

## Collective Bargaining Goals of the TCC Chapter of the United Faculty of Florida

The United Faculty of Florida (UFF) is seeking to become the collective bargaining agent for full-time faculty at Tallahassee Community College (TCC). There are a number of issues that the UFF wishes to address with respect to the terms and conditions of the faculty's professional employment, all of which should be part of the college's contract with its faculty.

These issues include (1) a regular, predictable salary schedule, (2) workload formulas that address the various conditions peculiar to the different disciplines, divisions, and programs of the college, (3) a fair and equitable method of resolving grievances, including binding arbitration by a neutral third party, (4) the definition of professional development and the activities that qualify as professional development, and (5) criteria and procedures related to the selection, orientation, promotion, and retention of faculty, including those related to any reduction in force (layoffs).

(1) **Salary Schedule.** The faculty should have a structured salary schedule that would create a standard system of compensation based on a faculty member's credentials and years of experience. One element of the schedule should include a minimum salary increase affecting all faculty in a particular category across the board.

Salary categories should be added for at least a Master's plus 30 hours to adequately compensate faculty who are ABD. The salary schedule might also include a Master's plus 15 hours to encourage faculty to take additional graduate course work in their teaching field.

There should be no maximum salary in any category, and the starting base should be increased by a set percentage each year, such percentage to be added to increase salaries across the board. These increases need not be large so long as they are constant.

(2) **Faculty have varying workload and hour requirements peculiar to their discipline and program.** Subject to negotiation, the contract should adjust workloads for the various disciplines and programs to account for these differences.

Courses or programs requiring labs, clinical work, limited class size, or other special instructional formats should be evaluated and a formula for equivalencies established.

(3) Grievances by faculty with respect to an action taken by the administration should be resolved through a grievance procedure that encourages mediation of issues and disputes. When such mediation cannot produce a mutually acceptable resolution of a grievance, the matter should become the subject of binding arbitration by a neutral third party chosen by the parties involved.

The current grievance system is not equitable because it allows the administration to be the judge of its own actions. Binding arbitration would remove any bias currently in the system.

(4) The definition of what constitutes Professional Development is an issue best determined by the professionals working in a particular discipline. What constitutes professional development should be broadly construed to allow faculty to engage in activities that enhance their knowledge in their discipline, assist them in remaining current in their field, improve their teaching skills and abilities, and develop their use of instructional technology.

The list of what constitutes professional development should not be limited. A faculty member has an obligation to improve both as a professional in a discipline and as a teacher. To do so, a faculty member should be allowed a wide range of activities for professional development.

(5) The reputation of a college rests upon its faculty. Issues related to the criteria and procedures used to the selection, orientation, promotion, and retention of faculty, including those related to any reduction in force (layoffs), are of primary importance.

All tenured faculty in a discipline should serve to set the criteria for positions, the screening of applications, the orientation of new faculty, and the promotion of faculty eligible for continuing contract. In addition, should it become necessary for there to be a reduction in force, specific criteria related to credentials, experience, and programs should be set to insure fair procedures for the reduction in force.

There are many other issues that would be addressed in a contract, including academic freedom, non-discrimination policy, involuntary transfers, compensation for extra assignments and overloads, copyright and patents, health and disability benefits, scheduling, textbook selection, use of email and facilities, personal leave policy, performance evaluations, and student evaluations. All are important, but the five mentioned above would establish the parameters of our professional rights and responsibilities.

Proposals for negotiation on all these issues would be developed with the participation of all full-time faculty, and whatever items are negotiated by the union bargaining team would be submitted to a vote of all full-time faculty.