

the GREEN SHEET



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Have you been to Luverne?

by Kevin Lindstrom, MSCF President

Have you been to Luverne? I have, and I think it's a really cool place. Specifically, I'm referring to the Minnesota West Community and Technical College center in Luverne, although I'm sure the rest of Luverne is a perfectly pleasant place, too.

The Luverne center of Minnesota West houses a number of the college's health programs. It's a former community hospital that has been converted, in part, to an educational facility. This means that the college's Surgical Tech

of setting, the arrangement has value for the city of Luverne. The city leases the space to the college and enjoys the economic benefit of having faculty and students come to town and spend money each day.

With all of the obvious benefits of this setting, what could possibly lead to consideration of closing the center? The simple answer is money, or the lack of it. The circumstances that lead to the answer are worth consideration.



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students have lab experiences in a former operating room, Radiology Tech students have lab experiences in a former x-ray room, Medical Lab Tech students have lab experiences in a former medical lab, and so on. Does it get any better than that? I don't think so.

Beyond the tremendous value of the learning experiences in this type

Minnesota West, like most of our colleges, doesn't have much of a financial margin for error. "Error," however, isn't really the right term. I don't believe any of the financial decision-makers at Minnesota West have done anything wrong. Rather, in my opinion, they have been pinched beyond the point of reason by three significant factors: a decade of disinvestment by the legislature, a

We've all seen the figures and charts associated with the state's disinvestment in higher education over the past decade or so. For most of that time, much of the cause was attributed to the political majority. More recently, the political majority has changed, and so has the state appropriation trend. Unfortunately, one round of legislative funding can't make up for a decade of disinvestment. So, while we're pleased with the change in trend, thankful to those who initiated it, and hopeful it will continue, right now it's just not enough.

The trend in disinvestment has been accompanied by skyrocketing tuition. It would be perfectly logical
(continued on page 4)

“Charting Our Future”

by Damon Kapke, Liberal Arts Vice President

The MnSCU system is coming out with what I anticipate is a final draft, or nearly final draft, of “Charting the Future.” I have not seen this final version, but I expect it to lay out a guiding principle, several priorities for the system, and perhaps some sense of ways we could apply those priorities through action. Because I have not seen this version of the document, I would not want to comment on its content or implications, but I do want to say that through my involvement with the workgroups that led to the document, I have had a number of rich conversations about our system and what our various constituent groups see as our strengths and our challenges. By attending open forums on our campuses and reading the written feedback, I have also become acutely aware of the apprehension some of our faculty members feel about the possibility of certain changes. They rightly want to build on our strengths and not harm what is working well.

I share the desire to get it right and do something meaningful, and I am not afraid of any conversations about our shared future; in fact, I feel that we need to be part of all of these conversations and shape them based on our experiences as faculty. As we move toward the part of the

process I am most concerned about, the implementation, I want to be sure that our faculty have a clear set of values in mind, values that have always guided us. **We believe in effective academics, strong faculty credentials, meaningful and respectful shared governance, and true faculty-driven professional development.** That strong professional role for the public two-year faculty will continue to be a key component of our system if it is to be successful in the future.



If we continue to advocate for our vision based on these key values, we will have played an important and necessary role in charting a successful future for our system.



How's it going?

by Norm Hals, Technical Vice President

It's a phrase we hear often. As educators we are so involved with the teaching – learning aspects of our lives we tend not to examine how it is going. We truly put students first! As MSCF members we need to encourage our new hires, and non-members to become members. We also need to stay involved in the political process. Just look at what was accomplished from the last election cycle. Join

the “Sawbuck Club.” Let's show our education friendly legislators what we are about, and give them a boost towards their election efforts. With some effort we can have an impact on how it's going to be.



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The Time is Now!

by Rick Nelson, MSCF Legislative Chair



We know the importance of having legislators at the capitol who believe that a quality, accessible and affordable higher education system is critical to our future in Minnesota. Even though it seems like we just survived the 2012 elections, 2014 is right around the corner. Beginning now, our help is required for pro-education candidates to hold onto their seats and for electing additional pro-education legisla-

tors; only through ongoing engagement can we maintain an education-friendly legislative body and governor.

With that in mind, we are asking our members to continue to do three things as fall semester winds down and we prepare for spring semester 2014. We hope this will help keep higher education on the minds of every candidate running for office in 2014 and during the legislative session that starts on February 25.

The three things we are encouraging our members to take part in this fall and into spring semester are as follows:

- Join Sawbuck Club and be an active member who promotes it on your campus.
- Be a part of your campus meet and greet when hosting area legislators. Or, attend a local town hall meeting sponsored by your local/area legislators and speak up on behalf of public higher education.
- Take part and encourage other faculty, students, and staff to participate in the 2014 precinct caucuses on February 5.

As an organization, we feel if we focus on these three things over the next couple of months we can have a major impact on the capitol bonding bill that should be passed during the 2014 legislative session, continue to protect academic freedom and pensions, and increase funding for public higher education on an ongoing basis, should there be a supplemental budget.

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Contract Talk

by Kari Ann Cruz, Joe Juairé, and Sara Ford, MSCF Field Representatives

We hope the new academic year is off to a good start. The Green Sheet offers field staff the opportunity to call attention to pieces of contractual language that are new or at the center of faculty concerns. We have some new language that is in use at several colleges for the first time this year. Article 11, Section 1, Subd. 6 introduces and defines a new delivery model, that of the tutorial.

Tutorial. Article 11, Work Assignments; Subd. 6.

The tutorial is for liberal arts and general education courses. Faculty meet with students for one-third (1/3) of a course's credit value while students work independently for the remaining two-thirds (2/3). Faculty are paid two thirds (2/3) of the course credit value. For example, in a three (3) credit course, students

sign up for three (3) credits; faculty are paid two (2) credits. The faculty meet with the students one (1) hour per week and give assignments to the students for the remainder of the appropriate Carnegie Unit time.

The maximum number of students in a tutorial is eight (8). Tutorials can only be offered by mutual agreement of the instructor and the administration and with notice to state MSCF. Tutorials will only be available to unlimited faculty. No more than one (1) tutorial per course can be offered by any given faculty member in any semester.

Although generally limited to historically liberal arts or general education courses, if there is a case in which a traditionally technical course is appropriate for the tutorial, it may be offered as a tutorial with mutual agreement of the faculty member, the administration and state MSCF.

The language was designed to allow colleges the flexibility to run courses with low enrollment by offering a hybrid of a traditional lecture/lab course and an independent study. The language was not designed to allow colleges to run traditional courses while paying faculty less for the work. Faculty teaching tutorials should be aware that 2/3 of the teaching is done according to a true independent study model, with students working independently far more than in a traditional course.

The provisions limiting the work to unlimited faculty are included to safeguard against colleges using a temporary faculty member's status as leverage to run a tutorial when the model is not pedagogically appropriate. Tutorials can only happen if the unlimited faculty members offered the work agree that the model is a viable way to teach the course.

What Does a Faculty Union Do...and Why Should I Become a Member?

by Kent Quamme, MSCF Treasurer

Many non-members will ask you, "What are the benefits to me in becoming a member of MSCF?" On occasion, you may even ask yourself that question. It may be on your mind after a few years of not receiving an increase in salary, or watching campus administration grow at exponential rates, and not feeling like you have a say in what happens.

When these things take place, it may be the perfect time for you to renew your faith in the union, and help others understand the vital role the union plays in their professional well-being.

So, what does our union do? The most obvious benefit is of course our salaries and benefits package. Please take note of the following table of salary data from AFT.

Labor Friendly	Wisconsin	\$63,253 (previous to Gov. Walker's signing)
Labor Friendly	Minnesota	\$60,722
Labor Friendly	Illinois	\$59,524
RTW	Iowa	\$46,867
RTW	South Dakota	\$44,263
RTW	North Dakota	\$42,116

What this table shows is the average salary, no rank (professor, lecturer, etc...), for two year faculty members, in states close to Minnesota. (Higher Education Data Center, 2012)



Higher Education Data Center - State IPEDS Data Tables (n.d.). AFT.org. Retrieved February 1, 2012, from <http://higherdata.aft.org/state/ipeds/>

So, other than provide our two year faculty with better salaries, what does being a member of a faculty union actually provide? Let's start with the concept of shared governance.

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Have you been to Luverne? *(continued from page 1)*

to expect that, at some point, the students would say "enough." They did so in the last legislative session, and they were heard. Apparently, things had gotten to the point where the principle of the matter was more important than the ramifications of the action. If I were a student, I likely would have had the same view of the tuition trend and the same disregard for the consequences of a tuition freeze. The bigger picture, however, is that a good portion of the new legislative appropriation gets eaten up by the revenue lost in a tuition freeze. The heating and light bills, after all, continue to rise and must be paid.

To compound the matter, at a time when the two trends mentioned above have made spare cash rare, if not non-existent, at campuses, the CFI comes along and almost demands the accumulation of cash. In short, the college's CFI improves as its stockpile of cash grows. Sure, the CFI is a nifty, convenient, rather comprehensive financial measure. Sure, it's nice to have an exceedingly large financial buffer against a variety of potential failures. Sure, the accrediting bodies are appeased by it. The issue is that the pressure from the CFI compounds the other two issues by locking away cash at those times when it is needed most.

In the end, Minnesota West considers closing the Luverne center. I write this article because I've been to Luverne and I think it's a really cool place. The broader issue is that decisions like this are being made across the system in various ways every day. So, when I ask, "Have you been to Luverne?" I'm really asking the decision-makers, "Have you stopped to consider what you're doing?"

The Time is Now! *(continued from page 3)*

This, along with our active engagement in campaign 2014, will help ensure a pro-higher education legislative body and a governor who understands who we are and what we do.

Included in this writing is some information about our Sawbuck Club, how to host a meet and greet on your campus, and what we are attempting to do to make Minnesota a better place for everyone to live, work, and play. We hope all members of MSCF will become engaged and make a difference in our future and our students' future in the classroom and all the other places where faculty impacts teaching and learning.

MSCF Sawbuck Club

The time to join is now if you have not already. If you are a member, make sure you check your home email the first Thursday of each month when the recommendations come out from the MSCF legislative steering committee. Then, talk about it with your fellow faculty and make certain to send in your check and/or checks to help make a difference each month.

We DID make a difference. The ongoing engagement of our members means legislators will continue to hear the message that higher education is critical to a thriving state and faculty are doing their part to keep education a priority. We know electing education-friendly legislators secures a better future for us all and your Sawbuck Club membership will help elect more education-friendly legislators ensuring a better future for Minnesota, for higher education and for our families. Signing up for the Sawbuck Club is a small effort that will reap great benefits. Contact Stacy Paul at the MSCF office, stacy.paul@edmn.org, for a Sawbuck Club form.

Hosting a Meet and Greet with Legislators from Your Area

Hosting a legislative meet and greet is an easy event to organize. It is very similar to an open house where you showcase your program to prospective students. In this case you are showcasing what you do and who MSCF faculty is to the legislators from your area who help determine the finances and the direction of major policy for higher education across the state of Minnesota.

Why Should I Host a Visit?

Many of our legislators, especially those who have just been elected to their first term as well as some who have never served on Higher Education, have not spent enough

time on or near our two-year colleges. A campus visit lets them observe what actually goes on in our colleges and gives us a chance to develop and build relationships with them. They get to see faculty, students, and facilities firsthand. This will provide them with a better background and understanding of how laws and funding at the state capitol actually affect higher education.

A campus visit with legislators is a chance for faculty to open communication channels and build relationships that can help us as we advocate for students, staff, and faculty.

How Do I Organize a Visit?

Consult with your local Executive Committee and team up to decide which areas of the campus you want to showcase. You may want to give some thought to key/unique programs at your institution. Select the appropriate faculty (MSCF only) to present the programs or areas.

Make contact with the local /area legislators you wish to have visit your campus and invite them to join you. Make sure they are able to attend the date and time you select as a group from your campus.

Carefully plan the message you want to present to your legislators. A college visit is a learning experience for your legislator, so it is important that he or she take away some important or key ideas from the campus. Very simply, state some key messages just as if you were recruiting students or parents. Involve the legislators in the discussion. You don't need a list of statistics. Keep it simple, and tell your story. Limit visit to 45 minutes to an hour.

When your legislators come, discuss how important your college is to the regional economic development of your area and what you provide for business and industry. You can also mention tuition has gone up dramatically over the past decade and, as a side point, mention our salaries and equipment supplies have become stagnant.

Plan some open time. Many times legislators just want to walk around and visit in these environments, or visit over a cup of coffee.

After the visit, follow up with your legislators expressing your thanks in a personal letter and don't be afraid to send a letter to the editor. Let people know your local area legislators have visited your campus.

We hope this guide helps as you try to arrange a visit!

What Does a Faculty Union Do...and Why Should I Become a Member? *(continued from page 4)*

Shared Governance and Academic Affairs

Shared governance is a term for the structure the administration and the faculty use to determine responsibility for various aspects of running a campus. The Shared Governance and Academic Affairs and Standards Councils fall under this structure. Faculty members are particularly concerned with their critical role in curriculum design, academic decision making, and shaping instructional budget decisions. Without the union contract, the administration is under no obligation to listen to or implement any faculty expertise on these subjects. Being a member (not fair share) in good standing allows the faculty member to sit on these councils, provide valued insight into curriculum issues, and bring forth changes to curriculum.

Academic Freedom

MSCF and the contract defends the faculties' right to academic freedom. As professional educators, we know how to help our students learn. Academic freedom allows us to teach our classes in different ways to enhance student learning. With the union defending that right, we can teach the subject matter without fear of recourse from administration. Faculty in "right to work" states are more often subject to discipline if administration determines, without due process usually, that the faculty member is overstepping their bounds in the classroom.

The union also provides for the faculty to voice their opinions on campus policy. Without that protection, faculty are vulnerable to discipline or worse if they disagree with administration decisions or proposals. Business can demand that its employees toe the company line but higher education is a place for individual thinking and growth and should not expect faculty to cave and not question decisions.

Hiring Practices and Temporary Part Time Faculty (TPT)

MSCF is one of few higher education faculty unions that provides very specific language regarding temporary part time faculty. TPT faculty are defined as teaching 5 or more credits per semester. In terms of wages and benefits, TPT are paid pro rata of the appropriate position on the salary schedule for that academic year. This means for example if the TPT faculty member is at the top of the salary schedule and teaches 12 credits one semester, they would be paid at in a range from \$2,140.63 to

\$2,283.33 per credit. The SAME rate as an Unlimited Full or Part Time faculty member. Anecdotally speaking, a non-union faculty member in Montana teaching an online 3 credit course in Computer Networking was being paid \$750 for the course at the same time a two year college faculty member in Minnesota was being paid approximately \$4,400 (\$1,466.67 per credit) for the equivalent course.

TPT faculty enjoy the same sick leave, bereavement leave, and personal leave benefits of Unlimited Full and Part Time faculty members, also on a pro rate basis. TPT faculty also qualify for the same insurance benefits as UFT or UPT faculty. Once qualified, the TPT faculty remains qualified for insurance as long as they teach a minimum of six credits per semester.

Another part of the contract that benefits the TPT faculty is that if the faculty teaches a full load for 6 consecutive years at the same college, the faculty member shall be changed to unlimited full-time effective the next fall semester.

Most states and faculty unions across the country do not provide any of these benefits to their TPT or Adjunct faculty. They are considered "at will" employees that do not receive the benefits of the salary schedule, the leave benefits, or the insurance coverage for which a full time faculty member is entitled. They can also be fired (released from duties) at any time the administration determines.

Summary

So when a faculty asks you (or you ask yourself) what the union does for faculty, you have some (not all) tools to help answer that question.

Shared Governance: A faculty presence and responsibility in making sure the college is doing its best to help students learn.

Academic Freedom: The right to teach your courses to help the students learn and the right to voice your opinion without fear of retribution or discipline.

Hiring Practices: For many MSCF members and non-members, temporary work is a way of life and the union provides the quality and security in that life.

2013 Delegate Assembly Resolutions

The following resolution was submitted before the deadline and heard:

1. Be it resolved that the MSCF work on the elimination of the bifurcated language to make all members of the union equal. MSCF support contract language that creates an equal workload standard for all faculty. Mulcahy ruled this motion out of order because resolutions cannot direct the bargaining team.

The following resolutions were submitted after the deadline therefore, require a 2/3 majority to be heard.

1. Proposed resolution from Kelli Hallsten, Lake Superior College. A 2/3 majority was established by voice vote.

Be it resolved that the MSCF standing e-learning committee look at the issues surrounding online delivery workload to create a list of consistent system-wide standard practices for online instruction and that the MSCF president be appointed to the committee. The resolution was ruled out of order because a resolution cannot direct the president to appoint him/herself.

Hallsten was allowed to strike the words "and that the MSCF president be appointed to the committee and now reads: Be it resolved that the MSCF standing e-learning committee look at the issues surrounding online delivery workload to create a list of consistent system-wide standard practices for online instruction. The resolution as changed was accepted.

Mulcahy clarified with Hallsten that the intent is to open a discussion, not to define a standard. The amended resolution was carried.

2. Proposed resolution from Thomas Eland, Minneapolis. A 2/3 majority to hear the resolution was established by voice vote.

Be it resolved that the MSCF contract language be amended to reflect the reality of the contract and the actual experience on college campuses so that the Shared Governance Council be renamed the Exchange of Views Committee. The resolution was ruled out of order.

April 2013 Board Meeting Motions

1. Motion and second from the Executive Committee that the Board of Directors approves the 2013-2014 MSCF budget and MSCF portion of the dues. Carried.
2. Motion from the Executive Committee that the Board of Directors approves the 2013-2014 Meeting Dates as submitted. Carried.

3. Motion to certify the election of the President and Treasurer. Carried.
4. Motion from the Executive Committee that the Board of Directors approves the 2013 Constitutional Officer Special Election process with the election on October 30, 2013 as submitted. Motion to amend and add "that a special Board Meeting is held by telephone to certify the election the week of November 11 and adjust other dates accordingly." Christian/Hallsten. Carried. Motion as amended. Defeated.
5. Motion to adopt the election process with timelines as listed on the white sheet with election on August 29, 2013. Mulcahy/Barton. Motion to suspend debate. Schones. Carried. Following the suspension of debate the vote on the motion was taken. Carried.

September 2013 Board Meeting Motions

1. Motion and second from the Executive Committee to approve the 2013-2014 committee appointments as submitted. Carried.
2. Motion and second from the Election Committee to approve the MSCF Technical Vice President Election results. Carried.
3. Motion and second from the Executive Committee to approve that the Vice Presidents, Treasurer and Secretary be paid for summer work on a pro-rated salary rate for up to 20 days for each officer. Motion to amend: To approve that the Vice Presidents, Treasurer and Secretary be paid for summer work on a pro-rated salary rate basis. Schones/Baldwin. Amendment Carried. Motion as amended: Carried.
4. Motion and second from the Executive Committee to approve the creation of a task force to review the MSCF Constitution and Bylaws. Carried.
5. Motion and second from the Executive Committee to approve the creation of a task force to review the service agreement with Education Minnesota. Carried.

Executive Committee At-Large Members Elected

Members elected at the September 13, 2013 Board of Directors Meeting:

- Dave O'Donnell
- Patrick Spradlin
- Darci Stanford
- Rik Stirling



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MSCF Meeting Dates for 2013-2014

Board Meeting Dec 6, 2013

Delegate Assembly & Board Meeting Mar 28, 2014

(Please note the change in date for the Delegate Assembly)