

## **2024-2026 DGCE Bargaining Platform**

Over the last several months, the DGCE Bargaining Committee has conducted member-engagement events in order to get feedback about the concerns of members who teach in the DGCE contract as well as their perspectives on what our priorities should be. These included a survey, listening sessions and focus groups, and ongoing discussions at the local level. Based on this feedback, the 2024-2026 DGCE Bargaining Platforms have been developed to address three major categories of issues: “Work & Pay Parity,” “Program & Course Integrity,” and “Workload & Evaluations.” The MSCA Board of Directors voted to accept this bargaining platform on October 6, 2023.

### **WORK & PAY PARITY**

Teaching, advising, and service work within the division of graduate and continuing education is no less valuable, labor-intensive, or essential to the functioning of the university than the work completed for the day division. Nevertheless, extreme differences exist in how this work is compensated and valued within these contracts. Such inequities undermine the collective work to serve our students.

Proposals that address these inequities and seek to create stronger parity between the two divisions could include increases in equivalencies to ensure they align with the day contract (such as for thesis direction, lab time, or independent studies), travel compensation (especially related to necessary site visits, for example), and increases in salary. More than anything, these proposals will seek to ensure equal pay for equal work, regardless of which contract members teach in.

### **PROGRAM & COURSE INTEGRITY**

Serving students in the graduate and continuing education programs means that these programs and courses should be subject to the same level of professional oversight as our day programs and be resourced in similar ways. This means that faculty working in their areas of expertise should have significant oversight (individually, in their departments, and through already existent forms of governance) in the creation, management, and assessment of the programs, courses, and curriculum. It means students enrolled in these programs should have faculty providing advising and service through dedicated, compensated time. And it means that faculty teaching these courses should have access to resources they need to provide a quality learning environment.

Proposals that address these needs could include: compensation for faculty advising graduate and continuing education students and compensation for service work requests that extend beyond classroom teaching; professional resources for DGCE faculty; governance and department oversight of continuing education programs; and clear workload responsibilities and compensation for graduate and continuing education coordinators/chairs/managers/directors.

### **WORKLOAD & EVALUATIONS**

While faculty are compensated on a course-by-course basis in this contract, the work of teaching these courses and serving students extends well beyond the first and last days of class.

Compensating faculty for the preparatory and commencement work necessary to teaching is essential for ensuring a high-quality learning experience. Additionally, the long-term dedication of faculty to our universities, programs, and students results in better learning environments, easier scheduling, well-staffed programs, and better functioning institutions. This dedication, along with quality work, should be recognized in evaluation processes and play an active role in personnel decisions such as promotions in rank. The positive evaluation of quality, long-term work is a benefit to members and the university as a whole.

In order to address these issues, proposals in this category could include: clarifying course cancellation policies and compensation for preparatory work; revision of faculty ranks and evaluations such that long-term DGCE faculty may receive well-deserved rank raises.