

Panel and Workshop Descriptions

*please note rooms may be subject to change

Sunday, March 26, 2017	
1:30 - 3:30 pm Room C197	<p>Workshop Training on Interest Based Bargaining in Higher Education</p> <p>This special interactive workshop will examine the successes and challenges of using interest based bargaining in higher education negotiations. The training will explain the history and nature of interest based bargaining in public educational settings including the use of software to track negotiations. The presenters will describe collective and individual experiences with interest based bargaining from multiple perspectives. The workshop will provide an overview of the outcomes of the ratified agreements along with continued labor/management work over the next four years. Presenters will include representatives from a university and faculty negotiating teams, along with a state mediator.</p>
1:30 - 5:45 pm Room C198	<p>Workshop Training on Unionization and Collective Bargaining for Administrators</p> <p>This expanded interactive workshop training is specially designed for administrators, and will focus on unionization, collective bargaining, and labor relations in higher education. The workshop is intended to provide an exchange of experiences to further develop skills relating to unionization efforts on campus, preparing for first contract negotiations, conducting collective bargaining, and engaging in labor relations on behalf of private and public sector colleges and universities. The training will be presented by a leading attorney in the field along with two experienced administrators. Access to this workshop training will be limited to administrators.</p>
1:30 - 5:45 pm Room C201-202	<p>Workshop Training on Unionization and Collective Bargaining for Academic Labor</p> <p>This expanded interactive workshop training is specially designed for academic labor and labor representatives and will focus on unionization, collective bargaining and labor relations for faculty and student employees. The purpose of the expanded workshop is to provide an exchange of experiences to further develop skills related to organizing, preparing for first contract negotiations, formulating negotiation proposals, participating in negotiations, and representation issues. The training will be presented by experienced labor representatives. Access to this workshop training will be limited to faculty, student employees, and union representatives.</p>
1:30 - 5:45 pm Room C204-205	<p>Workshop Training on Financial Data Analysis in Higher Education</p> <p>This expanded interactive workshop training is designed to advance the skills of labor 3 representatives and administrators with direct responsibilities for contract negotiations. The workshop will provide participants with hands on training in analyzing budgets and other financial data for purposes of collective bargaining. The workshop will include varying perspectives concerning how financial information can be interpreted including assumptions underlying those interpretations.</p>

<p>3:45 – 5:45 pm Room C197</p>	<p>Workshop Training on Effective Use of Social Media in Higher Education This session will cover the techniques for using social media for advocacy, pitfalls to avoid, and a discussion of social-media literacy. Mash and Morton will share how their organization used social media to communicate with members, students, and other publics during more than a year of contract negotiations and a three-day faculty strike. Tanner will then discuss social media best practices and recent litigation related to higher education. Please bring a laptop. Mobile devices are welcome, too.</p>
<p>Monday, March 27, 2017</p>	
<p>9:30 – 11:15 am Proshansky Auditorium</p>	<p>Plenary: The Impact of Anti-Intellectualism on the State of Higher Education This plenary session will focus on the growth of anti-intellectualism in our society, and the impact it is having on higher education for administrators, faculty, and students. It will explore the growing disrespect for advanced learning, academic freedom, knowledge, curiosity, and diversity of opinion.</p>
<p>11:30 am – 1:00 pm Proshansky Auditorium</p>	<p>Panel: Graduate Student Employees: Collective Bargaining After the NLRB's Columbia University Decision (CLE)* This panel will discuss unionization and collective bargaining for student employees at private sector colleges and universities following the NLRB's August 2016 ruling finding that Columbia University student employees are employees for purposes of the National Labor Relations Act. The panelists will examine the history underlying the decision, developments since the decision was issued, and the anticipated future of unionization of student employees on private sector campuses.</p>
<p>11:30 am – 1:00 pm Room C197</p>	<p>Panel: Current Issues at Historically Black Colleges and Universities There are over 100 historically black colleges and universities (HBCUs) in the United States today. This panel will examine current issues at HBCUs including continued financial disinvestment, an update on litigation to remedy the systematic underfunding of HBCUs, and labor-management issues.</p>
<p>11:30 am – 1:00 pm Room C198</p>	<p>Panel: The Economics and Effect of College Sports on Campus This panel will explore the potential financial and nonfinancial benefits and costs relating to athletic programs for colleges and universities. It will examine the economics underlying college sports, the impact athletic programs have on faculty compensation.</p>
<p>11:30 am – 1:00 pm Room C201-02</p>	<p>Panel: Envisioning the Faculty for the Twenty-First Century During this panel discussion, Adrianna Kezar will present a model for the future of faculty in higher education based on her new book <i>Envisioning the Faculty for the Twenty-First Century: Moving to a Mission-Oriented and Learner-Centered Model</i>. The presentation will be followed by commentary from an administrator and a faculty perspective.</p>

<p>11:30 am – 1:00 pm Room C204</p>	<p>Panel: Multi-Institutional Labor-Management Committees for Contingent Faculty This panel will examine the feasibility of creating multi-institutional labor-management committees aimed to discuss and resolve shared or similar issues concerning contingent faculty. It will explore both the benefits and pitfalls of such an approach recognizing that many contingent faculty work for more than one college, and that institutions have different perspectives and approaches to faculty labor relations.</p>
<p>11:30 am – 1:00 pm Room C205</p>	<p>Panel: The Capital Markets and Higher Education An important means for financing higher education is the issuance of public bonds on behalf of colleges and universities. This panel will explore the role that the capital markets play in financing higher education, the impact that collective bargaining can have on bond ratings, and questions relating to environmental, social and governance (ESG) issues.</p>
<p>2:30 - 3:30 pm Proshansky Auditorium</p>	<p>Keynote: Philip A. Miscimarra, Acting National Labor Relations Board Chairman and Mark G. Pearce, Member, National Labor Relations Board</p>
<p>3:45 – 5:15 pm Proshansky Auditorium</p>	<p>Panel: NLRB 101: A Prima on National Labor Relations Board Procedures (CLE)* This panel will provide administrators, faculty and labor representatives with a tutorial on NLRB procedures concerning representation issues and unfair labor practices. The three presenters will discuss both the administrative rules and practical approaches in interacting with NLRB representatives.</p>
<p>3:45 – 5:15 pm Room C197</p>	<p>Panel: Overtime Compensation and Pay Equity in Higher Education (CLE)* This panel will include presentations concerning the Fair Labor Standards Act’s application to non-teaching professionals and staff on campus, the status of the Department of Labor’s modified overtime compensation standards, and pay equity issues in higher education.</p>
<p>3:45 – 5:15 pm Room C198</p>	<p>Panel: Lincoln, Labor, and Race “Labor is prior to and independent of capital.” So Abraham Lincoln reminded Congress in 1861. “Labor is the superior of capital, and deserves much the higher consideration.” As a living symbol of American opportunity, Lincoln not only exemplified the “right to rise” from poverty and obscurity through hard work, but took advanced political positions on such issues as immigration, labor strikes, public education, and—of course—slavery. This panel of historians will examine Lincoln’s lifelong but evolutionary belief in “free labor,” and the meaning of that commitment in his times and ours.</p>
<p>3:45 – 5:15 pm C201-C202</p>	<p>Panel: The Role of Endowments in Financing Higher Education This panel will explore the role that endowments play in financing higher education. It will include a presentation based on the 2016 NACUBO-Commonfund Study of Endowments followed by commentary concerning endowments from different perspectives.</p>
<p>3:45 – 5:15 pm Room C204</p>	<p>Panel: Student Debt: We Pay for What We Value During this panel, presenters will provide varying and diverse perspectives concerning the appropriate means for resolving the student debt crisis.</p>

<p>3:45 – 5:15 pm Room C205</p>	<p>Panel: Unionization and the Development of Policies for Non-Tenure Track Faculty: A Comparative Study of Research Universities</p> <p>Karen Halverson Cross will present her research findings concerning unionization and the development of policies for non-tenure track faculty. Professor Cross is a faculty member at John Marshall Law School in Chicago and works in the Office of the Provost at Northwestern University.</p> <p>Moderator of the panel is William Connellan of the University of Florida. The panelists will comment on Professor Cross’s research. The panelists are:</p> <ul style="list-style-type: none"> • Risa Lieberwitz, Cornell professor of labor and employment Law, AAUP general counsel • Christine Hughes, Vice President and General Counsel, Emerson College • Lacey Wootton, Hurst Senior Professorial Lecturer, Department of Literature, American University <p>All three panelists have active research programs in labor relations, and two of the three are at universities that have or are facing the probability of faculty unions for non-tenure track faculty.</p>
<p>3:45 – 5:15 pm Room 9206-07</p>	<p>Panel: Creative Partnering with Community Colleges</p> <p>From Pamela Hampton-Garland:</p> <p>I will be presenting from two community college perspectives: The first will be Guilford Technical Community College, one of the 3 largest community college systems in North Carolina. I will look at its approach toward creating a very successful college transfer articulation with the UNC System and many of NC Independent Colleges and Universities (NCICU). My focus will be on the seamless transferability of students who complete the AA or AS degrees at GTCC and have 100% transfer as a junior into UNC system schools and similar articulation agreements with the NCICU’s. Additionally, I will share the phenomenal work GTCC has done by partnering with business and industry to create courses with relevant skills that directly link to jobs that are available for program completers. Secondly, I will present on the unique design of UDC & UDC Community College, a single college that goes from workforce development and certificate programs, to AA & AS degrees, through Bachelor and Master level degrees and Law Degrees. I will discuss the uniqueness of this one university not one system with regard to its challenges with transferring up through the institution, struggles with who teaches whom, and gifts of being the only public university in the Nation’s capital. Additionally, I will discuss the interesting articulation agreements with several out of state community colleges and one articulation agreement near and dear to my heart with a community organization.</p> <p>From Tim Haresign: I will be presenting some concerns about the 3+1 program from both a faculty and Union perspective. It is important to state up-front that these concerns are not about the qualifications or competence of the faculty teaching at the two-year institutions. The concerns stem from how these programs may be implemented and the possible detriment to the students arising</p>

	<p>from the lack of a continuous and coordinated sequence through the upper-level of their chosen major. Students entering a four year institution after 3 years will be at a significant disadvantage compared to students who move to that same school after 2 years or less. It is quite possible that 3+1 programs will lead to a two-tiered educational system, where low-income students are shunted into the less advantageous 3+1 program while better off students get the full benefit of the support services and academic community available at the 4 year institution. These problems are exacerbated when these programs are implemented using an administrative top-down approach.</p> <p>From Paul Beaudin and Sean Tvelia: In 2006 Suffolk County Community College and the Faculty Association began negotiating a plan to develop a Dual enrollment program that allows high school juniors and seniors to take the college's courses at their high school campus during their regular school hours, while simultaneously working toward high school graduation. Initially this program was met with a high degree of skepticism and anxiety by college faculty who wanted assurance that courses would be taught with the same degree of academic rigor and were also concerned about the potential diminution of courses at the college. Through a collaborative effort the college and the union negotiated language that provided adequate oversight of the program and has allowed the program to flourish presently serving 5,450 enrollments from throughout Suffolk County. The college also offers an Early College Program to Honors students from 14 participating high schools. The students take college courses on one of the three Suffolk campuses. With the aid of college counselor, faculty create amazing opportunities for students seeking something more in their secondary education.</p> <p>From Bob Zazzali: Rowan University has embarked upon several initiatives with area community colleges that facilitate matriculation into the University by community college students via a dual enrollment model, providing a seamless transition into the University. In addition, in an effort to keep the raising costs of higher education down and related student debt, Rowan University has partnered with area community colleges to offer 3 + 1 degree programs where a large bulk of coursework is taken at the community college for Rowan University credit, minimizing overall costs for a four-year degree.</p>
<p>Tuesday, March 28, 2017</p>	
<p>9:15 – 10:45 am Proshansky Auditorium</p>	<p>Panel: Professional Development for Adjunct and Tenure-Track Faculty In this session, Gail Mellow will present the findings and recommendations contained in her book <i>Taking College Teaching Seriously, Pedagogy Matters!:</i> <i>Fostering Student Success Through Faculty-Centered Practice Improvement</i>. Her presentation will be followed by commentary by Gary Rhoades, and an academic labor perspective by Barbara Madeloni.</p>

<p>9:15 – 10:45 am Room C197</p>	<p>Panel: Shared Governance and Collective Bargaining: The Line Between Panelists during this session will examine the distinct roles and responsibilities of representatives engaged in shared governance, and labor-management representatives engaged in collective bargaining and labor relations.</p>
<p>9:15 – 10:45 am Room C198</p>	<p>Panel: Health Care and Bargaining in the Trump Era Major changes in federal policies concerning health care can be expected following the 2016 election. This panel will explore the impact of proposed or implemented changes on collective bargaining in higher education.</p>
<p>9:15 – 10:45 am Room C201</p>	<p>Panel: The Use of Mediation in Higher Education Contract Administration at Florida Gulf Coast University This panel presentation will provide a unique perspective on the faculty dispute resolution process within the collective bargaining experience in the higher education setting. The panel will discuss how the university and its faculty union successfully redefined the grievance process by designating point persons and by incorporating principles of transparency and trust.</p>
<p>9:15 – 10:45 am Room C202</p>	<p>Panel: Bargaining Issues for Academics and Professionals in Non-Teaching Roles Panel participants will examine collective bargaining issues as they relate to academics and professionals in higher education who work in non-teaching roles.</p>
<p>9:15 – 10:45 am Room C204</p>	<p>Panel: Age Discrimination Issues in Higher Education (CLE)* This panel will explore legal and practical questions associated with age discrimination issues in higher education from different perspectives. The panel will begin with a presentation by EEOC attorney Justin Mulaire concerning the federal Age Discrimination in Employment Act and a review of relevant case law. His presentation will be followed by analyses and perspectives from attorneys representing institutions of higher education and a faculty union.</p>
<p>9:15 – 10:45 am Room C205</p>	<p>Panel: Federal and State Funding: Shifting Patterns and Changing Strategies During this session, there will be presentations analyzing the status of funding for higher education in Alabama, California, Illinois and New York, and the strategic lessons that can be learned from comparing those experiences.</p>
<p>9:15 – 10:45 am Room 9206-07</p>	<p>Panel: Adjunct Faculty Unemployment Benefits Eligibility During this panel, presenters will examine adjunct faculty unemployment benefits eligibility and the significance of the new guidance issued by the United States Department of Labor.</p>
<p>11:00 am -12:30 pm Proshansky Auditorium</p>	<p>Legal Issues in Higher Education: Annual Review of Court and Administrative Developments (CLE)* This panel will review judicial and administrative developments over the past year and their implications for administrators, faculty, and employees in higher education. Panelists will review emerging trends and take questions from the audience concerning developments in private and public sector collective bargaining law, academic freedom, due process and discrimination issues.</p>
<p>11:00 am -12:30 pm Room C197</p>	<p>Panel: International Perspectives on Collective Bargaining in Higher Education This panel will discuss and compare higher education collective bargaining issues in Canada and Puerto Rico.</p>

<p>11:00 am -12:30 pm Room C198</p>	<p>Panel: Contingent Faculty Participation in Shared Governance This session will examine practical issues relating to contingent faculty participation in shared governance as well as potential legal issues on private sector campuses based on the Supreme Court’s <i>Yeshiva University</i> decision.</p>
<p>11:00 am -12:30 pm Room C201</p>	<p>Annual Panel: Year in Higher Education Experienced administrators in higher education will participate in this panel discussion, presenting their insights and perspectives on major issues faced by higher education over the past year.</p>
<p>11:00 am -12:30 pm Room C202</p>	<p>Research Panel Presentations: Grievance Handling and Problem Solving with Faculty and Librarians Department Chairs’ Perceptions of Union Membership on Academic Human Resource Decision Making This panel will include two research presentations relating to grievances in higher education. The first research presentation will analyze patterns in grievance handling by the Massachusetts Society of Professors (MSP), which is affiliated with the Massachusetts Teachers Association (MTA/NEA), the union representing 1,600 faculty and librarians at the University of Massachusetts Amherst. The second research presentation will assess the impact of faculty unionization on academic human resource decision making for department chairs based on data from a national survey conducted in 2016 from thirty-eight, four-year public institutions located in nineteen states in the U.S., all with faculty bargaining units.</p>
<p>11:00 am -12:30 pm Room C204</p>	<p>Panel: Addressing Contemporary Community College Labor-Management Issues The presentation will use a case study from Rio Hondo College to discuss contemporary labor-management issues at community colleges. The presenters assert that all labor-management issues are defined by and are dependent on the culture of an institution and the relationships of the parties involved with issues evolving and devolving through time so that “contemporary” has a fluid definition. Rio Hondo College is a California community college in eastern Los Angeles county with a student body that is overwhelmingly Hispanic and typically low-income, first- generation.</p>

***CLE Credits provided by Community Legal Resource Network at CUNY School of Law**

This CLE program is approved for both experienced and newly admitted attorneys. Under Continuing Legal Education regulations, CLE credit will be offered only to those attorneys completing entire sessions; attorneys attending only part of a session are not eligible for partial credit. Attorneys arriving late are welcome to attend the program but will not be eligible for credit.