

AAUP

NEWS



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Fact-finding preparations continue; no new agreements at Friday bargaining session

The bargaining session that took place on Friday, August 5, did not produce any new tentative agreements, so the Faculty Bargaining Team is continuing to prepare for fact-finding.

Issues to be discussed at fact-finding include:

- compensation
- benefits
- workload
- the administration's proposal to create non-tenure-track positions in Faculty Bargaining Unit 1.

Faculty Chief Negotiator John Battistone said that the State Employment Relations Board (SERB) has provided a list of potential fact-finders.

John said the sides are expected to strike names from the list on Monday, and then will inform the SERB of the fact-finder selection.

Friday session focuses on workload proposals

John said that the bargaining session on Friday was scheduled to see if it would be possible to settle any issues on the list of items going to fact-finding.

Mediator Earl Leonhardt assisted at the Friday bargaining session.

"We did not make any new tentative agreements on Friday that would reduce the list of impasse issues," John said. "The Faculty Team again explained our workload proposals to the administration."

Faculty Team Member Ken Stoll said, "We have made a number of proposals for changing the workload article of the contract to reflect the real changes in faculty work over the past several years."

"Factors such as increasing enrollment, increased use of technology by all of our students, and the changing level of preparation of our students all have an impact on how faculty members perform their jobs," Ken said.

"In order to continue providing excellent education to even more students, with even more diverse needs, some adjustments to the workload article are needed," Ken said.

Faculty Team Member Joyce Rimlinger said, "Every faculty member understands how our workloads have increased, and we hope the administration now

has a better understanding of these issues also."

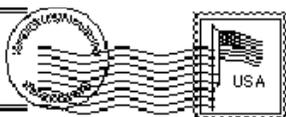
"The current contract language doesn't fully address the real changes in faculty work, and we tried again at this session to get the administration team to recognize what's needed to provide quality education, whether it's online, in traditional classrooms, labs, and co-op assignments, or through the activities of program chairs and advisors," Joyce said.

John said that the administration team listened to faculty concerns and said they would take them seriously, but the administration team was not authorized to make any new compromise proposals at the Friday session.

"We will continue to prepare for the fact-finding hearing that is going to occur soon," John said.

"However, we hope the administration team will have some responses this week to our new proposals, so we can reduce or eliminate the need to present workload issues to the fact-finder," John said.

Letters



To All of My Friends at Cincinnati State:

I have been enjoying a term off, in anticipation of my thirty-fifth year at Cincinnati State. As I read my mail from Cincinnati State this summer, I notice that there has been much discussion regarding the meaning and value of tenure.

I have been giving a lot of thought to the idea of tenure; in particular, I've been thinking about what it has meant to me. I would like to share with you what I have realized as I pondered the meaning of tenure.

I first decided to become a Physics teacher when I was a junior in high school. I was fortunate to have had the experience of being taught by a superb Physics teacher—someone who inspired me greatly. When I was in college and experiencing student teaching, I was again fortunate to have a great mentor who helped me realize that I had truly chosen the profession that I wanted to pursue.

Shortly after that, in 1971, my mentor became my co-worker, and I started my career at the Cincinnati Cooperative School of Technology, which has become the educational institution we all know today.

During my first several years of teaching, it became obvious to me that quality teaching included a mixture of service to the students, as well as service to the College.

I remember vividly the hours I spent trying to learn how to explain Physics to my students in a manner that would lead them to learn, and also help them to enjoy the process of learning.

I also remember being the chairperson of the Faculty Senate in 1973 and helping to write our first NCA institutional self-study in 1975. I definitely remember that teaching at our College was *a lot of work!*

As I learned about the tenure process, I realized that it meant two things. First, it meant that by granting tenure to me, the College was making clear that I was a respected and valued

Tenure means the College has faith in me and I have faith in the College. It is a contract to ensure quality.

teacher and employee, and that those who worked at Cincinnati State believed that I would make a quality contribution to the College.

Secondly, upon receiving tenure from the College, I knew that I was making a commitment to the College, and that I would do all that was in my power to provide a quality contribution.

I remember that gaining tenure was a great feeling: *the College had faith in me, and I had faith in the College!* It seemed to me to be a contract to ensure quality.

One-hundred-sixty terms have passed since then. In the past month, I've had the privilege of meeting up with three former students whom I had not seen for twenty, fifteen, and ten years.

They first told me how their experiences in Physics at

Cincinnati State had made their engineering careers much more profitable. Each one continued to tell me that their experience at our College was the *best* choice that each could have made as far as their education was concerned. They further stated that the dedicated, caring faculty was what they remembered most about Cincinnati State.

I am sure that every faculty member has had similar experiences with former students.

It has become clear to me, from my own educational experiences as well as hearing about the experiences of the students I've taught, that *dedicated teachers have a very significant impact on the lives of the students they teach.*

To me, tenure has meant commitment and dedication. For nearly forty years, tenured, committed, and dedicated faculty have helped make our College what it is today.

We must continue to employ committed and dedicated faculty for the many years to come. The tenure process must continue to provide a contract of quality between the College and its faculty.

Without tenure—a contract that promotes excellence—we might become just another place to attend classes. . . not the vibrant college of excellence that we have been.

If the tenure process needs further refining in order to revitalize the contract of quality between the faculty and the College, then we all must work together to improve the process.

However, we must never abandon tenure!

Rod Rupp,
Humanities and Sciences

The view from the bargaining table

-- Jason Caudill, Faculty Bargaining Team Member

Not long ago, on the way home from work, I stopped to fill my gas tank. I noticed that the car at the next pump had a Cincinnati State student-parking tag in the window and new “spinner rims,” a popular new addition to car culture that look like normal rims, but continue spinning after a car has stopped.

I struck up a conversation with the driver and complimented him on the look of the rims. The highly polished chrome glistened in the summer sun.

“Yeah, they’d better look good for what I paid for ‘em,” he laughed.

We both finished filling up with overpriced gasoline, and nodded our good-byes. As he drove off, his car belched smoke from the tailpipe. I chuckled and shook my head, thinking how much better off this student would be if he had he invested his spinner rim funds in a much needed tune-up.

On the way home, traffic afforded me the opportunity to think about what I have learned this summer, as a member of the Faculty Bargaining Team. This is my first time to serve on a bargaining team, and I’m the team member with the fewest years of service—I was awarded tenure this year.

My five years at the College and several weeks at the bargaining table are enough for me to see clearly that most of the administration’s representatives at the table are out of touch.

Until the most recent session, whenever the Faculty team described real workload issues like dealing with students who are less prepared for college, or the impact of technology on every aspect of our jobs, the looks on the administrator’s faces were those of shock, confusion, and indifference.

They either didn’t know, or didn’t care, about the changing needs of the faculty who serve our students.

The more I thought about it, the more it seemed to me that the College is a lot like that student’s car. We have a beautiful machine, but the Board and the administration need to invest in a well-deserved tune-up, in the form of a reasonable and meaningful new contract for faculty.

Last year, the sky was falling. The College was (depending on who was telling the story) either on the brink of financial failure or the victim of gross mathematical manipulation. Cuts were made—not in areas that admitted administrative errors, but rather in the lower ranks. Faculty and staff were required to pay for the misappropriations that put the College in financial stress.

It was suggested that employees take days off without pay, forcing other employees to “pick up the slack” in their absence. Student workers were laid off, with increased work for remaining employees. Some class capacities were increased, and more students were being served by fewer employees.

Faculty were denied the opportunity to teach overload classes, effectively taking many of the most qualified instructors out of the classrooms. In a deficit that reportedly exceeded one million dollars, this move saved a few thousand—yet faculty “excess earnings” continued to be targeted as a supposed cause of financial problems.

Quality education was put in jeopardy, all allegedly for the good of the College. But what about the good of the students?

At the same time that we were dealing with financial shortfalls

and possible state sanctions, we were constructing the ATLC—and spending thousands of dollars for racquetball courts that students aren’t interested in using, and thousands of dollars for a concrete porch to be used only by one administrator. These items apparently weren’t “excess” spending when the College was looking for opportunities to cut costs.

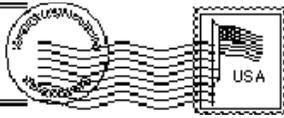
So a year later, with enrollment continuing to grow, and praise for the ATLC continuing to be heard, the College administration has the audacity to, with seemingly good conscience, offer the faculty a set of contract proposals which give the average faculty member the opportunity to enjoy a lower quality of life than we are currently afforded, with an even bleaker future ahead for the non-tenure-track faculty the administration proposes to employ.

Yes, Cincinnati State is a lot like that student’s car. The ATLC is a beautiful set of spinner rims attached to our campus—but we need a tune-up that includes adding more full-time faculty who have appropriate loads, and appropriate opportunities to build a career at this institution through the academic tenure system, and compensation and benefits that allow Cincinnati State to remain competitive in the market for hard-to-find quality faculty for technology education, baccalaureate-transfer education, and all the other kinds of education we provide.

The administration seems to want to spend money on more decorations, when it’s the quality of what happens in our classrooms that needs to be addressed.

The administration is putting spinner rims on a car that isn’t running well. They want to spend money to make it look like we’re going places—when we’re really just standing still.

Letters



To the Editor:

I would like to congratulate several of my faculty colleagues who spent a good deal of time “riding up hill” rather than “just coasting” this summer.

During three days in July and three days in August, 14 Cincinnati State faculty members and one Workforce Development Center instructor attended the College’s first “Blackboard Institute,” where they worked hard to begin adding technological enhancements to at least one of the courses they teach.

Most of these faculty members were using part of their term off for this professional development activity, which included the three long days they spent in classroom instruction, plus time spent on their own.

With the formal Institute over, they will continue to spend time preparing their courses for Blackboard delivery in the Early Fall Term, and beyond.

As the director of the Institute, I am thrilled at the effort put forth by these hard working and dedicated individuals.

Of the 14 faculty attendees, only two are untenured. Several of the faculty participants have been working here for many years. All of the participants should be commended for their dedication to enhancing instructional activities for their students.

It was apparent to me that these faculty members plan to continue

developing their online teaching and learning skills—and there’s no coasting involved in doing that!

It takes a great deal of time and additional work to maintain high-quality course sites and to participate in the online learning community.

Kudos to all of the Blackboard Institute participants. Way to ride hard, folks!

Jon P. McKamey,
Instructional Designer



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