

AAUP NEWS

 Cincinnati State
Technical and Community College



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Getting on with our work

--Pam Ecker
AAUP Chapter President

My first week as a faculty member at CTC was the week the Challenger exploded.

That week, it was difficult for me to concentrate on a job that was new, in a workplace that didn't feel familiar. I was supposed to be a teacher, so I tried to teach. Eventually, I got on with my work.

In the early weeks of this term, it's again been difficult to concentrate. Many things seem out of sorts and unfamiliar. I'm a teacher, so I continue to try to teach. It's becoming a bit easier to get on with my work.

Our work, as faculty members, includes assisting a variety of individuals in improving their ability to become productive, participatory citizens, who will add to the economic vitality of our region and our nation, and

who will, we hope, contribute reasoned thinking and honest, ethical expressions of feeling to the dialogue and actions that maintain a secure and sustaining environment for all of us.

It is important to get on with all of our work, as teachers and counselors and librarians and advisors and coordinators. And it is important to get on with our work as caretakers of the

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ULP charge concerning salaries not yet resolved

The Unfair Labor Practice (ULP) filed by the AAUP against the College administration is still under investigation by the State Employment Relations Board (SERB).

According to AAUP Grievance Officer John Battistone, the SERB investigation is not expected to conclude until November.

The ULP was filed because the administration changed the salaries of two members of the AAUP bargaining unit without negotiating with the AAUP, as required by law.

John said that soon after the AAUP filed the ULP charge in July, the administration requested a meeting to discuss the situation. The AAUP Executive Committee appointed John Battistone, Marcha Hunley, and Ken Stoll to attend the meeting.

"So far, the administration has not indicated that they want to resolve this problem quickly," John said. "At meetings this summer, we asked for a written explanation of the reasons for the two faculty salary adjustments. The administration asked for additional time to write their response to the ULP charge and file it with the SERB,

which we agreed to. Since then, the AAUP has tried several times to schedule more meetings to discuss the reasons that prompted the Board to grant salary increases to two faculty members."

John said the administration's response to the SERB states that the raises that were approved by the Board in June 2001 are not being paid to the two faculty members involved.

"We'd like to continue to talk to the administration about resolving faculty salary equity problems, but it doesn't appear that they want to talk about this topic soon," John said.

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mission and vision and future vitality of this College.

Some of us have been faculty members for a while. We remember when Cincinnati State was still CTC; we remember when every faculty member worked five terms every year; we remember why it was so important, not so long ago, to choose collective bargaining as a way to ensure that faculty rights, responsibilities, and roles were not diminished.

Since then, the College has changed names and changed presidents three times and changed vice presidents a lot more than three times. Many of our faculty colleagues have retired or resigned. At this moment, the College has about 170 faculty members; many are new to our College; many did not personally experience the initial stages of forming a faculty union. And some may not understand why some "old timers" go on and on about institutional history the way some old timers do.

When I joined the College faculty, the Catalog included a Mission statement. It wasn't the most elegant prose ever written, but it described, in what I recall as reasonably succinct form, who we are and what we do.

The current Cincinnati State Catalog has two Mission statements, the short and long versions. In addition, the Catalog includes values-oriented statements on Cooperative Education and Student-Centered Quality Education.

President Wright's *Transition 2002* report added a multi-paragraph Vision statement to the mix of published "official descriptions" of this College.

The draft copy of the President's *Transition 2005* report includes a revised version of the Vision statement. I don't know who contributed to this institutional information, but the Vision statement now starts with the assertion that Cincinnati State is on a "quest for international preeminence in the two-year college arena."

Plus, don't forget the eight-part College Values statement (also available in short and long forms) that was generated last year.

I'm sure we can all look forward to continued widespread creation and distribution of a variety of rhetorical efforts to sum up this College, spinning off from AQIP accreditation activities and QMI "performance improvement" activities and an alphabet soup bowl full of activities yet to be started, charted, and turned into new abbreviations and acronyms, ready to be printed and then filed away somewhere.

No wonder it's sometimes confusing for newer faculty members (and other College employees) to try to figure out what really matters here. Cincinnati State has lots of official descriptions these days, and I don't think that the ever-multiplying quantity of words has had any impact on the quality provided or the satisfaction gained through our work.

I respectfully suggest that we could hone all of the prose down to three key statements that can be used to provide guidance and clarity whenever there's debate or dispute or confusion about who we are and what we do and what we aspire to do. The three keys are:

- **Put teaching and learning first.**
- **Honor excellence.**
- **Treat others with the respect you hope to receive.**

These statements aren't original, and they aren't different from what's already encased in our proliferating pages of institutional self-definition. We can write additional paragraphs of explanation for each statement if we want to; we can figure out benchmarks and measurement criteria for each statement if we need to.

Perhaps you're not comfortable with the fact that the word "students" doesn't appear in these statements. That's because I believe we're all learners. I believe these three statements describe how we provide our "product"—the ability to be lifelong learners, problem solvers, citizens, and wage-earners—to our "customers" and at the same time describe how all those who are "members of the Cincinnati State family" ought to be guided whenever there's need for clarity in setting priorities and distributing resources and resolving other dilemmas that face us.

Our Faculty Collective Bargaining Agreement is going to be renegotiated this year. Once again, faculty and administrators will strive to reach agreement about a range of topics that describe who we are and what we do as faculty, and also describe the unique character of this College, and the valuable contributions this College makes to the lives of many others.

It's important to get on with all of our work.

President Wright and BOT endorse Faculty Senate statement on budget development process

At the July 24 meeting of the College Board of Trustees, Faculty Senate president George Armstrong distributed to the Board members copies of the Senate's recommendations for improving the College budgeting process.

Earlier that same day, the members of the Senate met with

President Wright and Chief Fiscal Officer Bill Rollins to discuss the recommendations.

Both at the Senate meeting and again at the Board meeting, President Wright said that he endorsed most of the recommendations provided by the Senate. Several Board members also indicated that

they were in agreement with Senate recommendations.

The Senate submitted its recommendations as part of the process described in collective bargaining Agreement Article VI (C), which describes Faculty Senate participation in the College's annual budget development process.

Faculty Senate Recommendations Concerning the College Budgeting Process (July 2001)

Twice in Spring 2001, members of the College Executive Team met with the Faculty Senate to discuss the College budget, as required contractually. Both groups expressed some dissatisfaction with the efficacy of those meetings.

The Senate has not received enough information about the budget currently in development to provide meaningful responses or recommendations; therefore, in the spirit of continuous quality improvement, we are providing recommendations for changes in the budget development process. We believe implementation of these changes will result in more meaningful and responsible faculty participation in budget development, as we believe the contractual provision intends.

We believe that the College budget is a key indicator of the College's priorities, values, and goals. The Senate recognizes the Board's authority and responsibility, delegated to the College administration, for sound fiscal management. We agree that a "zero based" approach is an appropriate method for budget development. However, a genuinely quality-driven process of budget development can occur only when needed information is available, and everyone involved in the process has an opportunity to see how each piece fits in the context of the whole. We are all striving to achieve excellence in

the academic experiences and support services we provide to our students; we believe the budget should reflect that organizational goal.

The Faculty Senate recommends these changes to the annual budgeting process:

1) Ensure that the College's strategic planning process and budgeting process are congruent, by completing the process of organizational collaboration in setting goals and objectives (e.g., complete a full organizational review of the *Transition 2005* document). This ensures that everyone can contribute to setting budget priorities that coincide with organizational values.

2) Publish (via Intranet, e-mail, and/or other means) the timeline and relevant information needed for responsible participation in the budget-building process. This kind of communication will assist everyone in planning and providing meaningful input at an appropriate time. Needed information elements include:

a) The annual calendar for the entire budget process (similar to

the way that APCC publishes in Spring the annual calendar for the next year's curriculum review process).

b) Data relevant to budget projections and planning, such as enrollment data, projected State financing, etc.

c) Detailed, line-item copies of the current budget and past budgets, for comparison and to be able to evaluate trends.

d) Notes on any adjustments made to the past year's budget after it was approved by the Board of Trustees.

e) Assessment of the past year's budget results in relation to organizational goals attained.

3) Develop guidelines for faculty and staff involvement in the process of building and presenting budgets, to ensure more consistency of faculty involvement in the budgeting process across programs, divisions, and / or departments.

4) Include a representative of the Faculty Senate in all "Budget Hearings" conducted by the Executive Team.

**Cincinnati State AAUP Chapter Meeting
October 18, 2001, 3 p.m.
Location to be announced**



Mark your calendar!

AAUP seeks nominations for chapter officers

The AAUP Executive Committee is announcing the annual call for nominations of candidates for chapter offices. The officers to be elected this year are President, Treasurer, and Membership Chair. Each will serve a two-year term that begins in November 2001.

Any chapter member in good standing is eligible to be a candidate for office.

Nominations must be in writing and must be sent to the AAUP Mailbox in the College Mailroom or submitted to chapter Vice President Joyce Rimlinger. The deadline for nominations is 4 p.m., Friday, Oct. 5.

In accordance with the Cincinnati State AAUP *Constitution and By-laws*, the AAUP Executive Committee

will seek assurance that all nominees for office are willing to serve if elected.

Chapter elections will take place by secret ballot, after the close of the nomination period.

Any chapter member with questions about duties of officers or about election procedures should get in touch with chapter president Pam Ecker or another member of the chapter Executive Committee.

Letters



To the editor:

Consider this quotation:

"Decision making will be data driven. I need data. Bring me the data."

— President Ron Wright, to an all employee meeting, October 1997

Consider the following order of events:

1. July 24, 2001, the College appoints consultants workflowdynamics to examine

and study the College's student services and report its findings. The tab is \$35,000 for phase one.

2. August 24, 2001, Executive Vice President Dorsey and Dean of Admissions and Counseling Russell announce to the Enrollment & Student Services department that there will be a major reorganization of all student services activities.

3. September 17, 18, 19, 2001, the consultants finish phase one of their study and report

findings to the Executive Cabinet, the Deans, and the College faculty and staff.

Apparently, data-driven Continuous Quality Improvement at Cincinnati State goes something like this:

Ready • FIRE! • Aim.

Is it any wonder that we shoot ourselves in the proverbial foot?

- John Battistone
Humanities

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EXECUTIVE COMMITTEE

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CHAIR**
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