

NEWS

Administration team admits that semester cost analysis is incomplete

At the bargaining session on Oct. 11, the administration team stated that no analysis has been done of possible savings that will be gained by operating the College on a semester schedule.

The bargaining session on Oct. 11 lasted about three and a half hours, but Faculty team members said that less than 30 minutes was spent in face-to-face conversation between the teams. The administration team used most of the time for caucusing, sometimes with the mediator present.

During the initial face-to-face discussion between the teams, the Faculty team reviewed the reasons that the administration's final proposal on Sep. 22 was not acceptable, and resulted in a strike by over 90 percent of the bargaining unit members.

Faculty Chief Negotiator Geoff Woolf said, "We told the administration team that faculty care deeply about the quality of the education offered by our College, and that we hoped to see substantive change in their proposals so we can reach an agreement."

Additional discussion

concerned how the administration has analyzed the impact of overload on College revenue, and how the administration has determined the complete financial impact of changing to semesters.

Geoff said, "It was surprising to hear that for both sets of financial data we requested, the administration was unable to respond because they have not conducted the analyses we requested."

"Both before and during the strike, the administration emphasized the amount of money earned by faculty members who take on overload assignments," Geoff said. "At the fact-finding hearing, they even referred to the overload earnings of faculty as 'excess income.'"

"We asked the College's Chief Financial Officer, Mike Geoghegan, to provide information about the revenues that the College generates because of faculty overload assignments," Geoff said. "Mr. Geoghegan told us at the bargaining session that no such information exists, because all revenues gained from tuition,

fees, and subsidy are lumped together."

Faculty Team member Joyce Rimlinger said, "Clearly, if the administration is going to complain at the table and in public about 'excess income' earned by faculty, one would think they would have some sense of their 'excess revenues' as well. Otherwise, the assessment is incomplete."

"Also, since the administration has the final say as to whether overload is assigned, we would hope they know whether these assignments benefit the College's overall financial health," said Joyce.

Geoff said another data request made to Mr. Geoghegan related to the complete analysis of costs for operating the College on a semester calendar.

"We asked Mr. Geoghegan to provide his assessment of the cost savings that are expected to result from changing all College operations from 5 cycles a year to 3 cycles a year," Geoff said. "Presumably, some savings will result from conducting activities

see Bargaining | 2

Bargaining / **cont. from 1**

such as admissions, scheduling, and registration fewer times each year.”

“Mr. Geoghegan’s response was that the primary analysis he has conducted relates to adjusting student tuition and fees so they generate comparable revenues,” Geoff said.

“He told us that maybe the College will save money on some processes, but he said he ‘hasn’t done that work’ and has only analyzed the costs of delivering courses and covering faculty salaries and benefits on a semester calendar.”

“Even though the change to semesters will affect every element of College operations, it appears that faculty workload is the only cost variable that has received attention in the administration’s financial analysis,” Geoff said.

“As has been clear in their proposals, the administration’s only plan for covering the costs of changing our calendar is to put the burden exclusively on the faculty,” Geoff said.

Faculty team members said that during the fact-finding hearing, the administration said they have purchased financial analysis software used by Fortune 500 companies, which they used to help calculate faculty workload for semesters.

“You would think they could use this software and the results of their ‘program inventory’ study to figure out costs and

savings for every department that deals with students, like Admissions, the Registrar, and the Cashier’s Office,” Geoff said.

Faculty team members said that as the discussion with Mr. Geoghegan continued, the idea of deferring the calendar change was presented.

“It doesn’t appear that we’re prepared to begin a new system in 10 months, and Mr. Geoghegan believes it will be costly to make the change—so we suggested that maybe the College should seek to delay the calendar change until all studies and preparations are complete,” Geoff said.

To calculate the financial impact of moving to semesters, the administration uses only one variable: the cost of delivering instruction.

“Mr. Geoghegan then said there were probably academic reasons to make the change that would be better addressed by Dr. Posey,” Geoff said. “However, Dr. Posey did not add any comments during this discussion.”

Faculty team members said that one of the reasons Mr. Geoghegan gave for changing to semesters was “to be like everyone else” in the state.

“Clearly, the administration view of what it means to be like everyone else does not include a faculty workload definition that is like every other community college in the state,” Geoff said.

New administration proposal rearranges workload & cuts compensation

Near the end of the bargaining session, after another lengthy caucus, the administration team offered a new proposal.

Faculty team members said that the administration’s spokesperson, attorney James Lawrence, acknowledged that the proposal was not a big change from previous proposals, but said that the administration team was “seeking to make some headway” by adding the concept of service units to their proposal.

The administration’s Oct. 11 workload proposal states that instructional faculty annual workload on semesters would include 35 instructional units and 2 service units.

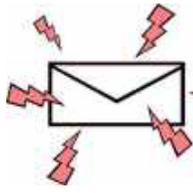
The service units concept was introduced by the Faculty team in bargaining sessions prior to the strike.

“We presented the idea of service units as a way to help quantify the value of faculty work performed outside of the classroom setting,” Faculty Team member Linda Schaffeld said.

“The service units concept we presented could include activities such as advising, working in the tutoring center or the writing center, or performing various kinds of community outreach projects,” Linda said.

“When we presented the idea, we also explained how to calculate the value of this work, and we said that the details of how service units could be implemented would probably need to be worked out in a group like the FACT

see *Bargaining / 3*



Letters

[Editor's note: this letter was received during the strike.]

Dr. Owens and members of the Board of Trustees:

Recently, the faculty of the Environmental Engineering Technology program shared with you, and with our advisors, adjuncts, and alumni, news about some achievements of our program, including:

- A six-year reaccreditation of our degree program and majors by TAC/ABET (Technology Accreditation Commission of the Accreditation Board for Engineering and Technology).
- News that our program is so highly regarded by TAC/ABET that it will be used as a model during revision of the accreditation guidelines for

Environmental Engineering Education.

- News that the U.S. Environmental Protection Agency (EPA) is planning to feature our program in a factsheet on Environmental Engineering education programs.

The recognition that our program faculty bring to the College, the community and the country is just one example of the extraordinary work that all faculty members perform for Cincinnati State.

I find it appalling that the so-called leaders of this institution would rather de-value and disrespect the dedicated faculty of the College than commend us for a job well done.

You had the perfect opportunity to show real pride and support for all that the Cincinnati State faculty have achieved. But the so-called leaders of this College would

rather use the faculty as pawns for personal and political gain. It is not right.

I pray that the administration realizes that there is no College without qualified faculty in the classrooms.

I hope you realize that faculty are the only ones who generate revenue for the College through the courses that we teach.

I hope you realize that students do not select a college based on layers of administrators, but based on the reputation of the faculty and the curricula they have developed

It is time that the Board and the President of the College stop the misrepresentation of the facts and finally negotiate in good faith.

It is time to reach a contract agreement that is in the best interest of the College as a whole; one that supports the College's most important resource... its faculty.

see Letter to BOT / 4

Bargaining / continued from 2

committee," Linda said.

"The administration team never indicated they were interested in this concept, so we did not have any discussion prior to the strike about how service unit work might be assigned and tracked," Linda said.

Faculty Team member Bob Eveslage said, "What the administration brought in their newest proposal was not the service units concept that we envisioned."

"Instead, they used language similar to what is already included in the contract to describe how the Dean may—at his or her discretion—assign workload units for special projects."

"The administration proposal gives the Dean complete control over the so-called service units, and states that 'Assignment of classroom instruction is always an option for the Dean,'" said Bob.

"So in the end, the administration's 'new concept' for workload is just another way of requiring 37 instructional units a year," said Bob.

Along with the 37 units, the only other changes in the administration's new proposal were reductions in proposed compensation and overload pay rates.

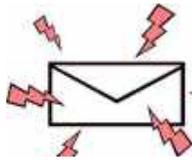
In their final offer prior to the strike, the administration proposed across-the-board pay

raises of 1.5%, 2%, and 0% for a three-year agreement, with overload pay on semesters at \$700 per unit.

In the Oct. 11 proposal, the administration offered raises of 0%, 2%, 0% and overload was set at \$650/unit for year 2 and \$675/unit for year 3.

"We told the administration team we would examine their proposal and respond to it at the next bargaining session, on Oct. 17," Geoff said.

The mediator will attend the next bargaining session also.



Letters

To the Editor:

This is my 30th year of teaching at Cincinnati State. In that time, there have been six and a half College presidents (for a little while there was a team), seven Academic Vice Presidents (and a period without one), and I have worked under six different deans. That is a lot of turnover.

During all of that time, students continued to enroll, complete classes, co-op, graduate, transfer, and get jobs. The College expanded its mission and continued to grow.

By external and internal measures, the College was and still is fulfilling its purpose. Dr. Owens and the Board point with pride at our successes, even reaching as far as the White House. So we must be doing things right.

But who is the College? Who made all this happen? All of those ever-changing administrators?

NO! It is the faculty who do the real work of the College. We

are the subject matter experts, the curriculum designers, the facilitators in the classrooms, the pioneers in distance education, the advisors and counselors who really help the students. We are the people who get thanked at graduation.

Look at all of the data that describes the excellence that is Cincinnati State and behind it you will find the faculty.

So why is it that when we say to the Board, "The workload proposals your team has made will damage our ability to continue excellence," they don't believe us? How can Cincinnati State faculty achieve our acknowledged successes and not know what we are talking about?

Letter to BOT / continued from 3

Poor management brought us to a strike on a day that should have been one of great celebration. Proper leadership would have prevented this situation.

Please get back to the negotiation table without personal agendas. Realize that the faculty bargaining team

And how is it that numerous other community colleges have determined an academically and fiscally balanced approach to faculty work, yet our Board won't consider their model?

Many of our Board members are business professionals who recognize the value of using proven best practices in their fields. So why is it so difficult to apply the best practice model here?

It makes me question the Board's real agenda. Maybe their goal is to destroy the College that faculty have built, and become a "jobs factory."

Marcha Hunley
Humanities Division

has offered truly reasonable solutions to the issues at hand.

Accept these solutions and put an end to the strike!

Sincerely,

Dr. Ann Gunkel
Program Chair, Environmental
Engineering Technology
Center for Innovative

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