Congratulations to UA-UNM members for making it through our first semester of bargaining with the UNM administration!

Although we are a long way from having a first contract, our bargaining team is working hard to negotiate the best contract we can get with an administration that is resistant to our voice, power and presence as a faculty union. As our bargaining team continues to negotiate in good faith, we’ll rely on our membership to support the fight for our proposals. This is a brief summary of articles we have proposed so far.

- **Purpose of Agreement**: This first article states what the purpose of the contract is. We are still in negotiations.

- **Union Recognition**: This article formally recognizes United Academics of UNM as a union. We are still in negotiations.

- **Union Rights**: This covers the right for union leadership to meet with newly hired faculty, the right to use UNM email to communicate with bargaining unit members, and the right to meet with employees at the University to investigate and discuss grievances and work-place related complaints. We are still in negotiations.

- **Equipment, Supplies, and Office Space and Outside Employment**: The article we proposed includes Units 1 & 2*. The UNM administration withdrew their initial proposal for Outside Employment and rejected our April proposal without a counter.

- **Academic Freedom for Units 1 & 2**: This article draws on the major principles concerning academic freedom outlined in the UNM Faculty Handbook as it also works to ensure protections that address matters of institutional policy or action, whether or not bargaining unit members are an active participant in shared governance bodies. We have proposed additional protections for bargaining unit member librarians, safeguards for the process of selecting library resources, and clarification on how academic freedom applies to newer forms of electronic communication, such as social media. On the April 21st bargaining session, UNM’s administration rejected this proposal without making a counter.
Bargaining Summary Continued...

- **Shared Governance**: This article demonstrates our commitment to maintaining and strengthening the existing system of shared governance. We proposed that the administration; refrain from unilaterally altering the organizational structures and responsibilities of the Faculty Senate, the Academic Freedom and Tenure Committee, and the Committee on Governance; and only depart from the faculty's judgment on academic matters in rare instances and for compelling reasons that shall be communicated in writing. We proposed this article on March 27th and are still in negotiations.

- **Safe Working Conditions**: Protecting the health and safety of our bargaining unit members is the priority in this article. It creates clear guidelines and protocols for members to follow when there is a need to confront imminent threats to members' safety. We proposed this on March 27th and are waiting for a response.

- **Progressive Discipline for Just Cause**: Building on language in the Faculty Handbook, this article addresses discipline not as a punitive action but as an opportunity for faculty professional development. An emphasis is placed on peer review rather than administrative oversight. We proposed this on March 27th.

- **Grievance and Arbitration Procedure**: A clear and equitable grievance and arbitration procedure is as useful to administration as it is to UA-UNM. In this article we offer a particularly standard interpretation of a grievance procedure that is quite common in many higher education collective bargaining agreements.

- **Sabbatical Leave**: In this article, we proposed a streamlined sabbatical leave process for eligible Unit 1 faculty based on what is already in the Faculty Handbook. We proposed this on March 6th and it has been rejected by the UNM administration without a counter.

- **Compensation for Fiscal Year 2021**: This MOU proposal was presented in our March 6th bargaining session and was given no response until our March 27th bargaining session when the administration responded that they are going to wait for further legislative action before responding formally.

We are looking to continue bargaining over the summer, as dates in the summer have not yet been agreed on with administration. We will continue to work with all facets of getting our first contract in the coming months. We want you to know there are plenty of opportunities to get involved in this process and we want to hear from you!

*As a reminder, faculty with the following positions who have signed a UA-UNM membership card are voting members of Unit 1: Professor (assistant, associate, full); professor of practice; research professor (assistant, associate, full); lecturer I, II, and III; principal lecturer I, II, and III; senior lecturer I, II, III; research lecturer I, II, and III; instructor; and senior instructor. Faculty with the following positions who have signed a UA-UNM membership card are voting members of Unit 2: Adjunct faculty, including temporary, term, and part-time faculty. Complete information about membership can be found in our Provisional Constitution on our website.*
My name is Kristian Macaron, and I am Temporary Part-Time Faculty of English at UNM Valencia. I am a proud UNM alum and received my Bachelor of Arts degree in 2009, from UNM. I also attended a terminal MFA program at Emerson College in Boston. I have been an adjunct professor at UNM-Valencia since September 2014, and since then I have consistently worked seven days a week.

Since 2014, I have been teaching between two and three classes at UNM-Valencia. These classes are two days per week. I drive 50 minutes each way to campus and time outside of class planning and grading. I spent the remaining five days of the week working at Starbucks Coffee, where I was employed for 10 years (until January 2019). I was paid more per hour at Starbucks ($13/hour) than I am by UNM in an estimated hourly breakdown. I am exhausted.

I am an educated woman and artist, and I work multiple jobs and volunteer my time in my communities to build experience and help others do the same. However, sometimes a “thank you” is not enough. The university should be doing everything in their power to not treat their faculty as expendable, which is how we are made to feel. This is not just about money or hierarchy, the underlying truth of this is about the quality of educators and education we are offering to our students.

I love teaching. I love working with my students. I do not have time or money or support to develop my skills as an educator. I feel that my students and classes often suffer because I am not able to be 100% committed to their education because I feel that my university—my alma mater—is not committed to me. For these reasons, I support giving adjuncts a raise.

You Are Not Alone

UA-UNM will be sharing online resources and tools from our national affiliates, the American Federation of Teachers (AFT) and the American Association of University Professors (AAUP), giving us hundreds of thousands of allies in times of crisis. You can find lists of resources and information about the best ways to help your students (and yourself) as we transition to a remote learning model for the Summer at:

- www.aftacademics.org
- www.aft.org/coronavirus
- www.aaup.org/coronavirus-information-higher-ed
Let me address the technology, first. Everyone in education knows the technology for remote teaching exists. Many of us use it. I’ve taught hybrid courses for more than 15 years. My wife has been an online educator for more than a decade. The administration has been pressuring us to move to online environments for forever it seems. Our students are certainly familiar with the technology. But many of us looked at the options and chose to meet in person as a group.

Teaching is NOT an assembly-line process wherein knowledge is there and I, the teacher, pick it up and insert it into a student here. Sure, part of my job is to present information synthesized from numerous sources and experiences to the students, but that is just the starting point. When I am teaching well, I present the information as concisely as possible and then provide safe situations for students to take that information, process and synthesize it, and make it uniquely their own. I do this with assignments, and group activities, and seminar discussions, and numerous other tools that allow me to observe the students in the process of learning, to watch for the point at which to step in and give assistance for them to learn at their best. In order to be able to do this, I have to get to know my students, through interactions during and outside of class, during those seminars and discussions, group assignments. In person interaction is a phenomenally efficient way to do this.

Because we are all educators, because we are all students, we are a community. We may not be all of one mind, (I teach in the arts, it would be a sad day if we did all agree), but we are all here for one another, trying to make each of us stronger, more. It is the essential community nature of educators that is making “right now” work. I have nothing but the deepest love and admiration for my colleagues, who I see maintaining and building community and also teaching in the midst of a pandemic, and as is so often the case, using their own personal resources to carry out this essential task. But this is not the only form of education going forward. It must not be. It is doing the best we can during a tragedy, and my colleagues' best fills me with hope.

While some teaching can move online, some will need to find in person/in facility ways going forward in this new world. Teachers are essential because we are the humans in the machine, the experts who organize the information then watch the students realize their own voices with that information. We need the ability to help them where and when they truly need it in order to maintain our place as educators. If we do this well (which is very hard BTW) we grow our community, our power, and our voice.
May 1 is recognized internationally as a day to honor workers, and for celebrating the continued contributions of organized labor. The celebration of the labor movement has a history dating back to the late nineteenth century; the first May Day celebration, also known as "International Workers' Day" began in 1891. In the U.S., it is also called May Day, and celebrates unions, and workers, and the things they have achieved together, beginning with organized labor’s fight and victory for the eight-hour work day.

As the years continued on to the present, the labor movement has fought for, and achieved, more workplace protections and rights, rights which many public and private sector employees still have access to today. Read a “Brief History of May Day” from the IWW – the Industrial Workers of the World.
Prior to 2017: Faculty members began organizing and talking to colleagues about their interest in forming a union.

Fall 2017: Our organizing committee of UA-UNM begins to form.

Fall 2018: We co-authored our Vision Statement and shared it with colleagues across the UNM system along with our UA-UNM Faculty Union 101 resource guide.

Spring 2019: A majority of full and part-time faculty members from all of the UNM campuses across the state sign our petition for a fair and expedient election. Watch our UA-UNM story here! Read more about the legal process here.

Fall 2019: Despite union-busting tactics, our election is held on October 15 & 16, 2020 where a majority of full and part-time faculty overwhelmingly vote yes for our union!

Spring 2020: We begin the process of collective bargaining and formalizing the infrastructure of our union. We develop member-leader committees and approve a Provisional Constitution.
What higher education labor unions have achieved for faculty nationally:

- Fair Wages and Benefits
- Faculty Voice and Representation
- Enhanced Shared Governance
- Safe Working Conditions
- Grant Support for Research Faculty
- Greater Transparency in University Decision Making
- Academic Freedom
- Enhanced Grievance Procedures
- Job Security
- Paid Parental Leave
- Promotion & Tenure for Instructional and Research Faculty who are Full or Part-time Academic Workers

For more information [click here](#). To learn more about comparable universities with faculty unions, [click here](#).

Thank You!

Unity! Power! Voice!