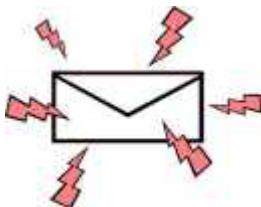


# NEWS

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## Letters: Faculty members speak out about bargaining

### **“I wonder if the administration realizes what full-time faculty at Cincinnati State actually do...”**

To the Editor:

For many years, I was an adjunct at Cincinnati State while working full time in public education. When I retired from teaching, supervision, and administrative duties at the high school level I continued to work as an adjunct.

This year, I was thrilled to become a full-time faculty member.

As I read about the administration’s bargaining

proposals for changing the workload of full-time faculty, I wonder if they realize what full-time faculty at Cincinnati State actually do.

I worked hard as an adjunct preparing materials, teaching classes, and grading. I thought that moving to full-time status would be much the same. I was in for a surprise.

As an adjunct on campus to teach my classes, I could breeze by the offices and say “hello,”

meet with the department chair or Dean, go to my mailbox or visit the copy center—and miss full exposure to the plethora of essential tasks performed by full-time faculty on a daily basis.

Now, my day is filled with addressing students’ needs. Of course, there is daily preparation for classes. Office hours are filled with student appointments. And some students have issues or questions that can’t be answered in a short meeting.

*see Teaching / 2*

### **“I’d like to feel invested in a College that’s invested in me...”**

To the Editor:

When I was hired at Cincinnati State, I learned how important it is to become invested in this institution.

I was told by others to get involved in the College community, and to get involved in what the College is doing in the Greater Cincinnati community.

I was also told that pursuing advanced degrees was expected. I got a sense that I was joining a professional community where growth was expected, and I got a sense that I would have plenty of support in doing so.

Cincinnati State offered me an attractive working environment and career path, and I was very excited to become part of this community.

Since that time, my passions have grown for teaching, for expanding my professional skills, and for getting involved in the larger community.

However, the current vision of community within this College has become a hindrance to my sense of being invested in this institution.

*see Community / 3*

## **Teaching / continued from 1**

Along with other members of my department, I've spent many hours preparing for the conversion to semesters. We have reviewed requirements and textbooks, written course descriptions, presented courses to the Academic Policies & Curriculum Committee, realigned programs and started to write new curricula.

It's not easy to develop programs that provide students the skills needed to meet the demands of a changing world.

Did I say changing world? Keeping up with rapidly moving technology is another part of my work. I enjoy researching new technology, but it sometimes keeps me at my computer until the wee hours of the morning. That's also the case when I'm grading student work from online teaching.

Anyone who thinks online teaching is less work is badly mistaken. It's more work. I go to workshops and take online courses myself to keep up with what's new. I have worn out two keyboards on my laptop!

That's not all. Committee participation, meetings, and department-related tasks require attention.

Each full-time faculty member is my area is also the "course keeper" for several courses. This means making sure that everyone teaching the course, including adjuncts, has the correct textbook and resource materials, and stays informed whenever matters related to the course change.

When difficulties arise, the course keeper provides troubleshooting and helps to resolve problems.

But, we are off between terms—right? When classes finish on Monday and grades

are due Wednesday, there is little time for anything but grading projects that are due at the end of the term-- with deadlines set so students who are going to school, working, and raising a family can meet deadlines.

That's typical of ways that faculty go the extra mile to help our students succeed.

Once grades are submitted, time to relax? No, it's time to get everything ready for the first day of the next term.

Each class needs a new syllabus, assignments, and handouts. If we use Blackboard, we're also posting due dates, welcome notes, slides, and more.

The tools that enhance online and face-to-face classes include blogs, wikis, Facebook, and many methods of delivery. We're constantly urged to incorporate even more tools. And some of us are preparing extra materials for students who can't afford to buy books the first week, and can't afford to get behind, either.

Starting a new term is refreshing, and also demanding. Some students who didn't register on time are still looking

for help creating a "perfect schedule," when many classes are already filled.

Students in our classes have a variety of needs and concerns, and we do our best to help them.

I am proud to work at Cincinnati State. When I meet our graduates in the community, many tell me how much they appreciate the opportunities provided and how caring the faculty is.

Cincinnati State has many skilled, dedicated adjunct faculty whose work is important to the College. I was one of them, but I must say that I developed firsthand appreciation for my full-time peers after spending a year in their shoes.

Without the "behind the scenes" work that full-time faculty perform every day, it would be impossible to provide the quality programs and support that our students need.

Linda Schulte  
Information Management  
Technologies Dept.  
Business Technologies

## **Repeal of SB-5 will be Issue 2 in November**

The Ohio Secretary of State, Jon Husted, has announced that the referendum on repeal of Senate Bill 5 will be Issue 2 on the November ballot.

The ballot language will say "Shall the law be approved?"

A "no" vote on Issue 2 means that the new collective bargaining law contained in Senate Bill 5 should be rejected, and the current collective bargaining law (Ohio Revised

Code 4117) should continue to be in effect.

A "yes" vote on Issue 2 means that the provisions of Senate Bill 5 should be implemented.

The election will be Tuesday, Nov. 8.

The collective bargaining law as defined in ORC 4117 remains in effect until the vote on Issue 2 takes place.

## **Community / continued from 1**

The bargaining proposals the administration has laid out send the message that not only am I unworthy of a raise, I am also not worth what I am currently being paid.

Their proposals indicate that they think I should spend more hours in the classroom on semesters than any other community college faculty in the state of Ohio.

I work hard, very often doing more than just what is expected. When I am sent the message that I am not worth my pay, it is extremely demotivating.

I'm still doing my job at the same level, but with a feeling that the administration is my opponent, not my ally.

Looking at the administration's proposals, it appears that they have a do-nothing attitude toward these negotiations as a whole.

Long before bargaining started this year, I gave some

administrators an opportunity to take actions that are free, and beneficial for faculty, and I got no response. I followed up, and still got no response.

So it does not surprise me to see an administration bargaining team that appears to have no interest in the mission and values that the institution supposedly espouses.

How can the administration, in good conscience, make proposals that bargain backwards regarding pay and benefits? They have proposed no raises, elimination of some longevity bumps, and a reduction in the value of overload compensation when we move to semesters.

Why does the administration want to send the message to the faculty who work so hard serving our students that faculty work will be worth less in the future than it is now?

And how are we going to

achieve a deal with those who don't appear interested in compromise and who won't even make improvements that are free?

I remind the administration bargaining team that negotiation implies compromise and requires good communication, which, by the way, costs nothing.

My hope is that someday we will have a period of bargaining where I am made to feel like I am minimally worth my current pay, where there is a sense of "community," and where I can feel like I am invested in an institution that is invested in me.

I had hoped that with a new President, it would happen--and maybe it will. But so far, it looks like it won't happen this time.

Michael Cheney  
Director, Clinical Education  
Respiratory Therapy Program  
Health and Public Safety

# **Cincinnati State AAUP Chapter Meeting Tuesday, August 16 2:00 p.m. The Point (ATLC Room 108)**

## **Topic: Negotiations Update**

## **"Advisors are teaching professionals, too..."**

To the Editor:

I read about the administration's proposal to require non-instructional faculty to work 220 days (*AAUP News*, July 5), and I am very concerned.

Academic advisors serve as teachers, outside of the traditional classroom. Our instruction takes place daily in our offices and cubicles.

Academic advisors and counselors are trained educators operating under Professional Core Values. We are generally the student's first contact after

they have been admitted to the College.

We assist students in planning their educational journey in an organized and meaningful way. We work with students to help them integrate all the major dynamics affecting their lives. We get them prepared for the college classrooms.

We instruct students on study techniques, academic policies and procedures, and the proper steps to take when they have problems.

We teach students about the important values of the

academic departments and the institution as a whole.

In short, we guide students throughout the institution from our offices. It would be very unfair to increase our work days and at the same time cut our wages.

We are teaching professionals, too, and we should continue to have the same annual workload as our colleagues who teach in traditional classrooms.

Effie Rosa, Ed. D.  
Academic Advisor  
Health and Public Safety

## **Bargaining resumes Thursday; tentative schedule includes Friday & Saturday sessions also**

The Faculty and Administration bargaining teams are scheduled to resume negotiations on Thursday, Aug. 11, starting at 9:00 a.m.

Faculty Chief Negotiator Geoff Woolf said that the teams have also agreed that negotiations could continue on Friday, Aug. 12.

The mediator is expected to attend the sessions on Thursday and Friday. The last time the mediator attended a bargaining session was on July 21.

The teams also have agreed to a possible meeting with the fact-finder on Saturday, Aug. 13. The purpose of this meeting would be to narrow the list of issues that will be considered during fact-finding.

The bargaining teams have not met since July 28, when the Faculty team offered revised proposals on compensation and benefits.

"We had hoped that we might hear from the administration team during the past week," Geoff said.

"Both teams had some open times during the past week, and if the administration had told us they wanted to bring some counter-proposals for us to consider, we would have been happy to meet with them," Geoff said.

"For the issues of workload, compensation, and benefits, the Faculty team has made more than one proposal on each topic," Geoff said.

"We have adjusted our proposals to try to address the administration's concerns--but the administration proposals have not changed at all since they first presented them," Geoff added.

"We hope that during the two weeks since our last bargaining sessions, the administration

team has been working on revisions to their proposals," Geoff said. "We look forward to learning more from them on Thursday."

Chapter President Paul Davis said, "The Faculty team tells me that more than once, the administration team has said they want to reach an agreement at the bargaining table."

"If that means they want us to capitulate and say that all of their current proposals are acceptable for our faculty, it isn't going to happen," Paul said.

"However, if the administration wants to participate in the give-and-take of good faith negotiations, with all of us keeping the best interests of our students and our community in mind, I'm sure our team could help make sure that a reasonable agreement is worked out at the table," Paul said.

# **“Faculty work together for the benefit of our students...”**

To the Editor:

As a young faculty member at Cincinnati State I am very concerned about the current climate at the College.

This is a time we should be excited! Enrollment has reached an all-time high, we have a new President, and we are getting ready to transition to semesters; a move that will be better for everyone, most importantly our students.

Instead, we are in the “here we go again” drill. Morale is sinking as we feel less appreciated and less a part of the College we all love.

When I left the University of Cincinnati to come to Cincinnati State, one of the many reasons for my move was the cooperative working environment.

I was told faculty and staff members often stayed at Cincinnati State for quite awhile because of the impact they could have on students and the pleasant work environment.

When I got here I was not disappointed. Many seasoned faculty members stepped up to mentor me. I was encouraged to get involved in many aspects of the College community.

Over the years, I’ve seen that many “extra” programs at the College are the direct result of faculty working together to accomplish things that benefit students and the College as a whole.

For example: this summer Brad Levy and Ryan Shadle (also two young faculty members) have spent half of their term off working—for no extra pay—to try out a pilot program for a Developmental Education “boot camp”

intended to assist students in improving their reading, writing, and math skills, and reducing the number of DE classes they will need to complete.

The pilot group is the men’s basketball team, but if the program idea works, Brad and Ryan are prepared to try to expand it to serve many more Cincinnati State students who test into DE classes.

Brad and Ryan are working on this project because they—like so many other Cincinnati State faculty—care about the College and our students.

Therefore, I find the administration’s proposals almost laughable and definitely offensive.

As an Academic Advisor, I work every day with other faculty members as a professional colleague, in an atmosphere of respect and cooperation. Our students depend on all of us to work together for their benefit.

But the administration proposals imply that all faculty, whether primarily instructional or working in other roles, are second-class citizens instead of valued colleagues.

I used to be very excited when I thought about our transition to semesters. As an advisor, I was looking forward to the additional programming, resources, and one-to-one advising we could make available to our students.

The administration’s proposals leave me wondering what the College will look like on semesters and how many faculty will still be here.

A time that should be filled with joyful anticipation instead is one of fear and sadness that this great institution may never be the same again.

Julie McLaughlin  
Academic Advisor  
Humanities & Sciences

## ***Collaboration / continued from 6***

as we approach the switch to semesters.

We can only hope the Board members will allow Mr. Lawrence to use all of his skills.

How ironic it would be if one of the advocates of interest-based bargaining were to be the person who forced us to take drastic action--all because

there was no attempt to reach an agreement for a fair contract at the bargaining table.

I still have my copy of *Getting to Yes*. Maybe Mr. Lawrence could lend his copy to the Board of Trustees.

Marcha Hunley  
Honors Experience Director  
Humanities & Sciences

# **"We need negotiations that look for collaborative solutions, not an adversarial approach..."**

To the Editor:

The recent reports from the AAUP bargaining team leave me quite concerned.

I really don't understand why our Board of Trustees and our new President are choosing to take an adversarial path of bargaining against their own—and everyone else's—best interests.

The AAUP's positions from the outset have been so reasonable that no one could accuse faculty of being out of control or unmindful of the reality of current events.

Many of the faculty proposals are simply status quo. The contract provisions that have been in place for years are working.

The faculty proposals for transition of workload to a semester calendar are based on extensive research into best practices and comparable institutions across the state.

What I have heard coming from the bargaining table in past weeks has reminded me of textbook examples of bargaining in bad faith, and some statements I've heard even seemed to be Unfair Labor Practice under the Ohio law.

The Catch-22 problem, of course, is that it takes more than a year to get resolution of unfair labor practice charges, and there is no penalty other than a directive to the administration to bargain in better faith.

Far better to simply hope the administration will wake up and actually negotiate.

Here's a funny twist: Many years ago I earned a Master's degree in Labor and Industrial Relations at the University of Cincinnati.

James Lawrence, the administration's chief spokesperson, was one of my professors.

He impressed me with his

fair, reasoned, and principled approach to Employment Law.

Mr. Lawrence is a graduate of the Harvard Negotiation Project (the well-known *Getting to Yes* people) and he has conducted numerous workshops on negotiation, mediation, dispute resolution, and employment discrimination.

The Harvard Negotiation Project is perhaps best known for developing the theory of "principled negotiation."

This process shows negotiators how to separate relationship issues from substance and how to deal with the latter by focusing on interests, not positions; inventing options for mutual gain; and using independent standards of fairness to avoid a bitter contest of will.

If there were ever a time when we sincerely need to solve shared problems and create collaborative solutions, it's now,

**see Collaboration / 5**

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