

**MSCA Bargaining Proposals**  
 2021-2024 Successor Negotiations  
 April 29, 2021

<b>PROPOSALS ON RACIAL JUSTICE</b>		
XIII.M	New - Salary and Career Progression Equity Study	Create a taskforce to examine the issue of gender and racial equity within our faculty and librarians ranks with regard to salary, reappointment, promotion, and tenure.
XX.N	New – Diversity Recruitment & Retention Taskforce	Establish a taskforce charged with examining current practices and making recommendations for future practices regarding the goals of attracting and retaining a more diverse pool of faculty and librarians.
VIII.A.1.a.i;VI II.A.1.b.i.(F); VIII.A.3.b	Evaluation Criteria	Acknowledge the importance of anti-racist pedagogy, scholarship, and service as a key priority for our members and universities by allowing such efforts to be included in our evaluations.
VI.D.1.a.iv	New – Racial Justice Standing Committee	Institutionalize the commitment to racial justice as a necessary, ongoing, and key priority for our entire campus community.

## **ARTICLE XIII – SALARY**

### **M. SALARY AND CAREER PROGRESSION STUDY**

On or before July 1, 2022, there shall be established a joint labor-management committee for the study of salaries and compensation with a focus on issues of racial and gender equity. In addition, the committee shall investigate equity in career progression through reappointment, promotion, and the granting of tenure. The membership of the committee shall consist of six (6) persons, three (3) of whom shall be appointed by the Council of Presidents and three (3) of whom shall be appointed by the Association president. The Council and the Association shall each have the right to invite consultants to attend meetings of the committee. The committee shall make a report to the Council and the Association no later than January 1, 2023.

## **ARTICLE II – RELATIONSHIP BETWEEN THE BOARD AND ASSOCIATION**

### **F. DIVERSITY RECRUITMENT & RETENTION TASKFORCE**

On or before July 1, 2022, there shall be established, at each campus, a joint labor-management taskforce focused on issues of diversity in recruiting and retaining faculty and librarians. The taskforce will look at current and best practices for actively attracting and accessing diverse pools of applicants and make recommendations to human resources and departments as they engage in faculty and librarian hiring. In addition, the taskforce will examine strategies for promoting retention of diverse faculty and librarians and suggest recommendations to the administration for actions that can be taken to better ensure the continued employment of diverse hires. The membership of the committee shall consist of six (6) persons, three (3) of whom shall be appointed by the President and three (3) of whom shall be appointed by the Chapter president. The final recommendations from the committee shall be reported to the administration, the Chapter president, and the campus community no later than January 1, 2023.

## ARTICLE VIII - EVALUATIONS

### A. CRITERIA FOR EVALUATIONS

#### 1. Criteria for the Evaluation of Full-time Faculty

The following criteria shall be used in the evaluation of all full-time members of the faculty:

1. i. teaching effectiveness, including pedagogical experimentation, community-engaged teaching methods, and inclusive and equity-centered teaching practices, as exhibited in lectures, seminars, internships, independent studies and other instructional settings;
- ii. academic advising, as prescribed in Section A(3) of Article XII;
- a. i. continuing scholarship, including
  - (A) contributions to the content of the discipline;
  - (B) participation in or contributions to professional societies and organizations;
  - (C) research as demonstrated by published or unpublished work (or, where applicable, artistic or other creative activities); or
  - (D) work toward the terminal degree or relevant post-graduate study;
  - (E) scholarship that includes community-engaged approaches;
  - (F) contributions to the development of equity, anti-racism, or social and racial justice work.

Nothing in this paragraph (b)(i) shall be deemed to require any member of the faculty to engage in all or in any particular one of the activities that constitute continuing scholarship; and no member of the bargaining unit shall be denied a personnel action by sole reason of his/her not having engaged in any one or another of such activities. In evaluating each member of the faculty it shall be the responsibility of those charged with doing so to assess the quality, significance and relevance of that faculty member's continuing scholarship.

- ii. other professional activities, which by way of example shall include such matters as public service, and contributions to the professional growth and development of the university community (which contributions may include (t) service with a focus on equity and

social justice, (u) scholarship that includes racial justice approaches and methods of dissemination (v) community-engaged service, (w) scholarship that includes community-engaged approaches and methods of dissemination, (x) service on inter-institutional and system-wide committees, (y) service as a Program Area Chair without a reduction of workload pursuant to Article XII, Section D, and (z) academic advising of students in excess of thirty (30) assigned at the beginning of the semester), which contributions are not to be ignored or discounted on the basis that the faculty member received compensation for that work; and

- iii. such responsibilities, if any, as may be assumed by a faculty member in lieu of, in whole or in part, the normal faculty instructional workload in academic subject areas by serving as a department chair pursuant to Article VI, by performing services in a counseling center, facility or program pursuant to Section A(3)(b) of Article XII, by discharging any alternative professional responsibilities pursuant to Section D of Article XII (including service as a program area chair if accompanied by a workload reduction), and/or by undertaking any program of professional development pursuant to Article XIV.

In applying these criteria, regard shall be had to the fact that the State Universities are primarily teaching institutions.

### 3. Criteria for the Evaluation of Librarians

The following criteria shall be used in the evaluation of all librarians:

- a.
  - i. effectiveness in performing assigned responsibilities within the library;
  - ii. effectiveness in rendering assistance to students, faculty and the academic community;
- b.
  - i. continuing scholarship, including
    - (A) contributions to the content and pedagogy of the discipline as evidenced by the participation in and contributions to the improvement and development of library programs or library services;
    - (B) participation in or contributions to professional societies and organizations;
    - (C) research as demonstrated by published or unpublished work;

- (D) work toward the terminal degree or relevant post graduate study;
  - (E) scholarship that includes community-engaged approaches; and
  - (A) scholarship that focuses on equity, anti-racism, or social and racial justice.
- ii. other professional activities, which by way of example shall include such matters as public service, and contributions to the professional growth and development of the university community (which contributions may include (u) service with a focus on equity and social justice, (v) scholarship that includes racial justice approaches and methods of dissemination, (w) community-engaged service, (x) scholarship that includes community-engaged approaches and methods of dissemination, (y) service on inter-institutional and system-wide committees and (z) service as a program area chair without release time), which contributions are not to be ignored or discounted on the basis that the librarian received compensation for that work; and
  - iii. such responsibilities, if any, as may be assumed by a librarian in lieu of, in whole or in part, the normal librarian workload in library service areas, by serving as Library Program Area Chair, by discharging any alternate professional responsibilities pursuant to Section D of Article XII and/or by undertaking any program of professional development pursuant to Article XIV.

Whenever a librarian teaches a credit-bearing course pursuant to the provisions of this Agreement, his/her teaching shall be evaluated pursuant to the provisions of this Article VIII that pertain to the evaluation of a faculty member's teaching. Student evaluations of a librarian shall be administered by the Department Chair of the department to which the course is assigned. Classroom observations, if required to be conducted, shall be conducted of a librarian by the Department Chair and the Peer Evaluation Committee of the department to which the course is assigned.

In applying these criteria, regard shall be had to the fact that the State Universities are primarily teaching institutions.

ARTICLE VII – PARTICIPATION IN THE DECISION-MAKING PROCESS

D. COMMITTEES OF THE UNIVERSITY

1. Standing Committees of the University

a. Establishment and Composition of Standing Committees Each September 1 there shall be established at each University the following standing committees:

iv. Racial Justice Committee:

The Racial Justice Committee shall consist of ten (10) members of the bargaining unit, six (6) students, and five (5) administrators.

c. Responsibilities of the Standing Committees

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iv. Racial Justice Committee:

After receiving from the All-University Committee any recommendation submitted by any member of the university community, the Racial Justice Committee shall prepare and transmit to the Vice President reports and recommendations with respect to the following:

- (A) Work with the Academic Policies Committee to evaluate existing academic policies in relation to their perpetuation of racial exclusion and disparities and when necessary, to recommend new policies that promote racial justice;
- (B) Assess potential racial inequalities in relation to student and campus support services;
- (C) Evaluate and make recommendations on anti-racist and anti-bias training or provided to students, faculty/librarians, and staff;
- (D) Work with the Curriculum Committee to evaluate and make recommendations on anti-racism curriculum;
- (E) Examine and make recommendations on student experiences regarding admissions, orientation, and co-curricular organizations and activities;
- (F) Assess faculty and librarian professional development opportunities in relation to inclusion and access;
- (G) Analyze student enrollment, graduation, and retention data with respect to race particularly in its intersection with college affordability and student loan liability; and
- (H) Consult on the creation and assessment of the campus climate survey to ensure that issue of racial equity and justice are included.