

Negotiation Bulletin #2  
June 26, 2014

As you know, the administration has put forth a set of proposals that are ill-conceived, fundamentally flawed, and ultimately dangerous to our university. We appreciate all the support we have received and also appreciate those of you who have expressed concern about the proposals to the administration.

We would like to point out our major proposals, which as you will see, are designed to maintain and strengthen the key elements of shared governance and to assure that the gains that we have accomplished over the last forty years are not lost.

We strongly believe that Rider's quality improvement and reputational growth is a direct consequence of the system that has been put in place through the collective bargaining process.

We are also convinced that the future success of Rider is dependent on the maintenance and strengthening of that system.

Rider has succeeded because it has been able to attract and maintain an incredibly talented and dedicated faculty. We have been able to do so because we have had both competitive wages and benefits and a system of shared governance that has allowed faculty to guide the future of the university. While the administration attempts to destroy this, we seek to protect it.

Here are a few of our major proposals:

1. Academic Departments and Programs

- Alteration (merger, division, elimination) of existing departments and/or programs would require the approval of the appropriate Academic Policy Committee
- Departments could only be divided along the already existing and agreed upon disciplinary lines

In the last few years the administration has treated our basic academic units as if they were simply bureaucratic structures that could be rearranged for no better reason than the saving of a few thousand dollars. The reality is that departments and programs are not primarily bureaucratic units but academic ones. They are the developers of the curriculum, the evaluators of the faculty, the designers of new majors and minors. Just as the academic and pedagogical factors involved in the development of new departments and programs need to be carefully weighed so do the merging, division or elimination of departments or programs need to be carefully considered. The appropriate locus for such consideration is the Academic Policy Committees.

2. Workload

- The Dean shall provide information to allow departments and programs to prepare a workload plan as required. In that information the dean shall not dictate the number of sections or courses that the department or program shall offer in the following academic year
- Department or program course offerings specifically required for departmental or program majors will be taught no less frequently than once every other academic year, even if the enrollment for such a course fails to meet the established course minimum

- Where there is a departmental program requirement for a major that requires students to choose from a group of courses, the dean will allow sufficient number and variety to be taught as to allow an undergraduate student who chooses this major by the time he/she had completed sixty (60) credits to graduate in four years

We are putting forth these proposals to protect the academic integrity of the workload process and to assure that the curriculum drives the workload and not the other way around. The number of sections would be driven by student curricula needs. We not only have a moral responsibility to assure that students who follow the rules can graduate in four years failure to do so will undermine our long term success. It is not sufficient to claim to be student centered, the reality must match the rhetoric or we will not be able to attract and retain our students. We cannot offer a community college experience at a private university price and expect to stay in business.

### 3. Protect Fulltime Tenure Track Faculty Lines

- Provost shall fill a vacancy if after the loss of that line the affected Department's ratio of full time in-load teaching power (the number of full-time faculty assigned to the department times the number of courses those faculty can teach in-load) to total class sections in that department's workload would be greater than 1 to 1.3
- The full-time teaching power (the number of full-time bargaining unit lines times eighteen contact hours) in a department shall be at least equal to the total scheduled contact hours taught in that department during the regular semesters multiplied by 1.5. If any department is found to be out of compliance with this requirement for two consecutive years, the University will authorize a search in the third year and hire in the fourth year sufficient new full-time faculty to bring the department into compliance with this provision
- The ratio of full-time faculty in a department to student advisees in that department shall be no greater than 1/40, (majors shall be counted as one student advisee while minors will be counted as 1/3 a student advisee.) If any department is found to be out of compliance with this requirement for two consecutive years, the University will authorize a search in the third year and hire in the fourth year sufficient full-time faculty to bring the department into compliance with this provision

The core of any great University is its faculty and the core of the faculty must be full-time faculty with the protection of tenure. The growing use of contingent faculty undermines that reality and makes it impossible to meet the academic needs of students. There must be sufficient full-time faculty to assure that that faculty teaching within their normal workload carries out the majority of the teaching in every department. There must also be sufficient full-time faculty to assure that faculty can provide the type of mentoring that our students have a right to expect.

### 4. Strengthening of Academic Freedom

- Include within the Agreement an expanded statement of the protections provided by Academic Freedom
- Require the administration to inform a faculty member of this/her right to union representation at any meeting that may lead to discipline

Over the last few years we have seen a growing trend both here at Rider and across the country of investigations of student complaints even when those complaints are either frivolous or are non-

substantial on their face. Such actions have the potential of chilling the full exercise of Academic Freedom as faculty understandably try to avoid the anxiety created by such investigations. The need to have a thorough and complete statement of the protections of academic freedom is made all the more important given the growing use of contingent faculty whose academic freedom lacks the protection of tenure. As has been our practice we will not be sharing our compensation proposals with the administration until later in summer.

We will continue to update you about the status of the negotiations and we will be providing you with an analysis of the impact of the administrations' compensation proposals very soon.