

MSCA Delegate Assembly
April 23, 2021
Day Bargaining Report
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Early Retirement/Voluntary Separation Agreement

The union reached an [agreement](#) with management on 2.2.21 on an early retirement/separation agreement.

The agreement provided \$25,000 to members with +20 years service who wish to separate from the university or retire in Spring 2021. We were unable to win backfill language or to extend the eligibility date to cover those members who had submitted an intent to retire prior to December 31, 2021.

While we recognize the benefit of this agreement to some of our members, particularly those who may have a heightened interest in leaving the university during this time of the pandemic, the bargaining committee remains concerned about the potential negative consequences that such types of agreements might have in contributing to the undermining of tenure-track positions on our campuses.

Day Bargaining

The Day Bargaining committee returned to the table on March 31, 2021. We agreed to ground rules which allow us to continue to hold bargaining via zoom even if things return to in-person later in the year. We will also continue to have Silent Bargaining Representatives to be included as an important part of our bargaining team. Our next meeting with management will be Thursday, April 29th from 2:00-6:00.

Our bargaining platform was approved by the MSCA Board of Directors on Friday, April 23, 2021. The platform focuses attention on key problems that our bargaining committee seeks to address at the table through a variety of potential proposals. The problems identified in our platform have all come from either our member survey, chapter proposals, or potential coalition bargaining with other higher education unions across the state. Given the work we have done to engage members in the creation of this platform, we feel confident that it represents key concerns and helps to create strong priorities for our upcoming negotiation session.

Day Bargaining Survey Report

We had 892 members complete our MSCA Day Bargaining survey which has provided our committee with a strong description of key concerns and priorities of our members. The survey was constructed utilizing the feedback we received from the prior 2019 bargaining survey and the input we gained from members across all nine state universities during our bargaining focus groups. The key priorities and concerns as well as other information learned from the survey will be important for our bargaining team as we seek to construct a platform that addresses our members' needs.

Summary of Findings: (Members can read the full responses below)

The survey identified the top concerns of members which focused on the need for increased salaries overall, equity for part-time faculty, and issues around compensation for additional required work. In terms of workload, the increased effort required by the pandemic illuminated several areas of concern including the increased workload around meeting expanding student needs as well as adjusting to new course modalities. Members noted that this increased workload addressing students and teaching has meant a lack of adequate time to focus on research and scholarship. Additionally, members identified

concerns around the heavy weight given to student responses in the evaluation process, class maximums and minimums, and the reduction of, and inequities in, the distribution of Alternative Professional Responsibilities (APRs). Relative to campus climate, members noted concerns about lack of faculty and librarian voice in relation to evaluation of administrators, budgetary decision-making and concerns about financial transparency, and the overall reduction of tenure-track positions. Overall, the survey represented clear concerns with salary, increased workload, and a lack of faculty/librarian voice in decision-making.

In addition to general member questions, we also asked specific groups of members about their concerns. These included part-time faculty, librarians, chairs, and professional maritime faculty. While these groups were also included in the full-member survey, finding out about their specific concerns is important to making sure we address their needs. For our part-time faculty we learned that, in addition to salary concerns, instability in employment, increased course cancellations, lack of a seniority system, and lack of office space were key priorities. For librarians, in addition to concerns about the reduction of MSCA librarians throughout the system, concerns were voiced about the desire for better alignment in contract language between librarians and faculty and a desire for a telecommuting option for work post-pandemic. Chairs duties have continued to increase and this additional workload was identified as a key issue along with the minimal stipend that is provided for this work. Professional Maritime faculty identified the need for their licenses to be able to be held in abeyance as a significant priority.

Beyond these key priorities and concerns, we found some significant information that will be important to our bargaining team as we construct our platform for negotiations. Some of these include:

- Full-time, Tenured and Tenure-Track Faculty: In addition to their day-load, 66% teach some courses in the DGCE contract with 50% identifying additional income as the key reason.
- Full-time, Temporary Faculty: 64% of respondents had a terminal degree and had previously held a FT, Temporary position at their current university before. Over 50% have been in their position for 2 years or more suggesting that these positions are being used as more long-term employment options rather than as temporary faculty positions despite the title.
- Part-time Faculty: Many of our part-time faculty members are long-term members of our universities who provide significant service beyond their contractual responsibilities. 71% of the respondents reported working as a part-time faculty member for 6 or more years at our institutions. 54% hold regular office hours for students outside of class and 36% reported participating in university service responsibilities despite these being uncompensated areas of their jobs. The pandemic has also hit our part-time members hard with 53% reporting the loss of at least one course due to the pandemic and 36% expecting even more losses in the Fall 2021 semester. 44% saw a loss of income at their state university positions due to the pandemic with the same number reporting that this has had an effect on their financial security. 43% reported that the primary reason for teaching part-time is the lack of available full-time faculty positions.

Top concerns about salary and benefits (all members):

Salary increases	73%	619
Pay equity for adjuncts	50%	422
Lack of compensation for work done outside working hours or in addition to contractual obligations	40%	335
Lack of access to, or rising costs of, health insurance	31%	259
Limited funding for research and scholarship	28%	236
Lack of access to, or limited coverage of, dental and vision care	23%	197

Increased work-related costs due to pandemic working conditions	17%	143
Unequal and inconsistent retirement incentives	14%	118
Limited paid family and medical leave	7%	61
Lack of access to, or rising costs of, child care	7%	61

Top concerns about working conditions (all members):

Increased workload because of new (online and hybrid) modalities	40%	325
Lack of adequate time to focus on research and scholarship	38%	314
Increased workload to meet expanding student needs	38%	308
Lack of course caps and expanding class sizes	37%	303
Heavy teaching load	33%	270
Increased expectations to participate in duties outside of contractual work (student recruitment, marketing, administrative initiatives, etc.)	31%	251
Lack of fair compensation for non-lecture course equivalencies (labs, studios, thesis supervision, etc.)	25%	206
Inequities in the distribution of workload	15%	124
Heavy advising loads	15%	122
Increasing service requirement	12%	95

Top concerns about working conditions (all members):

Class enrollment minimums and increasing class cancelations	58%	471
Over-reliance on student evaluations in the evaluation process	45%	366
Inequities in, or reduction of, APR (alternative professional responsibility) opportunities across campus	40%	324
Lack of faculty and departmental voice in deciding learning modalities	30%	241
Lack of access to technology and resources for teaching and research	23%	185
Lack of private office space	22%	176
Uneven application of evaluation criteria	18%	142
Privacy concerns and lack of choice in online learning management systems	14%	115
Lack of safe working conditions	14%	115

Top concerns about campus climate (all members):

Lack of a meaningful evaluation of administrators with faculty/librarian input	45%	367
Reduction of tenure-track lines across the university	43%	355
Lack of financial transparency in decision-making	39%	322
Failure of administration to respect shared governance	34%	283
Lack of pathway to full-time employment for long-standing part-time and temporary faculty	34%	277
Inconsistencies between the Day and DGCE contract	24%	201
Lack of part-time faculty voice in campus decision-making	22%	184
Perpetuation of racism through campus policies and procedures	16%	132
Lack of librarian/faculty voice in planning for a Fall 2021 return	13%	110
Lack of faculty/librarian input in enrollment management	9%	78

Top concerns about working at a public university in MA (all members):

Poor salary and compensation	56%	469
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Administrative growth and the lack of faculty/librarian voice in decision-making	55%	461
Increasing workload	40%	334
Erosion of benefitted full-time positions across campus	34%	284
Unfair and inequitable treatment of adjunct faculty	31%	259
Privatization and undermining of public education mission	28%	237
Racial, gender, and socio-economic inequality on campus	19%	161
Increasing student debt & lack of adequate student services	18%	148
Unsafe working conditions	5%	39

Top concerns of Part-Time Faculty

instability in my employment	71%	111
my salary	49%	77
lack of access to healthcare	21%	32
lack of access to quality retirement benefits	21%	32
inability to participate more fully in the life of the university	19%	29
evaluations	10%	15
loss of unit status	5%	8

Top concerns of Part-Time Faculty

Limited notice for course cancellations	46%	69
Lack of seniority in scheduling and course assignment preference	36%	55
Lack of office space	36%	55
Inequities in scheduling	30%	46
Danger of losing unit status	28%	42
Inability to attend department meetings or participate in the life of the university	27%	41
Lack of access to resources and opportunities for research and scholarship	19%	28
Lack of compensation for service or advising work	16%	24
Limited access to training and educational tools/resources for career development	11%	17
Lack of, or inadequate, evaluation of chairs	4%	6
Limited access to technological resources	4%	6

Top concerns of Librarians

Lack of alignment between librarian and faculty contract language	76%	16
Lack of telecommuting opportunities or worry about their discontinuation	62%	13
Shrinking number of full-time, MSCA unit librarians	57%	12
Lack of flexible work schedules	38%	8
Lack of scheduled time for research and scholarship	29%	6
Requirement to work in excess hours of the scheduled work week	19%	4
Lack of ability to engage in APR (alternative professional responsibility) opportunities	10%	2

Top concerns of Chairs:

Continual expansion of chair's duties over time	73%	106
Minimal stipend	52%	75
Not enough release time	35%	51
Too much summer work	20%	29
Lack of clear mentorship for new chairs	17%	25
Lack of administrative help	10%	14

Difficulty with keeping up with evaluations	10%	15
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Top concern of Professional Maritime Faculty:

Allowance for professional maritime faculty to hold a license “in continuance”	75%	9
Capping blue and gold status to 20 years or fewer	17%	2
Revision and reordering of the classifications of academic rank	8%	1
Retention of military status for Merchant Marines	0%	0

General Demographics

892 Total Respondents

Bridgewater State University	32%	288
Fitchburg State University	8%	73
Framingham State University	8%	69
MassArt	4%	38
MCLA	4%	39
Mass Maritime	6%	55
Salem State University	15%	133
Westfield State University	12%	103
Worcester State University	11%	97

Tenured	57%	482
Tenure-track	20%	172
Full-Time Temporary	3%	25
Salaried Part-time	1%	9
Part-time	19%	163

Full-Time, Tenured and Tenure-Track

Years of Service

Less than 7	27%	179
7-13	29%	191
14-20	24%	159
21-27	14%	91
28 or more	5%	33

Salary (excluding DGCE)

less than \$60,000	3%	20
\$60,000-\$69,000	19%	120
\$70,000-\$79,000	24%	154
\$80,000-\$89,000	19%	120
\$90,000-\$99,000	15%	95
\$100,000-\$109,000	13%	84
\$110,000-\$119,000	5%	30
\$120,000 or more	3%	19

Rank

Instructor	2%	11
Assistant Professor	23%	147
Associate Professor	27%	178
Professor	45%	294
Assistant Librarian	1%	6
Associate Librarian	1%	7
Librarian	1%	4
Senior Librarian	1%	4

Do you teaching courses in the DGCE contract

Yes	66%	426
No	32%	208
Not Sure	2%	14

Why do you teach courses in the DGCE?

I teach DGCE courses for additional income to supplement my salary	50%	292
I teach DGCE courses so that I have an opportunity to teach graduate students	7%	39
I teach DGCE courses because my department needs my expertise in these areas	14%	85
Not applicable	25%	145
Other (please specify)	5%	27

Have you ever held a FT Temporary position at the state universities before your tenure-track position?

Yes	16%	101
No	84%	544
Not sure	1%	4

Full-Time Temporary

How long have you been employed in your position?

1-2 semesters	20%	5
3-4 semesters	28%	7
more than 4 semesters	52%	13

Do you have a terminal degree?

Yes	64%	16
No	36%	9
Not sure	0%	0

Have you held a FT Temporary position at your current institution before?

Yes	64%	16
No	36%	9

What would you say is the biggest benefit to a FT Temporary position?

added consideration when applying for a Tenure-track positions	32%	8
increased stability in my employment	24%	6
increased pay	24%	6
access to GIC health benefits	8%	2

ability to participate more fully in the life of the university	8%	2
access to retirement benefits	4%	1
access to professional development money and opportunities	0%	0

What is your biggest concern as a FT Temporary Faculty Member?

instability in my employment	64%	16
lack of access to a tenure-track position	28%	7
lack of ability to fully participate in my department or in the university	4%	1
intermittent access to benefits	4%	1
evaluations	0%	0

Part-Time

Number of credits taught in the Day contract during the 2019-2020 AY

up to 3	14%	21
4-5	7%	10
6-8	18%	27
9-11	23%	34
12-14	9%	14
15-17	11%	16
18-20	14%	21
21-23	1%	2
24 or more	3%	4

Number of credits taught in the DGCE contract during the 2019-2020 AY

up to 3	54%	50
4-5	6%	6
6-8	19%	18
9-11	14%	13
12-14	2%	2
15-17	2%	2
18-20	2%	2
21-23	0%	0
24 or more	0%	0

Number of classes taught in the Day contract during the 2019-2020 AY

1-2	31%	43
3-4	36%	51
5-6	27%	38
7-8	4%	5
More than 8	2%	3

What types of courses to you teach?

Lecture	86%	128
Lab	11%	17
Studio Instruction	11%	16
Music Performance Lessons	5%	7
Critique	4%	6

Physical Education/Activity	3%	5
Fieldwork Supervision/Internships	3%	5
Educators Supervision	3%	4
Independent and Directed Study	2%	3
Shop Instruction	1%	2
Nursing/Allied Health Clinical Supervision	1%	1
Cooperative Education	1%	1
Maritime Responsibilities	1%	1
Honors Thesis Supervision	0%	0
Graduate Thesis Supervision	0%	0
Undergraduate Teaching Assistant Supervision	0%	0
Other (please specify)	6%	9

How many institutions do you teach at?

1	63%	98
2	29%	45
3	7%	11
4	1%	1
More than 4	1%	1

In addition to teaching at a state university do you teach at any other public universities or colleges?

Yes	16%	25
No	84%	132

How many consecutive semesters have you taught at your current institution?

I do not ever teach consecutive semesters	3%	4
less than 3 consecutive semesters	3%	5
3 to 6 consecutive semesters	15%	23
More than 6 consecutive semesters	79%	124

How many consecutive years have you taught at the state universities (including intermittent breaks of up to a year).

Less than 2	4%	7
2-5	25%	39
6-10	30%	48
11-15	21%	33
16-20	8%	12
More than 20	12%	19
Not applicable	0%	0

Do you have access to health insurance?

No	13%	20
Yes, through another employer	14%	22
Yes, through a spouse	30%	47
Yes, as a retiree	13%	20
Yes, through MassHealth	16%	25
Other	15%	24

Would you be interested in access to health care insurance through the GIC (Group Health Insurance Commission) that other state employees have access to?

Yes	26%	40
Yes, but only if my% of the premiums could be kept to less than 30%	34%	53
No	32%	50
Other (please specify)	7%	11

Do you hold office hours?

Yes, I hold at least three weekly office hours for students	34%	53
Yes, I hold occasional office hours for students	22%	34
Yes, I meet with students outside of class time when it is requested	38%	60
No, it is not my contractual responsibility to hold weekly office hours	7%	11

Do you engage in work for the university (not including any paid employment positions) in addition to your teaching?

Yes	36%	58
No	58%	93
Not sure	5%	8

If you do engage in additional work, do you receive compensation for this?

Yes	13%	14
No	79%	82
Not sure	8%	8

In the 2020-2021 AY did you lose 1 or more courses because of the pandemic?

Yes	53%	83
No	43%	68
Not applicable	4%	6

In Fall 2021 _____

I expect to be offered fewer courses	36%	57
I expect to be offered the same number of courses	42%	67
I expect to be offered more courses	8%	12
I am not sure	14%	23

Considering your employment from before the pandemic, 2019-2020 to this year, how has your income from teaching at the state universities changed?

It has increased	10%	15
It has remained the same	46%	72
It has been reduced by roughly 25%	17%	27
It has been reduced by roughly 50%	17%	27
It has been reduced by roughly 75%	7%	11
It has been reduced by more than 75%	3%	4

Overall, how would you describe your financial situation this year?

I am doing better financially than in past years	4%	6
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I have a similar financial situation to past years	51%	79
I am somewhat struggling financially compared to past years	31%	48
I am struggling significantly compared to past years	14%	22

Why do you teach part-time?

I am unable to find a FT faculty/teaching position	43%	68
I am unable to find FT work in another sector	0%	0
I am supplementing my primary income	18%	28
I enjoy sharing my expertise with students	27%	42
Other (please specify)	12%	19