

2024 NEA HIGHER ED CONFERENCE

Promoting, Protecting, and Strengthening Higher Education

MARCH 14-17, 2024

WESTIN PEACHTREE PLAZA HOTEL

ATLANTA, GA

An illustration featuring four hands of different skin tones (brown, tan, light skin, and dark brown) holding various signs and a speech bubble against a background of stylized, layered hills in shades of blue and green. The top hand is a brown hand holding a blue speech bubble. The middle-left hand is a tan hand holding a white sign. The middle-right hand is a light-skinned hand holding a red sign. The bottom-right hand is a dark brown hand holding a white sign.

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Our Responsibility!

NATIONAL EDUCATION ASSOCIATION

The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education, from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

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LEADERSHIP COMPETENCIES



ADVOCACY

Advances the cause of public education through social justice and how it benefits our students and members' professional needs and rights.



COMMUNICATION

Builds an integrated communications strategy that drives the goals of our professions.



GOVERNANCE AND LEADERSHIP

Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates, and fosters a pipeline of talent for the future.



LEADING OUR PROFESSIONS

Advocates for quality inside our professions and promotes our union's role in advancing education transformation and student learning.



ORGANIZING

Mobilizes to influence successful organizing outcomes, strengthen internal and external relationships, and membership capacity; recruit and identify new members and potential leaders into the Association.



STRATEGY AND FISCAL HEALTH

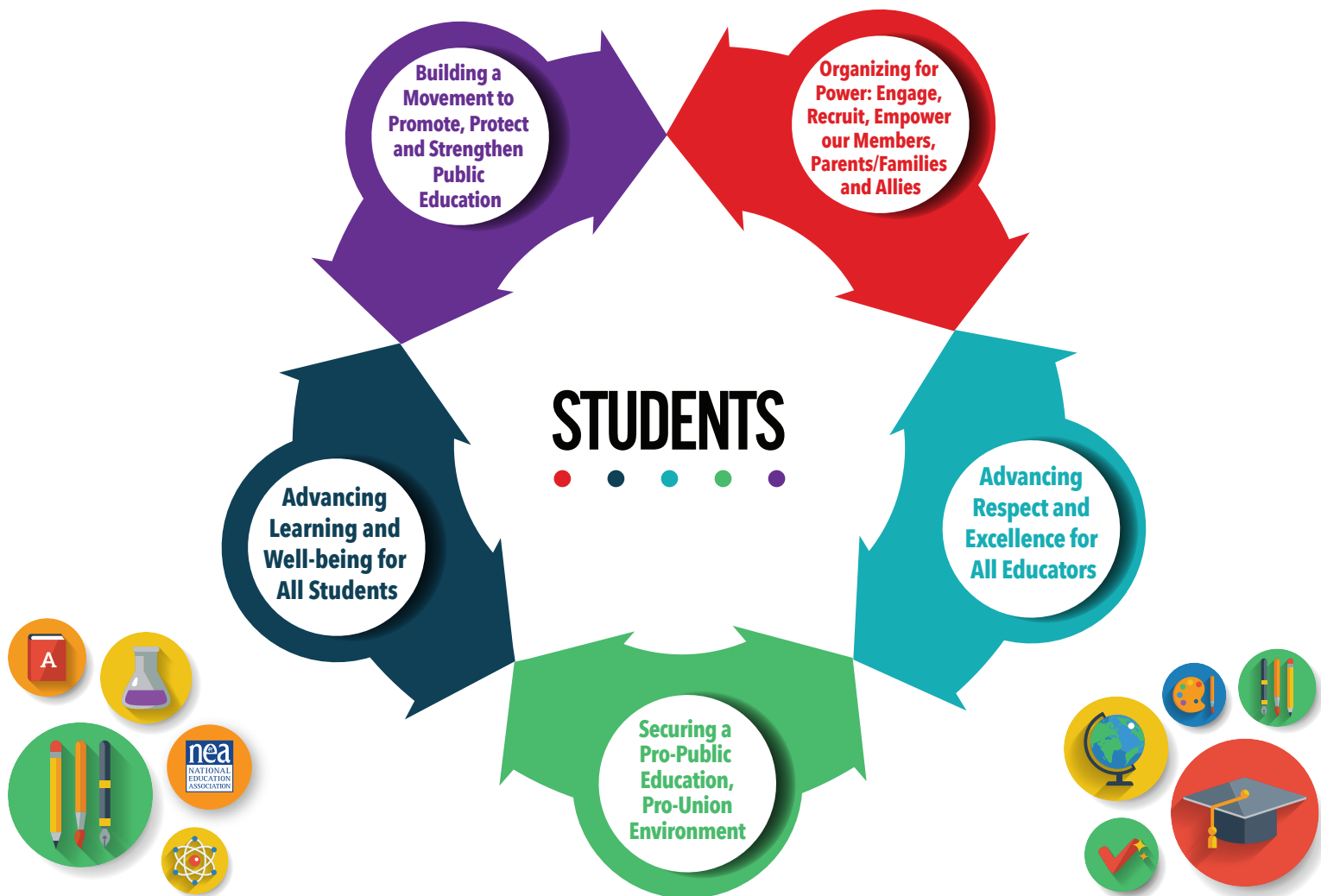
Builds the brand and accomplishes the goals of the Association through effective financial management and understanding of fiduciary responsibilities.



SOCIAL EMOTIONAL INTELLIGENCE

Understands the knowledge, skills, attitudes, and behaviors that create healthy identities, manage emotions and achieve personal and collective goals; demonstrates ability to feel and show empathy, establish and maintain supportive relationships, and make responsible, caring decisions.

2023-2024 VISION PRIORITIES



SCHEDULE AT A GLANCE

THURSDAY, MARCH 14, 2024		
Pre-Conference Leadership Day		
9:00 AM – 10:30 AM	Conference Registration	9th Floor Terrace
10:00 AM – 12:30 PM	Leadership Day	Chastain D/E
12:30 PM – 1:30 PM	Lunch	Chastain G/H
1:30 PM – 4:30 PM	NCHE Membership Meeting	Chastain D/E
1:30 PM – 4:30 PM	Training/Networking Session for State Affiliate and NEA Staff ONLY	Chastain I
3:00 PM – 7:00 PM	Conference Registration	9th Floor Terrace
5:00 PM – 7:00 PM	Welcome Reception	6th Floor Overlook
	Dinner On Your Own	
FRIDAY, MARCH 15, 2024		
NEA Higher Education Conference		
7:00 AM – 11:00 AM	Conference Registration	9th Floor Terrace
7:00 AM – 8:00 AM	Wellness Walk	Meet in Lobby
7:45 AM – 8:45 AM	NCHE Run-Off Election (if needed)	Chastain Foyer
7:00 AM – 9:00 AM	Breakfast On Your Own	
9:00 AM – 10:15 AM	Opening Plenary	9th Floor Savannah Ballroom
10:15 AM – 10:30 AM	Break	
10:30 AM – 11:15 PM	Concurrent Workshops—Session 1	6th Floor
11:15 AM – 11:30 PM	Break	
11:30 AM – 12:15 PM	Concurrent Workshops—Session 2	6th Floor
12:15 PM – 1:45 PM	Buffet Lunch	9th Floor Savannah Ballroom
1:45 PM – 2:00 PM	Break	
2:00 PM – 3:30 PM	Concurrent Workshops—Session 3	6th Floor
3:30 PM – 3:45 PM	Break	
3:45 PM – 5:15 PM	Concurrent Workshops—Session 4	6th Floor
5:15 PM	Networking And Dinner On Your Own	

Promoting,
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SCHEDULE AT A GLANCE

SATURDAY, MARCH 16, 2024		
NEA Higher Education Conference		
7:30 AM – 8:45 AM	2024–2026 Strategic Plan and Budget Engagement with NEA Noel Candelaria, Secretary-Treasurer, NEA Breakfast Provided	9th Floor Savannah Ballroom
8:45 AM – 9:00 AM	Break	
9:00 AM – 10:30 AM	Concurrent Workshops--Session 5	6th Floor
10:30 AM – 10:45 AM	Break	
10:45 AM – 12:15 PM	Concurrent Workshops--Session 6	6th Floor
12:15 PM – 2:00 PM	Luncheon Plenary	9th Floor Savannah Ballroom
2:00 PM – 2:15 PM	Break	
2:15 PM – 3:45 PM	Concurrent Workshops--Session 7	6th Floor and 9th Floor
3:45 PM	Networking And Dinner On Your Own	
SUNDAY, MARCH 17, 2024		
NEA Higher Education Conference		
9:00 AM – 11:00 AM	Closing Plenary Session – Breakfast Adjourn	9th Floor Savannah Ballroom

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2024 NEA HIGHER EDUCATION CONFERENCE

Promoting, Protecting, and Strengthening Higher Education
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March 14-17, 2024
Westin Peachtree Plaza Hotel, Atlanta, GA

THURSDAY, MARCH 14, 2024

Pre-Conference Leadership Day

9:00 AM – 10:30 AM	Conference Registration	9th Floor Terrace
10:30 AM – 12:30 PM	Welcome DeWayne Sheaffer , President, National Council for Higher Education (NCHE), California Teachers Association (CTA) Unionizing the Ivory Tower Presenter: Al Davidoff , Solidarity Center Organizing new unions as well as building power in existing ones takes hard and consistent work. This workshop focuses on the fifteen-year fight for justice and respect for more than 1,000 Education Support Professionals at the well-endowed and politically powerful Cornell University, the private Ivy League land-grant research university and major employer in Ithaca, New York. Learn how these workers—mostly rural, white, and conservative—evolved into a coherent force committed to fairness, equity, and economic justice at the intersections of racism, sexism, classism, and homophobia. This organizing story demonstrates how a fighting union can activate today's working class to oppose antidemocratic and white supremacist forces. This interactive session will include a reading assignment sent pre-conference so that attendees will be better prepared to participate in workshop exercises and activities. Explore how you can apply the strategies, stories, and lessons learned from the Cornell campaign to your own local's plan to build power, grow membership, and engage members. This session is applicable to all types of higher ed locals and institutions.	6th Floor, Chastain D/E
12:30 PM – 1:30 PM	Lunch Provided	Chastain G/H
1:30 PM – 4:30 PM	NCHE Membership Meeting All NEA members welcome to join NCHE and attend meeting. Must join prior to meeting for voting eligibility.	Chastain D/E
1:30 PM – 4:30 PM	Training/Networking Session for State Affiliate & NEA Staff ONLY (UniServ directors and managers, organizers, higher ed coordinators)	Chastain I
3:00 PM – 7:00 PM	Conference Registration	9th Floor Terrace



CONFERENCE SCHEDULE THURSDAY-FRIDAY

Pre-Conference Leadership Day (CONT)

5:00 PM – 7:00 PM

Welcome Reception

Sponsored by the National Council for Higher Education (NCHE) and NEA

6th Floor,
Overlook

Remarks:

Emcee: **DeWayne Sheaffer**, President, NCHE, California Teachers Association (CTA)

Mark Jewell, NEA Executive Committee

Lisa Morgan, President, Georgia Association of Educators (GAE)

Demetrius Dove, NEA Board of Directors, President, GAE-Aspiring Educators

Special Guests: Education International leaders; First-time attendees

Dinner On Your Own

FRIDAY, MARCH 15, 2024

NEA Higher Education Conference

7:00 AM – 8:00 AM

Wellness Walk with Marcia Mackey (Meet in the Hotel Lobby)

7:45 AM – 8:45 AM

NCHE Run-Off Election (if needed)

Chastain
Foyer

7:00 AM – 9:00 AM

Breakfast On Your Own

9:00 AM – 10:15 AM

Opening Plenary

NEA State of the Union – Higher Ed Successes and Challenges

Emcee: **Mark Jewell**, NEA Executive Committee

Land Acknowledgment: **Peggy Hoy**, NEA Board of Directors (ID)

Special Guest: **The Honorable Senator Jon Ossoff** (D-GA)

Remarks: **Becky Pringle**, President, NEA

Announcements

9th Floor,
Savannah
Ballroom

10:15 AM – 10:30 AM

Break

10:30 AM – 11:15 AM

CONCURRENT WORKSHOPS–FLASH SESSION 1

6th Floor



HBCU Networking Session

Facilitator: **Roxanne Wright Watson**, NCHE Executive Committee, Pennsylvania State Education Association (PSEA)

This session is a networking opportunity for attendees who work in HBCUs, are graduates of HBCUs, or who otherwise support and have connections to HBCUs. **NEA President Becky Pringle** will join us to listen and learn. Come prepared to discuss the top issues facing you, your co-workers, and/or your students. In which HBCU organizations or networks do you participate? What do you recommend to increase NEA's advocacy and visibility for HBCUs? How can NEA better support your HBCU organizing efforts?

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CONFERENCE SCHEDULE FRIDAY

10:30 AM – 11:15 AM

CONCURRENT WORKSHOPS—FLASH SESSION 1 (CONT)

6th Floor



The Power of Storytelling: Using Your Authentic Voice to Galvanize and Inspire

Chastain D

Facilitator: Wil Page, NEA Board of Directors (CA)

Presenters: Brenda Alvarez and Mary Ellen Flannery, NEA Center for Communications



Everyone loves a good story, and educators have the best stories. Participants in this session will explore ways to use stories from their personal experiences as educators to help advance student success, higher education, and education professions. Session participants will gain a deeper understanding of how personal stories have the power to change attitudes, perceptions, and behavior, and win support for higher education and your union.



How NEA Can Help You Receive Student Debt Forgiveness

Chastain H

Facilitator: Kashara Moore, NEA Board of Directors (CA)

Presenters: Samuel Dunietz, NEA Education Policy and Implementation Center; Ronny Lau, NEA Government Relations



Higher education must be affordable and accessible to all. Yet, for too many, pursuing our college and career dreams means years, even decades, of paying off student debt. This is especially true for educators. This system is working for the student loan providers and banks, but not for us. NEA is fighting to cancel student debt and to expand and protect programs that can help. At the same time, we are making sure those programs actually work. By working to cancel student debt and improve forgiveness programs like Public Service Loan Forgiveness (PSLF), we can make sure everybody who wants to learn and grow can do so—without exceptions.



Unionizing the Ivory Tower: Lessons from the Cornell University Campaign for a Living Wage and Respect for Education Support Professionals

Chastain F

Facilitator: Stacy Yanko, NEA Board of Directors (NJ)

Presenter: Al Davidoff, Solidarity Center



Hear the inspiring story of the organizing campaign at Cornell University to secure bargaining rights and respect for more than 1,000 Education Support Professionals and the lessons the organizing committee learned as it built support not only within the potential bargaining unit, but throughout the Cornell and Ithaca communities. What lessons can you apply to your own campus local and your efforts to build power and solidarity?



Unionism Leads Social Justice and Equity Movement Campus-wide

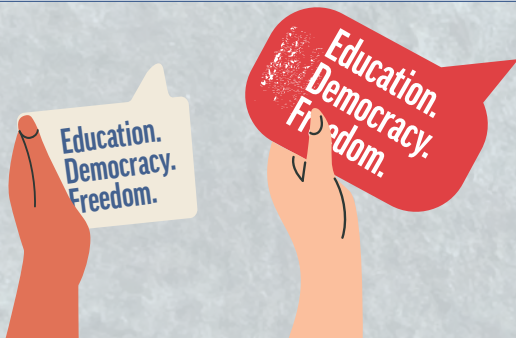
Chastain G

Facilitator: Candace Shivers, NCHE Executive Committee, Massachusetts Teachers Association (MTA)




Presenter: Elizabeth Maloney, San Joaquin Delta College Teacher Association, CCA/CTA



This workshop will showcase how the death of George Floyd became the catalyst for community college faculty to unite and demand radical changes, from hiring practices, decolonizing curriculum, addressing equity gaps, etc. It started with memoranda of understanding to compensate faculty for task force work to currently having campus-wide Equity Action Task Force and Equity Action Project Teams. Learn how a strong union with dedicated members led the charge for change!



CONFERENCE SCHEDULE FRIDAY

10:30 AM – 11:15 AM	CONCURRENT WORKSHOPS–FLASH SESSION 1 (CONT)	6th Floor
 	<p>\$\$\$ Show Us the Money \$\$\$</p> <p>Facilitator: Suzanne Sublette, Treasurer, NCHE, Wisconsin Education Association Council (WEAC)</p> <p>Presenter: Gregg Gascon, Social Science Research, Evaluation and Measurement</p> <p>This session is an introduction—and a good review—for local leaders, bargaining team members, and any interested members who want to understand how to find what your employer's spending priorities are, what funds are negotiable, and how financially sound your college or university is. You'll receive a checklist to help you get started on answering common questions. NEA provides Dr. Gascon's services free of charge to higher ed locals who want an in-depth financial analysis for bargaining and organizing campaigns through NEA's Center for Organizing and Affiliate Support via your UniServ Director.</p>	Chastain J
11:15 AM – 11:30 AM	BREAK	
11:30 AM – 12:15 PM	CONCURRENT WORKSHOPS: FLASH SESSION 2	6th Floor
	<p>Inequity Perpetuated: Revisiting the Disparities in Funding Among U.S. Land Grant Institutions</p> <p>Facilitator: Kashara Moore, NEA Board of Directors (CA)</p> <p>Presenter: Erika Taylor, NEA Research</p> <p>The U.S. Congress established land grant institutions with a specific mission to “benefit agricultural and mechanical arts.” Known as the Morrill Land Grant College Act of 1862, the initial legislation allocated federal lands to establish colleges in each state. However, a subset of states, mostly in the South, would not allow all eligible students to attend these institutions due to segregationist laws. As a result, additional land grant institutions were established for specific groups of color through subsequent Morrill Acts in 1890 and 1994. The second Morrill Act established 19 Historically Black Colleges and Universities (HBCUs), while 29 Tribal Colleges and Universities (TCUs) received land grant status with the passing of the 1994 Morrill Act.</p> <p>While several studies have noted the disparity in the resources that predominately white land grant institutions receive as compared to HBCUs and TCUs, few studies have examined the characteristics of land grant institutions by funding streams to explore these difference in depth. In 2017, NEA Research initiated a project to explore these disparities by using the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) data to compare land grant institutions across multiple characteristics, including funding allocations, faculty salary, enrollment patterns, and staffing.</p> <p>In this session, we will provide a second follow-up to this work using the most recent data that extend our understanding of the role of the Morrill Acts in perpetuating disparities in funding and resources provided to these institutions. Additionally, in this session we will highlight recent state-level efforts to seek and obtain remedies for the disparities and collectively explore potential next steps in advocating for changes that promote equitable funding allocation.</p>	Chastain I

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CONFERENCE SCHEDULE FRIDAY

11:30 AM – 12:15 PM

CONCURRENT WORKSHOPS: FLASH SESSION 2 (CONT)

6th Floor



Public Narrative

Chastain D

Facilitator: Peggy Hoy, NEA Board of Directors (ID)

Presenter: Crystal Bush, Illinois Education Association



Public narrative is one of the most important skills needed by union advocates. Higher education leaders often have a variety of job descriptions and subject matter expertise within the same local. You will learn how to create a message that motivates and unifies all members around common values. In addition, you will learn how to create messages that persuade students, parents, administrators, and the community at large to act on union values.



Know Your Employer: Going Beyond the Financial Statements

Chastain G

Facilitator: DeWayne Sheaffer, President, NCHE, California Teachers Association (CTA)

Presenter: Susan Nogan, NEA Research

Generally, organizers and negotiating teams rarely go beyond the employer's financial statements in analyzing their employer. In this workshop, participants will be introduced to ways they can creatively deploy strategic research techniques to identify weaknesses and vulnerabilities. We will also discuss how such information can be leveraged during the course of a campaign to mobilize members, engage community allies, pique media interest, and ultimately build sufficient power to succeed. To enable full engagement in research exercises, participants are strongly encouraged to bring a laptop or tablet. Internet access is provided in all meeting rooms.



Graduate Assistant Unions: Challenges and Strategies for Organizing and Bargaining

Chastain J

Facilitator: Timothy Lomeli, Florida State University-Graduate Assistants United, United Faculty of Florida/FEA



Graduate Assistant (GA) unions face unique challenges in recruiting and organizing their members, including high annual turnover of bargaining units (as much as 50 percent as students graduate or leave their institution), state legislative attacks on collective bargaining rights (e.g., the Florida law that requires a 60 percent membership threshold to remain the official bargaining agent for a unit), pay inequities between GAs in the humanities versus STEM fields, and reluctance of international students to join due to visa status and other concerns.

This session provides an opportunity for GAs and others to share strategies and brainstorm creative ways to understand and tackle these challenges, and for supporters and other campus union members to provide insight and guidance. Yes, there are challenges, but our members have diverse talents to bring to addressing them. Join us for this discussion and help us learn and plan together.








CONFERENCE SCHEDULE FRIDAY

11:30 AM – 12:15 PM	CONCURRENT WORKSHOPS: FLASH SESSION 2 (CONT)		6th Floor
 	Higher Ed Updates from Washington: Politics, Partnerships, and Policy Facilitator: Marcia Mackey , Secretary, NCHE, NEA Board of Directors (MI) Presenters: Samuel Dunietz , NEA Education Policy and Implementation Center; Ronny Lau , NEA Government Relations	<p>It has been an extremely busy year for higher ed policy, with Department of Education regulatory actions, congressional activities and legislation, and White House executive actions and partnerships. This session will update attendees on current trends and activities in higher education policy. We will look to what opportunities and challenges may be on the horizon for this year and beyond.</p>	Chastain F
	NEA's Year Round Organizing (YRO) Program and Opportunities for Higher Ed Locals Facilitator: Alec Thomson , Vice President, NCHE, Michigan Education Association (MEA) Presenters: Marcy Kamienecki , NEA Center for Organizing and Affiliate Support; Roxanne Wright Watson , NCHE Executive Committee, Lehigh Carbon Community College Faculty Association, Pennsylvania State Education Association (PSEA)	<p>Building strong locals with majority membership and engaged, active members takes consistent work. We can't expect to create and sustain vibrant locals if we are only asking potential members to join at new hire orientation or in the first few weeks of the academic year. Enter NEA's highly successful Year Round Organizing Program (YRO) in the NEA Center for Organizing and Affiliate Support. We are rolling out four higher ed pilots this year. The presenters will share information about the components of the YRO program, the organizing calendar, and requirements for grantees. We will explore the list acquisition and other key YRO strategies and how they align with higher education locals. This is an interactive session.</p>	Chastain H
12:15 PM – 1:45 PM	Buffet Lunch – Table Top Discussions & Meet Your Colleagues		9th Floor, Savannah Ballroom
1:45 PM – 2:00 PM	Break		
2:00 PM – 3:30 PM	CONCURRENT WORKSHOPS—SESSION 3		6th Floor
 	Empowering Growth: Building a Strong Black Cultural Pipeline for Student Success Facilitator: Candace Shivers , NCHE Executive Committee, Massachusetts Teachers Association (MTA) Presenters: Dominique Moye , UCLA Black Bruin Resource Center; Chrishaad Moye , Long Beach City College Faculty Association, CCA/CTA	<p>This workshop explores the importance of developing a dynamic Black cultural pipeline in promoting educational attainment for students of the African Diaspora in their educational journey from community college to four-year institutions. Participants will examine the challenges and barriers these students face and collaborate in hands-on activities focused on designing effective programs and strategies for supporting students to bridge the gap and ensure their success effectively.</p> <p>Learning objectives include: (1) understanding the significance of a strong Black cultural pipeline in promoting educational attainment for students of the African Diaspora; and (2) identifying the unique challenges faced by students transitioning from community college to four-year institutions and the impact these challenges have on their academic success.</p>	Chastain H

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CONFERENCE SCHEDULE FRIDAY

2:00 PM – 3:30 PM	CONCURRENT WORKSHOPS—SESSION 3 (CONT)	6th Floor
 	<p>Higher Education Classified Staff Bill of Rights – Solidarity, Equity, and Power in Numbers Amongst Campuses</p> <p>Facilitator: Stacy Yanko, NEA Board of Directors (NJ)</p> <p>Presenter: Jariza Rodriguez, Classified Staff Union, Massachusetts Teachers Association (MTA)</p> <p>Education Support Professionals (ESP) from twelve locals, three state unions, and five campuses across Massachusetts came together to form a coalition to begin addressing the inequities that exist. The coalition collaborated to create a Bill of Rights to lay out the minimum standards and basic rights that should be afforded to all unionized employees. The purpose of this document was to give a face and voice to the unseen and to serve as the foundation for all negotiations and bargaining moving forward. The Bill of Rights addresses inequities in pay and benefits, the lack of full staffing, outsourcing, and the lack of promotions/professional development opportunities.</p> <p>This workshop will highlight the challenges, resources, strategies, and successes for the creation of the Bill of Rights and the subsequent campaign for endorsements, as well as how it became a pilot and inspiration for other higher education institutions to want to do the same.</p>	Chastain I
  	<p>When We Fight, We Win: Art Builds Community Power</p> <p>Facilitator: Peggy Hoy, NEA Board of Directors (ID)</p> <p>Presenters: Kim Cosier and Josie Osborne, University of Wisconsin-Milwaukee</p> <p>“Community art builds” are the process of making art that amplifies social justice union messaging. In planning and implementing these weekend-long community building events, the Art Build Workers collective works closely with local union organizers and artists—including NEA locals around the country—to help create coalitions of concerned educators, students, and families in the fight for justice in schools and on campuses.</p> <p>Art builds create a space for movement building to occur. Hundreds of volunteers show up to create art with us. Not only do we create graphic images that help visualize the schools and communities we wish to live in, but we also create a commons—a mutually constructed cultural space in which we imagine and visualize the world in which we want to live.</p> <p>The Art Build Workers developed the following list of what art builds do:</p> <ol style="list-style-type: none"> (1) Provide a creative entry point for community activist groups and their organizing efforts. (2) Honor intersectionality of movements and build coalitions. (3) Create an intergenerational space that honors a multiplicity of voices. (4) Create a space for healing and nurturing the soul in a time when people are hurting. (5) Invite artists to create work in support of movements for social justice. (6) Generate social media attention that promotes the upcoming action, creates buy-in from a wide swath of community members, and captures history. (7) Visualize the message and attract the news media to amplify it. (8) Contribute to what Occupy Wall Street activist and scholar Yates McKee called a “movement imaginary,” and bring joy to social justice work. 	Chastain G



CONFERENCE SCHEDULE FRIDAY

2:00 PM – 3:30 PM

CONCURRENT WORKSHOPS—SESSION 3 (CONT)

6th Floor



Trauma-Informed Practices for Teachers

Chastain D

Facilitator: **Kashara Moore**, NEA Board of Directors (CA)

Presenters: **Jocelyn Hunt** and **Jessica McCormick**, University of Pittsburgh Greensburg

There is not enough professional development for teachers regarding trauma-informed teaching strategies and implementation with students. Teachers receive very little training and instruction on the promotion of social and emotional intelligence with students. Trauma is one of the biggest impactors currently with children, and teachers need to be equipped to help and support their students. The significance of professional development that is focused on trauma-informed care, and the impact within the classroom, should be a priority for every school district as well as teacher preparation programs in colleges and universities. In this session we will cover trauma, the impacts, and how to support the students who have experienced it utilizing direct instruction in social emotional learning.



The Fight for Contingent Faculty: Promoting, Protecting, and Strengthening Higher Education

Chastain J

Facilitators: **Elizabethada Wright**, University Education Association-Duluth, Education Minnesota; **Randa Wahbe**, Community College Association of California (CCA/CTA); **John Martin**, Shasta Community College (CA)





Within higher education, there are many crises, but one that may be an element of all others is higher education administration's use of contingent faculty. Originally, contingent (also called adjunct, part-time, term, or visiting) faculty were hired to allow professionals in other fields to teach a class or two to contribute to education or to fill in for faculty on leave. However, in the last several decades, the use of contingent faculty has burgeoned, and now the majority of faculty in the U.S. are temporary contract full- or part-time employees. These faculty are paid less (sometimes below the poverty level) and receive fewer—if any—benefits or resources to do their jobs (like office space or extra compensation for holding office hours or designing courses) compared to tenured/tenure track faculty. The precarity of their positions affects their ability to exercise academic freedom and, ultimately, the quality of higher education.

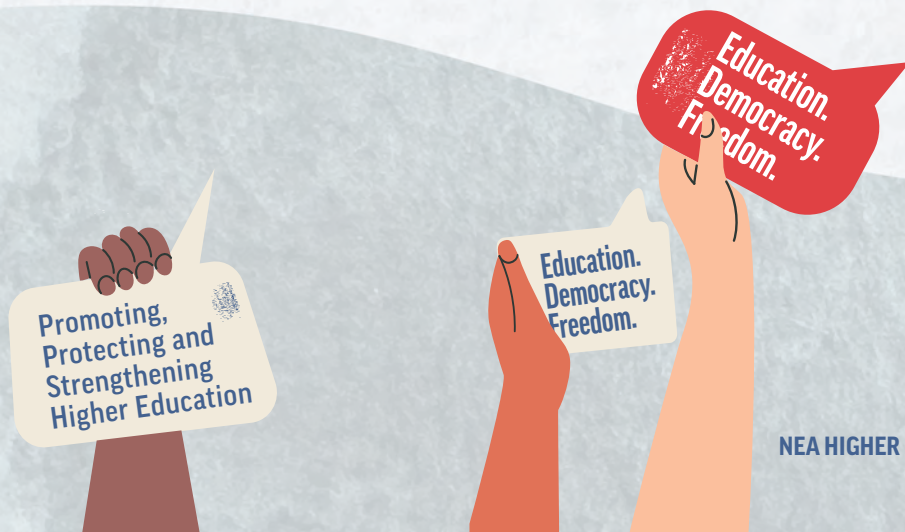
In this session we will hear from a contingent faculty leader in California about the current conditions of part-time faculty throughout the 72 community college districts in the state. Two higher education faculty who have been working with the NEA to address the crisis of contingent faculty will join the discussion. Learn about the extent of the crisis and recent actions, including new business items enacted at the NEA Assembly in 2022 and 2023. We will conclude with a discussion of what participants can do and how they can get involved in national advocacy efforts.

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CONFERENCE SCHEDULE FRIDAY

2:00 PM – 3:30 PM	CONCURRENT WORKSHOPS—SESSION 3 (CONT)	6th Floor
  	<p>Shaping the Future of Academia: An Overview of AI Developments in Higher Education and What They Mean for Higher Ed Employees, Their Unions, and Their Students</p> <p>Facilitator: Marcia Mackey, Secretary; NCHE, NEA Board of Directors (MI)</p> <p>Presenters: Wil Page, NEA Board of Directors (CA); Samuel Dunietz, NEA Education Policy and Implementation Center; Karen Beck, Rio Hondo College Faculty Association, California Teachers Association (CTA)</p> <p>In the past year, AI and neural network-based models have exploded in popularity. While this technology and the possibilities are exciting to many, others see disruptive changes that could affect the very basics of our work and home life. This session will be an introduction to what AI products are, how they are being applied in higher education settings, and the potential effects on both students and educators as this field quickly evolves. Bring your laptop or tablet to do some interactive work.</p> <p>The session is also an opportunity to give feedback to members of NEA's AI Task Force, including best practices, successful implementations, policy recommendations, and other considerations.</p>	Chastain F
3:30 PM – 3:45 PM	Break	
3:45 PM – 5:15 PM	CONCURRENT WORKSHOPS—SESSION 4	6th Floor
	<p>What Does Retrenchment Mean for Faculty? Findings from Exploratory Research</p> <p>Facilitator: Andrew Sako, Membership Chair, NCHE, New York State United Teachers (NYSUT)</p> <p>Presenters: Sue Clery and Abby Miller, ASA Research</p> <p>Delegates to the NEA 2022 Representative Assembly passed New Business Item (NBI) 78 to study “...the effect of significant faculty retrenchment at community colleges on future faculty cuts.” During this session, ASA Research will present findings from research that explore warning signs or patterns in the characteristics of colleges that experience retrenchment. (Retrenchment can refer to a reduction in programs and/or services that results in the termination of employment due to financial exigency, or faculty and staff reductions related to changes in institutional missions, substantial program change, or reallocations of resources.)</p> <p>This research identified community colleges that experienced significant faculty reductions over the last ten years, typically related to structural changes (e.g., elimination of departments or programs). ASA will also present its analysis of trends in college enrollments and finances used to identify the potential of future retrenchment events at institutions.</p>	Chastain H



CONFERENCE SCHEDULE FRIDAY

3:45 PM – 5:15 PM

CONCURRENT WORKSHOPS—SESSION 4 (CONT)

6th Floor



SEARCH: Solar Dynamics Observatory (SDO) Community-Driven AI Research Showcase

Chastain J

Facilitator: Marcia Mackey, Secretary, NCHE, NEA Board of Directors (MI)

Presenter: Nadia Ahmed, Saddleback College, University of California-Irvine

In an unprecedented collaboration funded by NASA's Research Opportunities in Space and Earth Sciences (ROSES) program, seasoned researchers from the Southwest Research Institute joined to mentor and collaborate with citizen scientists on the advancement of technology at the intersection of space science and artificial intelligence (AI). The initiative provides a unique opportunity for participants to engage with the wider community in the development of open-source machine learning software advancing heliophysics research.

The Solar Dynamics Observatory (SDO), launched in 2010 as part of NASA's Living With a Star (LWS) Program, recorded 1-2 TeraBytes of image data per day. To understand the impacts of solar activity on Earth and its inhabitants, it becomes necessary to find novel ways to ingest, process, and identify features in this huge volume of data—a daunting task for a single heliophysicist alone.

Given recent advances in computer vision, three teams of community researchers composed of students and faculty from Saddleback College, the University of California-Irvine, and working professionals applied software crafting practices to develop a pipeline to automatically find patterns in solar images. These patterns power a reverse image look-up engine that utilizes a cutting edge machine learning technique called self-supervised learning.

This volunteer initiative proved the success in community-wide open and equitable research in the field of space science regardless of educational background or level. By utilizing techniques such as ensemble programming, AI assistive tools, software version control, and Agile project management techniques, students were able to complete and advance state of the art scientific research.



RoadMAP to Triumph: A Membership Action Plan

Chastain G

Facilitator: Suzanne Sublette, Treasurer, NCHE, Wisconsin Education Association Council (WEAC)

Presenter: Carolynne Gischel, United Faculty of Florida-Florida Gulf Coast University/FEA

This session will outline and describe the MAP (Membership Action Plan) employed by one Florida university chapter of United Faculty of Florida to rebuild their membership from the ground up after attacks from the state legislature attempted to eliminate educator unions. Among other things, these brutal and relentless attacks denied union members the right to payroll deduction of union dues and requires a 60 percent membership density. These obstacles threatened to squeeze our chapter out of existence. In response, our chapter leadership worked tirelessly to recruit and rebuild our membership.

In this session, the presenter will 1) describe the lived experience of chapter leaders in rebuilding the chapter; 2) provide an outline of the process used to rebuild and recover our chapter; 3) identify strategies that were effective as well as those that were less successful; and 4) provide lessons learned and recommendations for other union leaders who are facing similar situations.



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CONFERENCE SCHEDULE FRIDAY

3:45 PM – 5:15 PM

CONCURRENT WORKSHOPS—SESSION 4 (CONT)

6th Floor



Applying Social Justice Standards: A Teaching Tool for Any Changemaker

Chastain D

Facilitator: Alec Thomson, Vice President, NCHE, Schoolcraft College Faculty Association, Michigan Education Association (MEA)

Presenter: Aaron Barlin, Emergent Change I DEI Consulting

What is “social justice teaching,” not just in our classrooms, but in our movement work as well? Even when fueled by passion and curiosity, integrating justice into all that we do can feel confusing and overwhelmingly complex. So how do we anchor our approaches—in and beyond traditional and non-traditional educational spaces—using thoughtful and proven frameworks?

This introspective, collaborative, and dialogic workshop will explore applications of the “social justice standards” unique to you and your objectives—both from an educator’s perspective and an organizer’s perspective. Anyone—whether you are a faculty member, Education Support Professional, graduate assistant, or community member—can apply these standards. After all, our organizing work thrives when we all put our “teaching hats” on.

Developed by Learning for Justice and newly extrapolated for higher education contexts, these social justice standards outline four sequential domains: Identity, Diversity, Justice, and Action—into which we can position all of our initiatives and outreach.

Key takeaways for this session include:

- A nuanced understanding of the mutual contingency of social justice standards
- An initial sense of how our “personas” (whether at work or in the community) intrinsically inform our approach to this work
- Explorations of how these standards ultimately transfer to contexts beyond the classroom



OUR Classroom: Educators Having the Responsibility to Support the Academic and Emotional Needs of the Nation's Student Population

Chastain F

Facilitator: Mark Jewell, NEA Executive Committee

Presenter: Brittany Severino, State College University Professional Association (SCUPA/PSEA)

Colleges and universities across the nation are experiencing unprecedented levels of mental health concerns among undergraduate students. NEA reports that more than 60 percent of college students meet the criteria for at least one mental health problem, which is a 50 percent increase since 2013 (Flannery, 2023). The stress and anxiety that students are dealing with can cause them to delay or prolong completing the requirements for their degree or be the root concern for many students to decide to drop out. This is a major concern among higher education institutions as the drop in enrollment or degree completion adversely impacts educators’ job responsibilities and security.

Educators can be a driving force in helping students manage and overcome challenges related to their mental health as well as incorporating these practices into their own lives. This workshop will focus on how educators can take control of their higher ed classroom environment to support students academically and emotionally to help increase engagement and retention. Discussions will highlight the importance of educators adjusting their teaching practices based on supporting the needs of their diverse student population as the primary concern, and additional threats or stressors taking a secondary position. Specifically, this workshop will provide educators with practical tips for incorporating self-regulated learning seamlessly into class content and lectures. As educators in higher education, we have the right to control our teaching and class environment and the responsibility to make a meaningful difference in our students’ lives.



CONFERENCE SCHEDULE FRIDAY-SATURDAY

3:45 PM – 5:15 PM	CONCURRENT WORKSHOPS—SESSION 4 (CONT)	6th Floor
  	<p>Building Your Union's Strength by Empowering Contingent Faculty</p> <p>Facilitator: DeWayne Sheaffer, President, NCHE, California Teachers Association (CTA)</p> <p>Presenters: Suzanne Southerland and Sydney Brahmavar, Clark College Association for Higher Education, Washington Education Association (WEA)</p> <p>Our union's focus on empowering contingent faculty has made us all the more powerful—on campus and beyond. By building up the least powerful among us, we all grow stronger. From organizing a strike for contingent faculty pay raises to gains at the legislative level, our work to organize contingent faculty to improve pay and working conditions has yielded powerful results for all of our faculty and for our students.</p>	Chastain I
5:15 PM	Networking And Dinner On Your Own	
SATURDAY, MARCH 16, 2024		
NEA Higher Education Conference		
7:30 AM – 8:45 AM	<p>2024-2026 Strategic Plan and Budget Engagement with NEA Secretary-Treasurer Noel Candelaria</p> <p>Breakfast Provided</p> <p>This session is an opportunity to collaborate and provide input on NEA's 2024-2026 Strategic Framework to support higher ed members and their priorities over the upcoming biennial budget cycle. See https://www.nea.org/about-nea/governance-policies/nea-strategic-framework-budget for the description of each strategic objective. Please familiarize yourself with these objectives ahead of time so that we can use our time together to collaborate, answer questions, and address concerns.</p> 	9th Floor Savannah Ballroom
8:45 AM – 9:00 AM	Break	

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CONFERENCE SCHEDULE SATURDAY

9:00 AM – 10:30 AM

CONCURRENT WORKSHOPS—SESSION 5

6th Floor



Higher Ed for All: Winning High-Quality, Debt-Free Public Higher Education

Chastain F

Facilitator: Mark Jewell, NEA Executive Committee

Presenters: Max Page, President; Stephanie Marcotte, Massachusetts Teachers Association (MTA)

Union members and organizations across Massachusetts have long been organizing and advocating for debt-free, high-quality public higher education. On November 8, 2022, voters across the Commonwealth passed a constitutional amendment—the Fair Share Amendment—which taxed the rich to fund transportation and public education, including public higher education. This historic win, which created a new revenue stream and increased public attention, reinvigorated members and soon-to-be coalition partners, to seek a fair share of the fair share to address faculty, staff, and student needs at the 29 public colleges and universities across the Commonwealth.

Members identified these needs and priorities to create the Cherish Act, which, if passed, would (1) promote the recruitment and retention of high-quality faculty and staff; (2) implement debt-free public higher education for all residents; (3) expand service that support student success; (4) ensure that campus buildings are green, healthy, and safe.

A statewide coalition, Higher Ed for All, was formed in response to the pillars identified in the Cherish Act. This growing coalition currently has 40+ organization partners and 50+ business and civic leader partners who see the Cherish Act as integral to creating a more equitable public higher education system.

During this session, we will: (1) celebrate and analyze the passage of the Fair Share Amendment and review steps that members and leaders took to ensure this historic win; and (2) outline the advocacy and organizing plan to build a comprehensive campaign and coalition to win a fair share of the fair share at the bargaining table, in the state budget, and in the legislature.



Instructors United: Building Solidarity between Faculty and Graduate Workers

Chastain I

Facilitator: Danielle DiRocco, NEA Center for Organizing and Affiliate Support

Presenters: Richard Frohock, University of South Florida-Graduate Assistants United, United Faculty of Florida/FEA; Lane Demaske, University of Rhode Island-Graduate Assistants United (URI-GAU/NEA-RI)





Faculty and graduate workers share a common interest in making their universities better places to work and teach. Despite this, the two groups are often estranged from one another in their organizing efforts. Often, this is because faculty and graduate students belong to different bargaining units and/or coexist within an unequal power dynamic, i.e., faculty are often graduate students' supervisors. This session seeks to explore strategies that faculty and graduate unions can employ to overcome these limitations. While faculty and graduate interests will undeniably differ at times, there is an immense benefit in establishing a strong sense of solidarity between the two groups and forming a united front when faced with unjust administrative efforts.

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Protecting and
Strengthening
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CONFERENCE SCHEDULE SATURDAY

9:00 AM – 10:30 AM	CONCURRENT WORKSHOPS—SESSION 5 (CONT)	6th Floor
 	<p>Navigating The Education Policy Landscape: Strategies for Building and Sustaining Influence</p> <p>Facilitator: Roxanne Wright Watson, NCHE Executive Committee, Pennsylvania State Education Association (PSEA)</p> <p>Presenters: Matt Compton, Idaho Education Association (IDEA); Peggy Hoy, NEA Board of Directors (ID)</p> <p>This session focuses on ways higher education leaders and their locals can build positive relationships with policymakers, providing tools for trust and effective change and engaging community allies to amplify educators' voices. Such efforts can ultimately enhance educators' ability to shape better education environments for all students, educators, and their communities, from preK through higher education. The presenters will offer some of their own examples from K-12 locals as a springboard for discussion.</p>	Chastain H
	<p>Using Bargaining as a Tool to Increase Member Engagement</p> <p>Facilitator: DeWayne Sheaffer, President, NCHE, California Teachers Association (CTA)</p> <p>Presenter: Joel Gluck, President, Community College of Rhode Island Part-Time Faculty Association, NEA Rhode Island (NEARI)</p> <p>This session will focus on using contract negotiations as a way to increase member engagement and buy-in in a local of high turnover contingent faculty. The negotiations process is a way to get members involved who would otherwise be silent. It should be a goal to get as many people involved, not necessarily as members of the bargaining team, but in other roles, including "behind the scenes," to enhance ownership of their contract and the bargaining process and to educate bargaining unit members of their rights and responsibilities.</p>	Chastain G
	<p>Implicit Bias: Think About What You Think About</p> <p>Facilitator: Marcia Mackey, Secretary, NCHE, NEA Board of Directors (MI)</p> <p>Presenter: Gregory Brown, Newton County Schools (GA)</p> <p>As a former alternative school principal, I have seen what happens when we recognize our biases and are able to change our perspectives as they pertain to our students. We are in fertile ground amidst the chaos of the current education landscape. We have to introspect in order to be fully effective. This presentation is geared toward defining implicit and explicit biases and provoking thought on how these biases affect the students and communities we serve.</p>	Chastain D

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CONFERENCE SCHEDULE SATURDAY

9:00 AM – 10:30 AM	CONCURRENT WORKSHOPS—SESSION 5 (CONT)	6th Floor
	<p>Best Practices for Teaching Introverted Students in Higher Education</p> <p>Facilitator: Stacy Yanko, NEA Board of Directors (NJ)</p> <p>Presenter: Marsha Pinto, San Jose Teachers Association, California Teachers Association (CTA)</p> <p>For some, the highly social nature of college life is attracting and energizing. For others, notably those who identify as “introverts,” a day composed of multiple interactions can be draining. Introverts comprise approximately 40 percent of the student body at the average U.S. college, yet many educators still struggle with effectively reaching and mentoring introverted students who prefer not to participate. This session aims to educate, inform, and advocate for introverted college students so that higher education educators can help them reach their potential (quietly).</p>	Chastain J
10:30 AM – 10:45 AM	Break	
10:45 AM – 12:15 PM	CONCURRENT WORKSHOPS—SESSION 6	6th Floor
	<p>Acad-ectomy: Administration Attempts to Remove Academic Advisors from the Bargaining Unit</p> <p>Facilitator: Stacy Yanko, NEA Board of Directors (NJ)</p> <p>Presenter: Carolynne Gischel, United Faculty of Florida-Florida Gulf Coast University, UFF/FEA</p> <p>This session will address one case study of a university administration’s attempts to remove a specific group (academic advisors) from the bargaining unit and deny those members their rights, as well as how chapter leaders worked collaboratively with state union leaders to thwart those efforts. The session provider will: (1) provide an overview of the five- to six-yearlong battle to defend members’ rights; (2) provide details of the unfair labor practice filing and process and the final ruling; (3) describe how the university administration eventually attempted to use collective bargaining as a means to achieve their goal; and (4) describe the approach the bargaining unit used to respond. Spoiler alert: The union prevailed and was successful in preserving members’ rights for this bargaining unit classification!</p>	Chastain I



CONFERENCE SCHEDULE SATURDAY

10:45 AM – 12:15 PM

CONCURRENT WORKSHOPS—SESSION 6 (CONT)

6th Floor



The Race Is On: “Will I Be Able to Retire Before AI Makes My Job Obsolete?” and Other Questions: The Union Role and Implications. Let’s Talk!

Chastain D

Facilitators: **Marcia Mackey**, Secretary, NCHE, NEA Board of Directorrs (MI);

DeWayne Sheaffer, President, NCHE, California Teachers Association (CTA)

Presenter: **Mark Ott**, Jackson College Faculty Association, Michigan Education Association (MEA)

Technology, which is intended to make human labor simpler, also alters the employment landscape, often in ways that are initially unexpected. Some jobs change; new jobs are created; and many jobs become obsolete. While postsecondary faculty are accustomed to incorporating new technologies into teaching, the speed of AI’s advancements and the breadth of its influence on how higher education even functions means we must be more on top of these changes. This session will first focus on the broad adoption and adaptation that must be done to maintain the relevance of higher education in the age of AI. We will then open the discussion to address current issues, seek solutions, and explore the role of local, state, and national unions in supporting higher education employees and the quality of higher education. Our discussion highlights and recommendations will be shared with NEA’s new AI Task Force.



Superpower to Success: How to Unlock Your Leadership Potential

Chastain F

Facilitator: **Candace Shivers**, NCHE Executive Committee, Massachusetts Teachers Association (MTA)

Presenter: **Adam Mendler**, Thirty Minute Mentors

Every leader and emerging leader aspires to reach their potential in order to be as effective as possible in the workplace; to live a happy, successful, and fulfilled life; and to make a positive impact on others. But how can you become your best self without understanding the process of how to become your best self?

And, how can you best lead and motivate others without understanding the strategies employed by the most successful leaders? After interviewing more than 500 of America’s top leaders—from Fortune 500 CEOs to founders of household-name companies to four-star generals and admirals—what was once understood by a few has now been codified. The solution lies not in focusing on your skills, but in harnessing your superpower. But what is a leadership superpower, and how do you discover and activate it?

In this perspective-shifting presentation, attendees will learn:

- A three-step process to understand and unlock their leadership superpower
- The most misunderstood but integral principles essential to effective leadership
- The secret to excelling in not only one vocation, but in multiple roles, jobs, and careers

After this session, attendees will have a better understanding of what makes them unique and how they can apply their distinguishing leadership superpower in leading their own lives and in leading others.

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CONFERENCE SCHEDULE SATURDAY

10:45 AM – 12:15 PM

CONCURRENT WORKSHOPS—SESSION 6 (CONT)

6th Floor



Organizing Contingent Academic Workers in High Turnover Environments

Chastain H

Facilitator: **Andrew Sako**, Membership Chair, NCHE, New York State United Teachers (NYSUT)

Presenters: **Cassandra Urbenz**, University of Florida-Graduate Assistants United/UFF/FEA; **Sydney Brahmavar**, Clark College Association for Higher Education, Washington Education Association (WEA)

In education, especially higher education where our instructors often include high numbers of graduate assistants and adjunct faculty, there are many situations in which we are organizing workers who won't necessarily be around for long. How can we motivate them to join and get involved with our union? How can we best ensure they know about their union and their contract benefits as soon as possible? What are the unique challenges of our colleagues with these short-term contracts? How can we construct our contracts to offer maximum protection, especially for contingent faculty? What forms and shapes do contingent faculty unions take?



College Student Success in the Age of Social Media: A Retention Perspective

Chastain G

Facilitator: **Wil Page**, NEA Board of Directors (CA)

Presenter: **David Schneider**, Saginaw Valley State University Faculty Association, Michigan Education Association (MEA)

Retaining students continues to challenge most higher education institutions in our nation. This is especially true for community colleges, regional four-year institutions, small private colleges, and HBCUs. Social media use has become ubiquitous across the world. Students tend to overuse social media for entertainment and underutilize it for instruction. This workshop examines empirical evidence on college student retention and on social media use in relation to student success. There is no substitute for academic performance; grades alone fail to ensure retention. Success requires generating belongingness during the student experience. "Belongingness" is challenging for community college students and for commuter students at four-year institutions. Develop a better understanding of the factors that predict student retention and how social media influences student performance. Learn about strategies faculty and staff can use to foster retention and belongingness among students. Engage in discussion on how to promote best practices for retention at your institution.



Fighting Authoritarianism on the Frontlines in Higher Education: The National Landscape and Organizing for Survival in Florida

Chastain J


Facilitator: **Peggy Hoy**, NEA Board of Directors (ID)

Presenters: **Adela Ghadimi**, United Faculty of Florida/FEA; **Susan Nogan**, NEA Research

Conservative think tanks and organizations like the Heritage Foundation, the James Martin G. Martin Center for Academic Renewal at the University of North Carolina, and the American Legislative Exchange Council (ALEC) are leveling sustained attacks on public higher education and on higher ed employees and their unions in a variety of ways. This session presents a national overview of these assaults and tactics and then homes in on how these attacks are manifesting in Florida and what United Faculty of Florida is doing to defend their bargaining unit members and the quality of public education against attacks on academic freedom, DEI programs, tenure, students' right to learn, and collective bargaining.










CONFERENCE SCHEDULE SATURDAY

10:45 AM – 12:15 PM	CONCURRENT WORKSHOPS—SESSION 6 (CONT)	6th Floor
12:15 PM – 2:00 PM	Luncheon Plenary <i>Saving Our Democracy and the Right to Teach the Truth: The Stakes in 2024 and the Role of Higher Ed</i> Emcee: Mark Jewell, NEA Executive Committee Video Greetings: The Honorable Senator Rafael Warnock (D-GA) Remarks: Princess Moss, Vice President, NEA Keynote Speaker: The Honorable James Kvaal, Under Secretary, U.S. Department of Education Presentation of the Davenport Award: DeWayne Sheaffer, President, NCHE Recipient: Michael Hricik, President, PSEA Higher Education	9th Floor, Savannah Ballroom
2:00 PM – 2:15 PM	Break	
2:15 PM – 3:45 PM	CONCURRENT WORKSHOPS—SESSION 7	6th Floor & 9th Floors
	Stabilizing COVID + Declining Inflation: What Does It Mean for Academe? Facilitator: Andrew Sako, Membership Chair, NCHE; New York State United Teachers (NYSUT) Presenter: Sue Clery, ASA Research <p>COVID hasn't gone away, but its catastrophic effects have diminished. Likewise, the runaway inflation of 2021 and 2022 slowed its pace in 2023. This session will provide an update of the status of compensation and employment in academia and changes seen as the country begins to, hopefully, recover from both the pandemic and pandemic-era inflation. We will review historical trends in salaries and how they are related to funding streams—salary differences across types of faculty—where the big “winners” are, as well as those who may not feel as flush. To make a case for collective bargaining, a focus will be on the salary differential between faculty and institutions with and without collective bargaining agreements. The session will explore differentials in salary and tenure opportunities between men and women, the erosion of tenure, and which states are experiencing large funding declines in higher education and how that relates to faculty salaries. We will also look at the HBCU differential and wages paid to graduate assistants.</p> <p>The session will also include a CUDAS (College and University Data Analysis System) tutorial. CUDAS is NEA's online data-rich bargaining and organizing tool that allows users to quickly produce reports for an institution and a group of peers. Data include faculty and staff salaries, a view into how institutions spend their money, and the changing streams of revenues, including appropriations compared to tuition. The presenter will demonstrate CUDAS' disinvestment tool and discuss ideas for how to use CUDAS reports for collective bargaining and organizing.</p>	Chastain F

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CONFERENCE SCHEDULE SATURDAY

2:15 PM – 3:45 PM	CONCURRENT WORKSHOPS—SESSION 7 (CONT)	6th Floor & 9th Floors
  	<p>Education Support Professionals (ESP) Networking Session</p> <p>Facilitator: Marcy Kamienecki, NEA Center for Organizing and Affiliate Support</p> <p>This session is a further opportunity for ESP members and supporters to network about issues, priorities, successes, and strategies in their locals, on their campuses, and in their broader communities. What resources or actions do you want the NEA to partner with you to develop or advance?</p>	Chastain J
  	<p>Graduate Assistants Networking Session</p> <p>Facilitators: Richard Frohock, University of South Florida-Graduate Assistants United, United Faculty of Florida/FEA; Timothy Lomeli, Florida State University-Graduate Assistants United, United Faculty of Florida/FEA; Danielle Dirocco, NEA Center for Organizing and Affiliate Support</p> <p>This session is a more informal space for graduate assistants and anyone interested in graduate assistant issues to discuss NEA grad committee matters. Together we will workshop grad-focused challenges, update others on the state of our unions, and share resources to strengthen our presence on our campuses, in our local/state affiliates, and in the NEA.</p>	Savannah Ballroom
	<p>Changing the Way We Use Teaching Evaluations in Higher Education</p> <p>Facilitator: Kashara Moore, NEA Board of Directors (CA)</p> <p>Presenters: Rachelle Belanger and Alexa Rihana-Abdallah, University of Detroit Mercy Professors Union, Michigan Education Association (MEA)</p> <p>Although there are several ways to evaluate teaching in higher education, administrators have relied on student reports or teaching evaluations. We recognize that student input is important for relaying their classroom experiences; however, students are not qualified to evaluate the didactic approach of an educator and their ability to achieve their course outcomes. Additionally, traditional student evaluations are often affected by the student's performance in the class and their perceived difficulty of the course. Many institutions of higher education are transitioning from student evaluations of teaching to student learning experience surveys to try to remove student bias. Newer surveys ask students to assess experience in the classroom rather than their professor. This session explores the concept of student evaluations, how they are used in the promotion and tenure process, and the shift to the utilization of self-reflection, peer review, and student feedback.</p>	Chastain G



CONFERENCE SCHEDULE SATURDAY

2:15 PM – 3:45 PM

CONCURRENT WORKSHOPS—SESSION 7 (CONT)

6th Floor &
9th Floors



Transformative Organizing: Rebuilding A Faculty Union from the Ground Up

Chastain H

Facilitator: Peggy Hoy, NEA Board of Directors (ID)

Presenters: Michael Ferlise and Tony Acevedo, Hudson County Community College Professional Association, New Jersey Education Association (NJEA)

In this session, leaders from the Hudson County Community College Professional Association (HCCCPA), a full-time faculty local, will share their strategies, experiences, and perspectives in overhauling their union. In 2018, HCCCPA was little more than an organization in name only. The local had stopped holding general membership meetings; there were no functioning committees; it had little cultural presence; there was an atmosphere of mistrust; and faculty morale was at an all-time low as the union was two years out of contract, all while the faculty were already among the lowest-paid among New Jersey community colleges. However, several faculty members lead an organizing campaign to stage new elections just as a new administration was coming on board with a new college president.

The new union leaders took advantage of the moment and began to rebuild the faculty union from the ground up. They re-established faculty committees (e.g., culture, grievance, and events committees); surveyed the faculty, formed a contract prep committee where none had existed; held office hours in addition to regular membership meetings; organized a labor conference; and held monthly meetings with the college administration.

The organizing effort led to many widely-felt changes, including: winning successive contracts in 2018 and 2022, with faculty pay raises of nine to more than 20 percent in many cases; vastly improving workloads and compensation for faculty coordinators; creating a new union newsletter and magazine; winning the NJEA award for collective bargaining when nearly all of the nominees were from K-12 schools; securing new stipulations for union representation on tenure, sabbatical, and promotion committees; developing new faculty recognition events and an annual dinner; organizing new tenure orientation programs; and—quite exceptionally—negotiating paid release time for the entire union executive committee. Most importantly, nearly all of this was done by union members volunteering their time and efforts, a testament to the power of a grassroots organizing campaign led by the faculty themselves.

In this session the union leadership will provide their strategies for this turnaround campaign, the lessons learned, the results, and the contingencies that the union took advantage of at opportune times. The leadership will also discuss how these efforts fit in the wider context of faculty organizing at colleges and universities.

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CONFERENCE SCHEDULE SATURDAY

2:15 PM – 3:45 PM

CONCURRENT WORKSHOPS—SESSION 7 (CONT)

6th Floor &
9th Floors



Developing Leaders for Higher Education

Facilitator: Wil Page, NEA Board of Directors (CA)

Presenter: Karen Gross, Rutgers School of Social Work

Chastain D

This session will begin by focusing on the Pandemic Positives (as Dr. Ed Wang at Harvard Medical School and I label them in our new book) that enabled some individuals to serve as quality leaders of their institutions during a pandemic and in the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) world in which we live that is filled with permacrises. We specifically identify what enabled successful leadership and the role leaders play in making institutional change. The session will then turn to how to develop future leaders with the skills needed for success in moving institutions of higher education forward, drawing on a pool of individuals who may not have contemplated or thought of themselves as leaders. As we do in our forthcoming book, I will share the qualities we believe are needed in future higher ed leaders and how to find diverse leaders (women, individuals of color, individuals of different sexual orientation and individuals of varied ethnicity). This session will provide concrete strategies for identifying future leaders and qualities to foster in early career faculty that will enable them to become the leaders of tomorrow in higher education. We need those leaders in the pipeline and we dedicate a series of pages in our new book to how to find and foster these leaders.



Contingent Faculty Networking Session

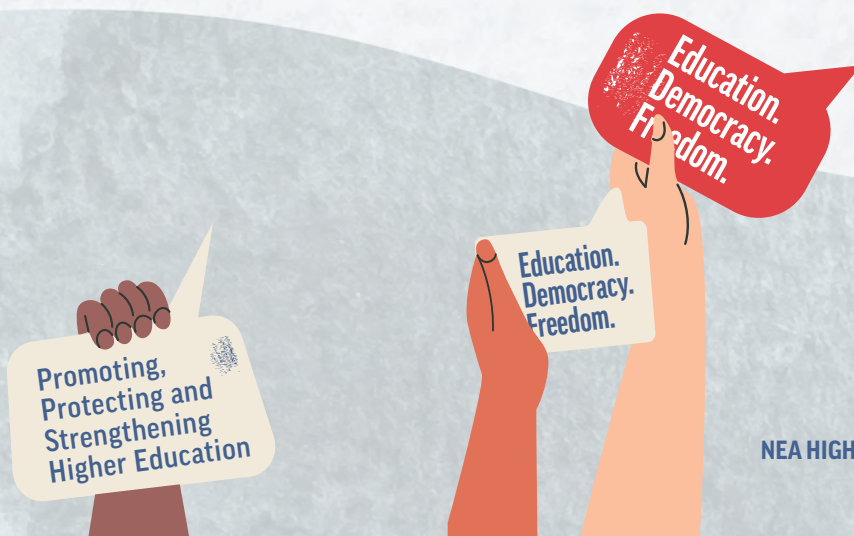
Facilitators: Elizabethada Wright, University Education Association-Duluth, Education Minnesota, Randa Wahbe, Community College Association of California (CCA/CTA); John Martin, Shasta Community College (CA)

Chastain I

Join us for another session with colleagues to explore contingent faculty issues, priorities, successes, and challenges and ways to take action locally, statewide, and nationally.

3:45 PM

Networking And Dinner On Your Own



CONFERENCE SCHEDULE SUNDAY

SUNDAY, MARCH 17, 2024

NEA Higher Education Conference

9:00 AM – 11:00 AM

Closing General Session – Breakfast

9th Floor,
Savannah
Ballroom

Emcees: **Mark Jewell**, NEA Executive Committee; **DeWayne Sheaffer**, President, NCHE, California Teachers Association (CTA)

Presenters: **Noel Candelaria**, Secretary-Treasurer, NEA; **Marcy Kamienecki**, NEA Center for Organizing and Affiliate Support; **Alec Thomson**, Vice President, NCHE, Michigan Education Association (MEA)

Topics for Discussion and Feedback:

- ▶ White House Initiatives and committees chaired by NEA officers
- ▶ NEA AI Task Force input
- ▶ Education International Higher Ed 2023 Conference in Mexico City—Results and implications for NEA's work
- ▶ Updates on NBIs affecting higher ed members
- ▶ Other?

Wrap-Up and Final Announcements

Adjourn

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for Our 2025 Higher Ed Conference,
March 13–16, Location TBA!**

*Completing the conference evaluation that you
will receive shortly will enter you into a raffle to
win a free conference registration for next year!*

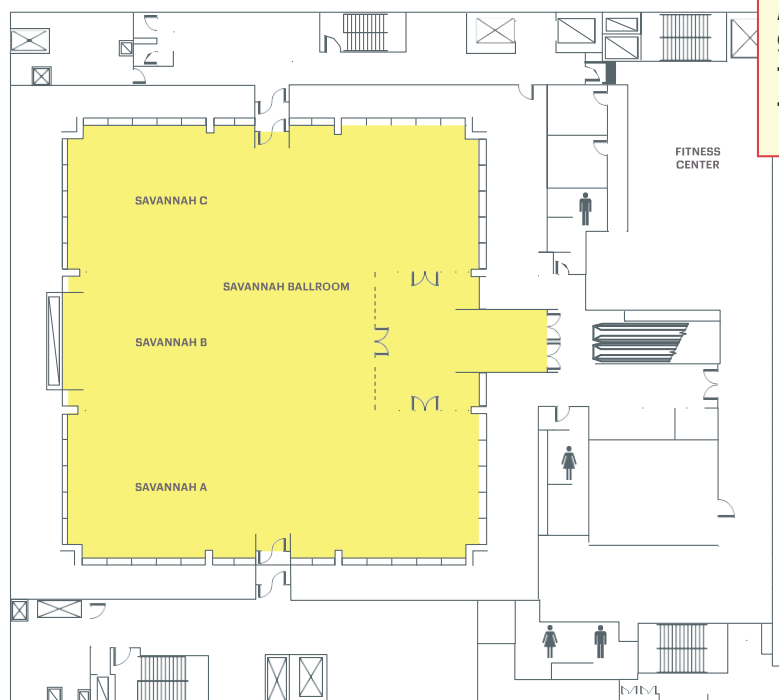
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Chastain Level, Sixth Floor



Savannah Level, Tenth Floor



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NOTES

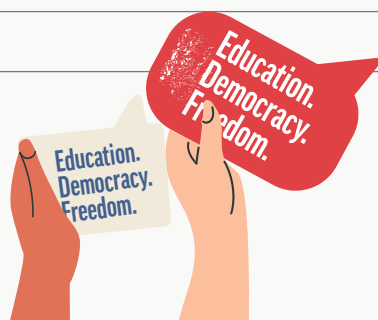


NOTES

**Education.
Democracy.
Freedom.**

**Our Right!
Our Responsibility!**

NOTES





National Education Association
1201 16th Street, N.W.
Washington, DC 20036
www.nea.org/he

An illustration of four hands of different skin tones (dark brown, light brown, orange, and dark brown) holding up various signs and a speech bubble against a background of stylized, layered mountains in shades of orange, yellow, and blue. The hands are positioned at the bottom of the frame, reaching upwards. The speech bubble is dark blue and contains the text "Education. Democracy. Freedom." in white. The signs are white and red, also containing the text "Education. Democracy. Freedom." and "Our Right! Our Responsibility!".

**Education.
Democracy.
Freedom.**

**Education.
Democracy
Freedom.**

**Education.
Democracy.
Freedom.**

**Our Right!
Our Responsibility!**