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Historic Agreement to Expand AAUP Influence

On March 8, The American Association of University Professors, of which NFA is a part, and the American Federation of Teachers on Monday announced plans to expand their affiliation to become a more powerful voice on the national, state, and campus stages. Previously, the two organizations successfully collaborated in organizing Research-1 universities, but are now expanding their alignment. AFT currently has 1.7 million members including 300,000 in higher education. This greatly extends the reach of the 40,000-member AAUP. Also by affiliation with AFT, AAUP will join the AFL-CIO umbrella of organizations.

<https://www.insidehighered.com/news/2022/03/08/aft-aaup-announce-new-affiliation-boost-faculty-voice>

Under the new tentative agreement, each group would maintain its independent mission and organizational structure, but union organizing activities would be combined. The AFT would also contribute to the AAUP's nonunion advocacy efforts regarding academic freedom and tenure. The AAUP would also continue to censure institutions for alleged violations of faculty rights. Chef Steve Soltz attended sessions describing the merger, "It was a new experience for me... the AFT President is a very passionate individual, who has been fending off fake news and attacks against herself and the teachers for some time. There is power in numbers, it seems. Plus the food was good!"

A Message from CSN-NFA Interim President



Dear Colleagues,

What NFA has accomplished over the last couple of months has often felt more like preventing disasters than making progress. At CSN, that's the situation we face. But whatever the obstacle, we continue to fight. We're in this for the long haul.

Our efforts contributed to preventing the administration from implementing a poorly planned winter term. We insist that before there is a winter term there has to be meaningful faculty input into how it is structured, that it be voluntary, and that compensation is equivalent to summer classes. There is more to be done, but now we have time to create something that will benefit the faculty.

We are painfully aware that the salary equity study has been a combination of delays and mistakes. Through a grievance resolved in our favor and endless meetings, we secured salary increases equaling over \$600,000 for more than 210 faculty. Even the confusing individual-level data shared this week has the silver lining of increased transparency, setting a foundation to correct HR's mistakes, made over decades.

While the long slog of negotiations wears everyone down, we will not settle without financial relief. This is not a time to celebrate modest successes at the table. It's time to stand together and express our outrage that they would dare to cut our benefits, let our salaries fall relative to inflation, and then act like we'd be lucky for them to "entertain" addressing our concerns. We will not accept that, with 8% inflation, the best they can do are some scraps along the margins. No. We need yearly base pay increases!

Have a wonderful summer!!

-Ted Chodock

Collective Bargaining Update

Bargaining is now beginning its fourth month to negotiate our second Collective Bargaining Agreement. Progress has been slow but steady, although it was somewhat delayed by the lengthy period it took Admin to respond to NFA's proposal on job descriptions. Currently, tentative agreements have been reached on Safety, Academic Freedom, an increase in Relocation Expenses for new hires, Temporary Hires (Emergency Hires), and MFAs as Grade 5. We are near agreement on a summer pay increase. As far as base pay is concerned, we have proposed a 1.5% raise per year of the contract, but Admin claims there's no money despite (or because of) hiring dozens of new faculty for this fall. That and the following topics are among those still in play.

Selected Proposals in Process to Date: (Who's turn to counter is in parentheses)

- Article 6 Faculty Contracts and Engagement (NFA) - Admin still trying to add commencement attendance
- Article 12 Department Chairs (Admin), Article 13 Program Directors (Admin) Lead Faculty (Admin) Assistant Department Chairs (Admin) " proposed clearer guidelines
- Article 16 Counselors (NFA), Article 17 Librarians (NFA): on Agenda this Friday
- Article 26 Contact Hours (NFA) working toward 1:1, proposing move to .85 this contract
- Dependent & Child Care (Admin) Asking for faculty priority

The next open meeting is this Friday at Student Union, Charleston Campus from 9 a.m.- Noon and 1-4 p.m. A membership meeting will be held from 12 to 1 p.m.

Featured Article

Incoming CSN-NFA Officers 2022-2024

President:

Ted Chodock

Vice-President:

Luis Ortega

Legal Chair:

Darin Dockstader

Treasurer:

Maria Schellhase

Secretary:

Jodie Mandel

Bargaining Chair:

Staci Walters



Regents Fiasco... and Opportunity

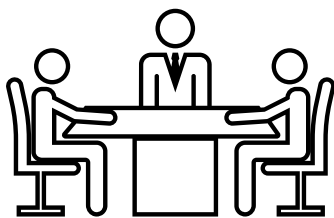
The dramatic April 2 departure of NSHE Chancellor Melody Rose has left a leadership vacuum, tarnished yet again the Regent's reputation... and provided an opportunity, perhaps the last, for positive change.

Prompted apparently by Rose's promotion of the vaccine mandate, a number of Regents attempted to circumvent her and allegedly intimidate her. Regent Cathy MacAdoo claimed she was told by God to oppose her, while Byron Brooks brought a handgun to meetings with her, which led to a complaint of harassment and temporary suspension against them, plus Regents Jason Geddes, Joseph Arrascada, Laura Perkins, and Patrick Boylan. An internal investigation found insufficient evidence of gender discrimination but severely criticized the Board's ethics.

Nevertheless, the accused members refused to recuse themselves in voting for their reinstatement, which prompted renewed calls for the abolition of NSHE, and in the shorter term, four of the Regents declined to run for re-election. [Link](#)

NFA sponsored a forum for the candidates to replace them during the first few days of May. The candidate lists and videos are available [here](#).

We urge faculty to examine them closely





Faculty Matters



Giving Effective Feedback

By Angela Spires

Many teachers spend a lot of time giving feedback that goes unread and unused by students. Evidence suggests that the faster feedback is given to students, the more likely they are to use the feedback, however, this still doesn't guarantee that the students will use the feedback. So, the questions then become, "why give feedback if students aren't going to use it?" and "how do we get students to use the feedback they are given?" In truth, giving feedback on a final grade of an assignment is often not read if a student agrees with the grade. In addition, if the students are not required to use the feedback in any way, they will often not read the feedback and it will not be used in future assignments. Yet, teachers spend hours giving student feedback. In order to get students to use the feedback, students often need to be held accountable for reading and putting that feedback into place. This generally means that students will read and use the feedback if they are getting a grade for reading and implementing said feedback. In order to get students to make progress with feedback, there should be an assignment that requires them to use that feedback in some way in the future. These assignments can be as simple as asking students to make a plan based on that feedback for how they will use it in the future. In English, it is common for students to be graded on a revised version of an assignment that requires the use of feedback. Still, even with it being part of the grade, some students will not read or use the feedback.

Feedback can be given in many modes: rubrics, in-text comments, audio comments, video comments, and in-person comments, Within these modes are even more styles: positive, constructive, informal, formal, appreciative, and forward feedback. With all the different styles and ways teachers can and do give feedback, it is no wonder that students often don't read it. And the modes and styles often vary depending on what the assignment is and how it relates to class objectives. So how can we give effective feedback?

Here are five quick tips to help give effective feedback to your students:

- Make feedback use a requirement (generally for a grade)
- Use a mode/style appropriate to the assignment (a detailed formal rubric may work best on discussion boards in your class)
- Make feedback as simple as possible (consider the one-point rubric, or give feedback on a small number of specific elements)
- Make sure students know how to implement the feedback (is there a handbook, a website, or a tool that can help them apply feedback? Do they know where it is and how to use it?)
- Give the feedback in a timely fashion and make sure students know when to expect that feedback (having it on your syllabus and on assignments is important).



Nevada Faculty Alliance is the state affiliate of the American Association of University Professors, the oldest faculty advocacy organization, responsible for developing tenure, academic freedom, and sabbaticals among other concepts related to higher education.



The spring issue of *Academe* explores the complexities of higher education's obligations to the outside world. In articles that emphasize the imperative to engage with—and develop policies responsive to—social concerns, contributors look beyond traditional ways of framing the relationship between campuses and communities. **Click on the image for access.**

Why Join NFA?



1. Enhanced rights and compensation
2. Vote to elect office or run yourself!
3. Help shape policy
4. Assistance with tenure and grievances
5. Up to 5 hours of legal assistance
6. Full access to AAUP seminars and papers
7. Free Monthly Academe magazine
8. Builds faculty power at Faculty Senate and the State Legislature
9. The Collective Bargaining Team worked tirelessly to negotiate an increase in overload and base pay that benefits us all!
10. You benefited—now pay it forward!

Power in Numbers

Our ability to move CSN and NSHE depends on our collective power and effort.

We have doubled our membership since 2013. It is only through membership that we had the power to not only have a seat at the table—our voices have been heard!

These are extremely challenging times for academia. Now, more than ever, we need to work together to defend shared values and improve the quality of higher education. You make the difference! Please consider joining. **The application is found [here](#).**

Are You Interested in Contributing a View Point to the NFA Gazette?

Is there an issue related to workplace climate, teaching, learning, or college governance that you feel strongly about? Please contact a Communications Committee member to contribute your perspective!

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