field.

There is great value in the many temporary part-time and adjunct faculty and external

“MSCF is committed to the ongoing support of our long-term part-time members...while at the same time ensuring that all...meet the system established minimum qualifications...”

instructors currently teaching for-credit courses through our varied programs and departments. The vast majority of these faculty members already meet the established minimum qualifications for their credential field.

Unfortunately, because we are a large, complex organization spread out over the entire state, there are those who do not currently meet the established minimum qualifications for their credential field. Over the next two years, MSCF will work to encourage these faculty members to complete the necessary requirements so that after June 30, 2008, all temporary part-time and adjunct faculty and external instructors shall meet the same minimum qualifications as our unlimited faculty.

However, again because of our size and complexity, it is possible to imagine a time when administration may claim that it is not possible to hire a person who meets the established minimum qualifications for a particular position. Thankfully, the policy addresses this issue directly. To be eligible for faculty work, an individual who doesn't meet the system established minimum qualifications must meet one of the following limited conditions:

- 1) An emergency staffing situation (resulting from illness, accident or death, a failed search, as long as it has been advertised at least twice, a resignation immediately prior to

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Minimum qualifications

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the start of the term, the addition of sections immediately prior to the term, or the immediate deployment in the armed services.) **This exception can not be used for more than two consecutive semesters.*

- 2) Pending qualifications (individuals who are close to meeting minimum qualifications) **This exception can not be used for more than two consecutive semesters.*
- 3) Special expertise (hired only to teach specialized courses) **There is no time limit to this exception, but it can only apply to those specific specialized courses.*
- 4) Renowned qualifications (hired because of exceptional status or recognition in a specific field) **There is no time limit to this exception, but it can only apply to the specific courses within their field of recognition.*
- 5) Emerging fields (a program area so new that qualifications haven't been developed) **This exception is only valid until the system minimum qualifications are established.*

The process to implement a consistent application of these exceptions must be mutually agreed upon by the faculty and the administration. How will you deter-

“The new policy delegates more responsibility and therefore more accountability to the individual colleges.”

mine that an individual holds renowned qualifications? What will determine when an emergency staffing situation arises? Who will decide if a person's pending qualifications can be completed within the required two semesters? Where will the safeguards be placed to ensure these exceptions don't become an open back door? How will you use this to improve your oversight and understanding of PSEO/Concurrent Enrollment courses and for-credit customized training taught by external instructors?

The new policy delegates more responsibility and therefore more accountability to the individual colleges. It will be your responsibility to work with administration to review current practices and develop new policies and procedures to assure compliance in all faculty hires, but specifically those hires that require an exemption from the established minimum qualifications.

Motions approved

**MSCF Board of Directors Meeting
December 2–3, 2005**

1. The MSCF Board of Directors approved the 2006 Election Guidelines and dates.
2. The MSCF Board of Directors authorized the MSCF Executive Committee to create a long-term financial study group to advise the MSCF about uses from its savings, including consideration of purchasing a building, investing in higher yield accounts, and any other financial ideas or concerns.
3. The MSCF Board of Directors approved changing the 2007 Delegate Assembly/Board dates from March 23–24, 2007, to March 30–31, 2007.

Election 2006 important to MSCF members

This article is written about the importance and value that we will receive by being involved in the election process this year.

Many of you know there are 216 elected officers in the state of Minnesota at the federal and state levels. Of these offices, 216 are up for election on Nov. 7, 2006. The process starts on Tuesday, March 7, when precinct caucuses will be held around the state. Registration begins at 6 p.m. and the caucus starts at 7 p.m. in all locations.

As MSCF members, we need to realize the importance and the value of participating in this process. When we look at history, past generations of Minnesotans valued public higher education. In 1991, 15 percent of the state expenditures went to higher education. That 15 percent covered two-thirds of the cost of education of students at a public higher education institution in Minnesota. This academic year, the portion of the state expenditures for public education has declined to about eight percent. This means that the state support for education of a public college student is at 50 percent or less.

We need to stand up and have our voices heard regarding funding and appropriation for Minnesota's public higher education. We need Minnesotans to return to the belief in higher education as a public



Rick Nelson
Legislative Chair

good and to the support of legislative appropriations that advance that principle. We need to have that message heard from precinct caucuses all the way to Election 2006.

We hope you will join us in participation between the March 7 precinct caucuses and Nov. 7, 2006, Election Day in Minnesota. We encourage all local members to get involved with their area legislative races, congressional races, as well as in the constitutional officer election.

Some key dates in the election cycle are

- March 7 Precinct Caucus Day
- June 1–3 Statewide convention for endorsement of Republican statewide candidates
- June 9–11 Statewide endorsement for DFL statewide candidates
- Sept. 12 Primary Election Day in Minnesota
- Nov. 7 General Election Day

—Rick Nelson, MSCF Legislative Chair

Upcoming dates of importance

March 17–18:

Education Minnesota Representative
Convention

St Paul River Centre
175 Kellogg Blvd., St. Paul, MN 55102

March 31:

MSCF Delegate Assembly
Doubletree Hotel Minneapolis Park Place

1500 Park Place Blvd.
Minneapolis MN 55416
10:00 a.m. - 4:00 p.m.

March 31:

MSCF Board of Directors
Doubletree Hotel Minneapolis Park Place
Dinner - 5:30 p.m. - 6:30 p.m.
Meeting - 6:30 p.m. - 9:30 p.m.

Contact legislators with your concerns about higher education

Please contact members of the Minnesota House and Senate higher education committees, listed right, with your issues and/or concerns regarding public higher education in the state of Minnesota.

As MSCF members and Minnesota taxpayers, we encourage you to keep in contact with your local legislators as well as with higher education committee members. If we do not keep them aware of our issues and concerns, who will?

MSCF

An affiliate of Education Minnesota

The **GREEN SHEET**

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Letters to the Editor and requests for information should be addressed to the MSCF office, 55 Sherburne Ave., St. Paul, Minnesota 55103. Telephone toll free: 1-800-377-7783; or 651-767-1262 in the Minneapolis-St. Paul local calling area.



An affiliate of the National Education Association and American Federation of Teachers

Minnesota Senate Finance Committee, Higher Education Budget Division

Sandra Pappas (DFL)	296-1802*	sen.sandra.pappas@senate.mn
Yvonne Prettner Solon (DFL)	296-4188	sen.yvonne.solon@senate.mn
Bob Kierlin (R)	296-5649	sen.bob.kierlin@senate.mn
Tarryl Clark (DFL)	296-6455	sen.tarryl.clark@senate.mn
Cal Larson (R)	296-5655	sen.cal.larson@senate.mn
Lawrence J. Pogemiller (DFL)	296-7809	sen.lawrence.pogemiller@senate.mn
Claire A. Robling (R)	296-4123	sen.claire.robbling@senate.mn
Carrie L. Ruud (R)	296-4913	sen.carrie.ruud@senate.mn
Rod Skoe (DFL)	296-4196	sen.rod.skoe@senate.mn
David J. Tomassoni (DFL)	296-8017	sen.david.tomassoni@senate.mn

*all phone numbers are area code 651

Minnesota House Higher Education Finance Committee

Bud Nornes (R)	296-4946*	rep.bud.nornes@house.mn
Dean Urdahl (R)	296-4344	rep.dean.urdahl@house.mn
Gene Pelowski, Jr. (DFL)	296-8637	rep.gene.pelowski@house.mn
Jim Abeler (R)	296-1729	rep.jim.abeler@house.mn
Ron Abrams (R)	296-9934	rep.ron.abrams@house.mn
Lyndon Carlson (DFL)	296-4255	rep.lyndon.carlson@house.mn
Ray Cox (R)	296-7065	rep.ray.cox@house.mn
Jerry Dempsey (R)	296-8635	rep.jerry.dempsey@house.mn
Rob Eastlund (R)	296-5364	rep.rob.eastlund@house.mn
Larry Haws (DFL)	296-6612	rep.larry.haws@house.mn
Ron Latz (DFL)	296-7026	rep.ron.latz@house.mn
Carlos Mariani (DFL)	296-9714	rep.carlos.mariani@house.mn
Jim Knoblach (R) (ex-officio)	296-6316	rep.jim.knoblach@house.mn

*all phone numbers are area code 651

Salary schedule or not?

—By Greg Mulcahy, MSCF Treasurer



The MSCF salary schedule has been the subject of considerable controversy in the last few years. The reason for the controversy is simple – there has not been enough money from the state to fully fund the schedule. There are no guarantees in bargaining, and adequate funding can never be presumed. However, that lack of a presumption raises a fundamental question: What good is a schedule if it is not consistently fully funded? And if the schedule exists in a climate where full funding is increasingly in question, is the schedule more a hindrance than an asset? If the answer to the last question is yes, or, perhaps, even if it's maybe, maybe it's time to begin a discussion within MSCF about whether or not to keep the schedule in the contract.

A salary schedule embodies a negotiation of shared values. Step and column, or as they're more commonly known, step and lane, schedules often appear in public educational union contracts because they embody at least three values: professional development, longevity or service, and predictability. Column movement via enhanced education has traditionally been valued by both educators and systems of education. It seems less and less valued by the public and politicians, many of whom, coincidentally, have benefited from subsidized public higher education. Longevity or service was once, though it may seem incredible today, highly valued throughout American society. Now the prevailing ethic appears to be every person for him- or herself and to hell with everybody else. Predictability is still valued by employers and those employees who can get it in their workplace.

And predictability is part of the problem. No matter how much a bargaining team emphasizes that steps aren't automatic or that any compensation system must

necessarily have arbitrary elements or that the public realm was (and, I hope, still is) cyclical, our salary schedule sets up an expectation that there will be a "normal" progression of a step a year. Many of us also expect a "normal" increase at the top in every round of bargaining. I'm not asserting these expectations are bad; I am asserting it is increasingly apparent there is no "normal" in bargaining. And that coupled with the expectations has left many faculty angry and frustrated.

So the question is do we value the salary schedule enough to keep it, or should we move to something else? And if we move to something else, what would that something else be? One idea is simply to take what money is available and give every faculty member an equal increase in dollars or percentage. But even such a simple approach raises questions.

Where are new hires placed? If there's no top and progression is solely monetary increase, what happens to life-time earnings? What about professional development? Would there be some agreed-upon increases for jointly valued activities, or would we, in effect, sever professional development from salary and leave it as individual enrichment?

I'm not arguing that we should replace the schedule; I am arguing that we should have an argument about whether there is value in maintaining a schedule that may be inadequately funded more often than not. It might be the schedule, or at least the values embodied in it, is worth maintaining. But such maintenance has to occur with the knowledge that our expectations won't always be met.

So, I encourage faculty to talk about the schedule on the campuses and to contact MSCF with their views. I hope this article is controversial, and I hope it starts to start the debate.

"Longevity or service was once, though it may seem incredible today, highly valued throughout American society. Now the prevailing ethic appears to be every person for him- or herself..."