

**Forums for Tenure-Line Faculty on the NTT Bargaining Process**  
**FEC Notes**  
**November 7th & 8th, 2023**  
**Gannett Auditorium**

What follows are notes taken by members of FEC during the tenure-line faculty forums of November 7th and 8th, 2023, on the NTT bargaining process. These are meant to be descriptive notes of what took place during these forums and not transcripts of the sessions.

Abbreviations used: TT = tenure-track; TL = tenure-line; NTT: non-tenure-track; CBA = collective bargaining agreement

## Forum 1



position?

**Notes on DoF answer:** Turn it back to faculty and how faculty see those roles and the economic difference. That difference in compensation is also the expectation of their participation and more robust participation in faculty governance and management of the curriculum.

**Notes on faculty member question:** Distinction between the two different positions would also be more scholarship expectations?

**Notes on DoF answer:** From what the Dean understands currently, for NTT faculty the focus is teaching. Whereas for TT faculty, it is teaching, scholarship and creative production, and service.

**Notes on faculty member comment:** We already have committees that are restricted in terms of who can serve. Serving on those committees is not considered faculty governance service.

**Notes on DoF answer:** There is a lot of work outside of governance. We need to have faculty participate in that; it is not part of the governance service, but it is important to the institution. [Examples of service outside of governance are working groups for reaccreditation and strategic planning]

**Notes on faculty member comment:** Advising is also service.

**Notes on faculty member question:** Clarification question about service and managerial responsibilities. Is advising the kind of service that makes you a manager, or is that just the kind of service that is part of being an academic? If NTT people cannot do governance, does that mean they cannot do any service or is there a line to be drawn?

**Notes on DoF answer:** That is up for discussion. But the CBA does not necessarily take the place of the Faculty Handbook, but informs it and clarifies roles and expectations.

**Notes on faculty member comment:** Some things that have been discussed in the union meetings in negotiations

department, as opposed to power differentials.

**Notes on faculty member comment:** There is a lot of anxiety in the room around changes we do not have control over, but there is a lot of potential and opportunities. What do you think is the positive potential in this process for our future as a faculty?

**Notes on DoF answer:** Number one positive is clarity. The biggest positive outcome is clarity on roles and expectations.

**Notes on faculty member comment:** Described specific context and importance of NTT faculty in a department and their role in curricular matters.

**Notes on faculty member question:** Is there a discussion of different types of NTT roles at this moment?

**Notes on DoF answer:** That is at the top of the Dean's mind as well as having the clarity of what different positions titles would be, but also about what the evaluation process would be and where that process lives [whether the evaluation of NTT faculty should remain as it is currently or if a new structure should be created to fairly and effectively evaluate faculty for contract renewal and promotion.]

**Notes on faculty member comment:** Comment regarding the lack of policies on whether it is appropriate for a position to be NTT or TT. A recipe for inequity.

**Notes on DoF answer:** Comment touches on the need for both clarity and policy, but also process.

**Notes on faculty member comment:** Some situations are better met with NTT faculty for various reasons. But in a specific department, the main reason there are people off the tenure track is because of the lack of resources to fully staff the courses needed to offer the college curriculum. Need to balance current needs and leave room for flexibility that enhances the College and individual departments.

**Notes on faculty member comment:** If NTT faculty define their roles properly, department chairs will have a better way to present cases to fill curricular needs.

**Notes on faculty member comment:** It is still related to resource constraints in terms of the additional money that would be required.

**Notes on faculty member comment:** The English department has a unique problem. All the sections of expository writing do not give a lot of flexibility. It is about delivering all those sections.

**Notes on ADOF comment:** Important to point out that one of the challenges of the negotiating table is that we have enormous heterogeneity. Not all of the NTT faculty members are the same. For instance, writers and artists-in-residence have a scholarship requirement. Those are NTT faculty members. Instructors are very

**Notes on faculty member comment:** Hope that the administration will do everything that it can to give long-term NTT colleagues the stability that they are asking for. A huge part of our curriculum is delivered by NTT colleagues. Almost all of those folks are teaching in the introductory curriculum. They are innovating; they are doing amazing work. We need to have a mechanism for NTT faculty to have a voice in the curriculum because they are often the ones who are delivering it.

**Notes on faculty member comment:** A lot of things are happening. It is helpful to picture the very real human beings affected by this.

**Notes on faculty member comment:** That was part of the conversation during the recent meetings with the chairs and program directors memTd [(ar)-16.9 (e)]TJ 0 Tc [(al( )Tj 0.002o )11.3.002tc

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**Forum 2**  
**Wednesday, Nov. 8, 4-5 pm, Gannett Auditorium**

Opening Remarks by DOF/VPAA Dorothy Mosby

DOF welcomed attendees and described some of the meetings that have occurred so far (for example, with CPDs). She highlighted the importance of having conversations with tenure-line faculty to have a space for conversation as a group and talk about the role of tenure-line faculty as management and what that means. DOF thanked FEC for its participation in putting together the fora.

Concerns that Came Up in the Survey (Survey Distributed in Preparation for the Forums)

[FEC note: the survey included roughly 36 concerns, submitted by 26 respondents.]

Dean Mosby gave a general overview of the concerns expressed in the survey sent to faculty in preparation for the fora. Tenure-line faculty are management due to having a direct role in shaping the direction of the college (hiring, management, etc.). She described the collective bargaining process and highlighted its nature as a negotiation, one that will take time. Skidmore is taking an approach that focuses on non-economic items first.

Guiding principles in the process: the importance of and commitment to tenure, the centrality of the curriculum, fairness, and equity.

Dean Mosby described other concerns that came up in the ieacp.0026J04d0nacp.0027J0-6.672 0 Td( )Tj0.0Tw 2



**Notes on DoF answer:** This is part of the conversation.

**Notes on faculty member question:** Is service in the governance system part of the negotiations?

**Notes on DoF answer:** Not there yet.

**Notes on faculty member question:** Role of service in the negotiation? Departmental vs college service?

**Notes on DoF answer:** One of the things Dean Mosby has heard is that it is sometimes difficult for NTT to serve in the governance system.

**Notes on FEC member comment:** From FEC's perspective, the main reason NTT faculty have been unable to serve in o

**Notes on DoF answer:** There are ongoing conversations. We need to be mindful that resources aren't infinite. Skidmore is unique in the number of full-pay students it has and the gifts from donors. The number of college-age students in the Northeast is decreasing. [Need to consider current and future resources and curricular support]