

NEWS

AAUP reports to members on issues not resolved after 4 months of bargaining with administration

More than 75% of Cincinnati State's full-time faculty members (110 of 144 faculty) attended meetings of Cincinnati State AAUP on Aug. 19 and 20 to hear a report on contract negotiations and ask questions about the unresolved issues.

The current collective bargaining agreements for AAUP Bargaining Units 1 and 2 expire at midnight on Aug. 29, the day before Fall Semester begins.

More than 95% of the bargaining unit faculty are also dues-paying members of the AAUP Chapter.

AAUP Chapter President Pam Ecker said the unresolved issues fall into three general categories.

"For more than 30 years, AAUP contract provisions have focused on 'days, dollars, and dignity,'" Pam said.

"That was our slogan during AAUP's first contract negotiations in 1989, and it's still an accurate summary of the things that matter whenever we negotiate a new contract."

"We anticipated that the 'dollars' issues around compensation might get a lot of discussion during bargaining this year," Pam said.

"However, we didn't expect the current administration to be so contentious around 'days' issues related to faculty work responsibilities or 'dignity' issues related to demonstrating respect for the faculty and our contributions to this College," Pam said.

Contract negotiations started

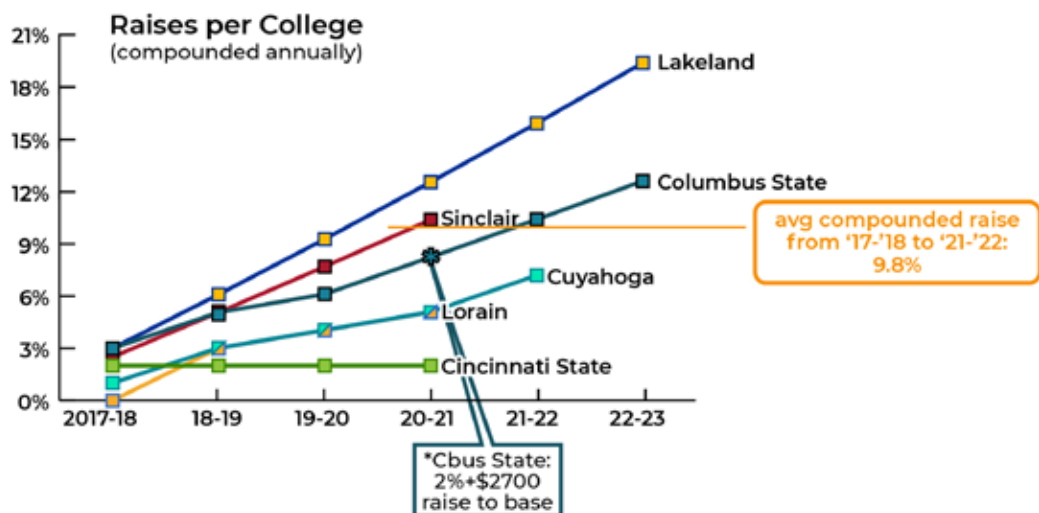
in May and the two bargaining teams have met 14 times, including a session on Aug. 16 that included Federal mediator Joe Wilson.

(A negotiation session with the mediator present is scheduled for Aug. 23, after this newsletter is printed. For updated information see the Cincinnati State AAUP Chapter website at <http://www.cinstataaup.org>.)

At the Chapter meetings, Faculty Chief Negotiator Greg

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Faculty raises at CState & other Ohio community colleges since 2017



Sources: IPEDS, SERB, & documentation from other colleges

Bargaining update /continued from 1

Klein noted that the Faculty and administration teams have reached tentative agreements on some contract language during the 4 months of bargaining.

“At first, we seemed to be making progress toward a mid-summer conclusion to bargaining,” Greg said.

“But when we started to discuss issues that have costs attached, the administration’s tone changed a lot,” Greg said.

Greg said the ‘package’ of currently unresolved issues includes:

Compensation: The administration is proposing across-the-board raises for only 1 year of a multi-year agreement, along with a rollback of overload compensation to a pre-pandemic rate that is significantly lower than the rate for faculty at comparable community colleges.

“Faculty, like other College employees, agreed to go without raises when the College was in financial distress several years ago,” Greg said.

“Now, the College financial reports show a surplus of more than \$7 million, and the College’s fiscal health is exceptionally strong, as measured by the state’s Senate Bill 6 score.”

“Faculty have made extraordinary contributions throughout the past 2 years,” Greg said. “After 3 years with nothing more than a \$1,000 one-time ‘bonus,’ we’re simply seeking compensation that is on par with similar institutions.”

Workload: Greg said steps have been taken in bargaining toward a compromise on a new formula for assigning appropriate workload units to faculty program chairs.

However, the administration seeks to increase the work of full-time co-op coordinators and the full-time clinical coordinator in HPS by more than 22%, by changing annual load from 180 to 220 days, with no change in pay.

“The administration has yet to present a good reason for this change to contract language that has been in place for more than 30 years,” Greg said.

“There is already plenty of contract language to ensure that coordination work takes place year-round.”

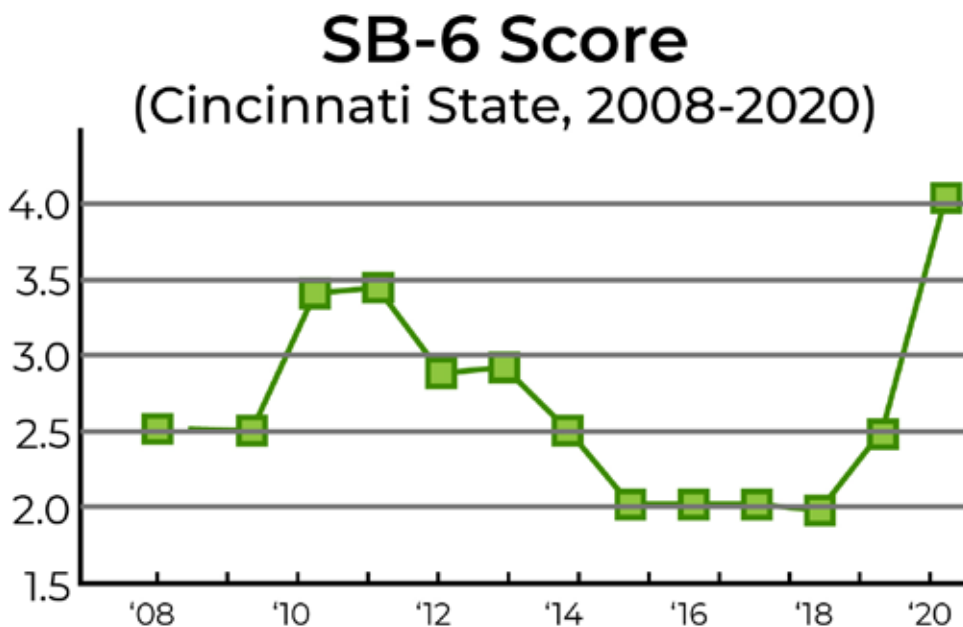
“Combined with other things administrators have said at the table about faculty who supposedly ‘don’t work hard enough,’ or are ‘only in it for the money,’ it’s deeply disturbing to think about what they might have in mind that would apply to all other faculty members in the future.”

Other unresolved workload issues include decisions about future use of remote office hours, as well as administration proposals to add contract language about faculty responsibilities during the non-teaching semester and College breaks.

“The majority of Cincinnati State faculty already put themselves ‘on call’ to serve students at all hours of the day and night, on weekends, and during College breaks,” Greg said.

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Cincinnati State’s Senate Bill 6 (SB-6) score, a state measure of institutional financial health, has reached a record high



Source: Cincinnati State Board of Trustees

Bargaining update / continued from 2

"If administrators are having problems with a few faculty members, they already have management rights to deal with problems-- our contract has never prevented managers from taking appropriate steps to resolve problems."

"AAUP does not defend faculty who aren't fulfilling their responsibilities," Greg said. "AAUP ensures that administrative review processes are carried out fairly if a faculty member's work is in question."

Composition of the bargaining unit: The administration seeks to remove some positions (academic advisors, counselors, and instructional designers) from AAUP Unit 1.

Current faculty in those positions would retain their roles and bargaining unit status, but future hires in those roles would

be staff members rather than faculty.

Professional enrichment: The administration is seeking to put new limits on sabbaticals used to pursue advanced degrees, while the AAUP is seeking greater assurance of funding for professional development activities for all faculty.

So what's next?

Pam and Greg said the Faculty bargaining team will continue to seek resolution at the bargaining table; however, if the sides remain at impasse, the Fact-Finding process described in Ohio's collective bargaining law will begin.

Fact-finding means both sides will present unresolved issues to a neutral fact-finder mutually selected by both sides.

The fact-finder prepares a report with recommendations on how to

resolve these issues, and then both sides (AAUP Chapter members and Board of Trustees members) must vote to accept or reject the recommendations.

"If we can't reach agreement at the table, and have to present the unresolved issues to a fact-finder, this process will continue beyond Aug. 30," Pam said.

"All of the current contract language will remain in effect while the fact-finding steps move forward."

"AAUP will continue to keep our members informed throughout the process," Pam said.

"And of course, faculty members will continue to serve our students with professionalism and excellence while the next steps are carried out," Pam added.



Letters

To the editor:

Thank you to the Faculty Bargaining Team for their countless hours of seeking a fair new contract for the faculty.

It is disturbing to hear that the College administration does not appreciate the value of the CState faculty.

It isn't a secret how much time and effort faculty put into re-creating curriculum during the Covid-19 pandemic, and then again during the shutdown of the Main Building.

We are professionals who are passionate about the success of our students and we invested more

time during these emergencies for the sake of the students and the College.

We did this without complaint or financial motivation, especially considering we hadn't received a raise for several years.

Working even harder during these disasters demonstrated the level of commitment we typically exhibit.

It is disappointing to hear that the administration doesn't recognize this and doesn't show support for the faculty who work to achieve the mission of the College every day.

Julie Klensch
Professor, Respiratory Therapy

To the editor:

Any administrator who looks at my Starfish schedule will see 15+ office hours I put in freely between the end of Summer 21 and the start of Fall 21 to help students get registered. Between Spring 21 and Summer 21 I freely gave 17 office hours without pay. And between Fall 20 and Spring 21 semester I freely gave 19 ½ office hours without pay.

So, in total, during only one year, I gave over 52 office hours without pay to help students. This wasn't something administration asked me to do. It is something that I and many other faculty do and have done over the years to help College enrollment, assist students, and support our mission.

After hearing the update on the status of negotiations, I am disappointed, and tired of being classified by administration as not being committed to the cause.

Colleen Meyer
Professor, Information Management
& Program Chair, Paralegal



Letters

To the editor:

Before I graduated from Cincinnati State, I witnessed the hard work of my co-op coordinator and professors.

However, I never knew how much time and dedication a coordinator invests until I entered the role myself.

The work includes assisting with Career Days and student recruitment events, meeting students in classrooms and in 1-on-1 appointments, attending co-op orientation every semester, logging notes in Starfish and CareerLink, assisting with student resumes, coordinating hiring events and career development workshops, interacting with potential employers to develop new jobs and with current employers to understand their needs, conducting

site visits, getting feedback from employers and students each semester-- and the list goes on and on.

I also manage the CState Career Closet and help students in all majors select professional work attire, meet with donors, and stay involved in all of the other meetings and responsibilities that all faculty have. I teach related classes, too, and have the responsibilities associated with these classes.

I am extremely accessible to students, employers, program chairs, community partners, donors, prospective students, and more.

My workdays are long and it often feels like I'm "on call" after hours. Students are not all the same, so co-op coordinators need to stay flexible while doing complex work.

I don't mind long days at times. However, I also appreciate my time off, which is essential to my health and family life.

Especially during the pandemic, it feels like I am doing more for the College with little acknowledgment.

As coordinators, we shouldn't have to feel that time off with our family is going to be stripped away and put up for negotiation.

Brian C. Hooten
Cooperative Education
Coordinator, BTB

To the editor:

As I get ready to start my 24th year teaching at Cincinnati State, it's highly disturbing to hear that the administration's bargaining team is saying that they don't trust faculty.

They don't trust faculty? The same faculty that busted our butts and pivoted to all online instruction in the face of the pandemic? The same faculty who worked with students in these difficult times to make sure students had the best possible experience in their classes?

If the administration doesn't trust us now, did they ever? And if they've never trusted us, why should we ever trust them again?

During our recent AAUP Chapter meeting, someone mentioned that the administration is counting on faculty's longevity and not wanting to leave. I mentioned that we should all change our LinkedIn status to "Open to Work." While some took it as a joke, other faculty members indicated they already have done this and I am one of them.

Why should I bust my butt for an employer who flat out tells me that they don't trust me?

Carla Gesell-Streeter
Professor & Program Chair,
Brewing Science



To the editor:

I listened to the AAUP Chapter meeting from my part-time job that I've needed for the past eight years in order to make the ends meet, and keep the lights on, food on the table, and the mortgage paid.

Thank God I have a marketable skill that my industry values and will pay for, or no exaggeration, I would have lost my house by now.

Hearing at the Chapter meeting that in the eyes of the administration, my efforts aren't worth much is a slap in the face, demoralizing, and feels like a betrayal.

I could never have imagined after earning an associate's degree from

Cincinnati State, and then going on to get a bachelor's and a master's degree, that I'd be 45 years old and still treading water financially, despite working hard and trying to do everything the right way.

With the cost of living and inflation compared to our (lack of) raises, we've essentially made less money and had less spending power every year. Something has to change.

We've given enough-- we need to see some appreciation for our efforts, our dedication, and most of all, our loyalty to the College and our students.

Joel Knueven
Professor, Graphic Design

To the editor:

Like the rest of the faculty, I am truly shocked about where we are with our contract negotiations. Many issues still need to be resolved, but I would like to focus on salary.

My understanding is that the administration is offering a reasonable increase for the first year of the contract and no increase for the other two years-- despite the fact that the faculty (and most other College employees) have gone without a raise for the last three years.

During these three years we have successfully survived the first wave of the Covid pandemic and survived a flood that made the Main Building uninhabitable for two semesters.

We survived these trying times by working harder than ever to give our students the best education that we can.

Four years ago, the College was in financial trouble and we accepted a contract with no raises for two years. Last year we accepted an extension of this contract with no raise.

To the editor:

I am just sad. I have spent more than two decades enjoying my work with students at Cincinnati State. I truly love being a part of the life changing experience that a Cincinnati State degree brings to many of our students.

I have never worked harder than I have in the past year and a half. This has been such a challenging time for our students, and I try to be there for them whenever they need support. This Saturday morning I had a long Zoom call with a student to help her work through some issues and schedule classes for fall semester.

Was I on campus? NO. Did I have a scheduled office hour? NO. Did my student need the flexibility of a relaxed Saturday morning meeting? YES. So I helped my student.

The implication was that once the College was in better financial shape we could expect future raises.

The College is now in the best financial shape it has been in years, as measured by the year-to-date net surplus (over \$8 million according to the report at the June Board meeting), a Senate Bill 6 composite score well over 4 on a 5-point scale, and excellent status for other financial indicators including Primary Reserve, Viability, and Net Income.

I'm told the administration says they can't give the faculty raises past the first year of the contract because they can't predict future enrollment or state subsidy.

Yet at the June Board meeting they approved spending more than a million dollars for "Phase 1" of IT modernization and over \$300 thousand for machine tools for WDC.

Why is it ok to spend money on these projects if we don't know about our future enrollment and state subsidy?

The budget for Fiscal Year 22 presented at the June 2021 Board meeting had other interesting

The joy I felt being able to help my student was squashed by the sadness I feel as I think about the AAUP contract negotiations. I have always poured my heart and soul into this College and even more so during this pandemic. Now, I find that I am not even worth a chunk of our 8-million-dollar surplus.

My net salary goes down every year due to rising health care costs and increases in required deductibles.

However, what saddens me the most is the lack of trust that the administration has that I am doing my job. I love my job-- of course I'm doing it!

I certainly hope that our administration has a change of heart and acknowledges my hard work and that of my colleagues.

- Name withheld at author's request

expenditures, like:

- \$266,920 for travel
- An increase of \$5,782,144 in "Contracted Services"
- An "Administrative Unit" budget increase of 6.86% while "Faculty Unit" increased by 3.60%

There seems to be money for everything except employee salaries.

I'm told that the cost of a 1% across-the-board raise for all faculty is approximately \$100,000. It's hard to believe that in a 43-million-dollar budget, the College can't find a way to give its employees a reasonable raise each year.

The faculty stepped up and did an amazing job to get through the Covid pandemic in 2020-21, and we stepped up again when the Main Building was flooded. We're stepping up now to prepare to welcome Fall students.

It is time for the College administration to step up and do the right thing for the faculty—the most valuable asset of this College.

Mike DeVore, PhD, PE
Professor & Program Chair,
Mechanical Engineering
Technology





To the editor:

I understand that negotiating a contract isn't always an orderly interchange aligned with underlying assumptions of mutual respect, trust, and the value of empirical evidence.

Nonetheless, this year I am disheartened by the discrepancy between the administration's negotiation stance on multiple issues in contrast to previous communications that praised us for exemplary performance during pandemic times.

After hearing the report from the Faculty bargaining team about issues still in dispute in negotiations, my conclusion is that

To the editor:

"Flexibility" and "empathy" are buzz-words the administration has been using to encourage faculty to deal with the challenges of the past several years.

We didn't have to develop those characteristics-- we already have them. They are necessary for anyone who wants to be a good teacher. It's not always easy to exercise these traits, but unity in the cause enabled us to find workable solutions. We're really good at doing that.

Our flexibility and empathy were tested a couple of years ago during the HLC audit emergency. Our empathy for the College enabled us, at a moment's notice, to drop everything we were doing to gather the data the administration requested. We then snapped back to tend to our usual duties.

Then came Covid-19. Again, we displayed overwhelming flexibility in pivoting from on-campus to online instruction in a heartbeat. We came through for the College, as usual.

some administrators have attitudes and beliefs they didn't previously convey, and are out of touch with the time we invest in our students and the College.

My conclusion is that the administration would rather punish all faculty than manage the rare cases of incompetence.

My conclusion is that the administration doesn't trust me to do a quality job.

The administration attitudes revealed in their proposals and bargaining table language are like a sharp slap in the face you didn't see coming.

Or, perhaps you should have seen it coming, but had faith and hope that fairness would prevail after an arduous 19 months of finding resourceful, inspired, and sometimes unconventional ways to keep things going.

I could provide numerous

We gave the best instruction possible under the circumstances, and we empathetically worked out options to best address students' challenges. It's what we do.

This faculty has been astonishingly flexible over the last two-plus years, which apparently has been taken for granted, despite lip-service recognition and "bonus pay."

I've been a full-time faculty member for over 20 years and I've seen a number of contentious contract negotiations. I am appalled by what's happening this time.

People who know us, who have worked with us and who we've bailed out now don't trust us and think faculty are gaming the system and not working hard enough.

The administrators making these statements certainly aren't showing the attributes expected of faculty: flexibility and empathy.

Terry Endres
Professor & Manager, Writing
Center

testimonials from faculty members who worked ever-increasing hours to transition our courses to remote Covid-19 formats and support students throughout remote operations.

I could provide a list of new or refreshed expectations-- either overtly or covertly communicated-- for my own roles as a department chair and instructional faculty member.

I could detail the impact on community morale resulting from administration bargaining proposals that don't seem to reflect the reality and quality of our work and don't value, respect, or invest in faculty.

What is happening at the bargaining table is an insult.

Heather Hatchett, PhD
Professor, Psychology & Dept.
Chair, Social/Behavioral Sciences

To the editor:

As I've done in the past, I'm currently serving on a committee for a new hire. Hiring new faculty is already difficult and will be even more difficult if we scale back benefits of working for the College.

Cincinnati State boasts about our excellent programs and well-qualified instructors. The committee I'm on now is almost certain that finding someone qualified to fill the role will be practically impossible. The pay (and possible changes in workload) for the role as a Program Chair is gravely under-competitive.

If we can't attract needed faculty for our academic programs, it will affect accreditation and ultimately decrease our ability to enroll students in many important College programs.

Further scaling our "benefits" by taking a pay cut to teach additional classes will result in a lack of highly qualified faculty (or any faculty at all, for that matter) and could dilute our College's reputation for quality.

Claudia Miller
Professor & Program Chair,
Occupational Therapy Assisting
Technology

To the editor:

I was disappointed to hear at the AAUP Chapter meeting that the tone of administration during some bargaining sessions has been one of mistrust and lack of recognition for what we do as faculty.

I understand that administrators could no doubt give individual examples of faculty who don't appear to be working to the expected capacity. That could be said of any business and its employees.

What I have personally observed overall, though, are faculty members who routinely go beyond what is expected to serve our students. This takes many forms, including answering student emails and phone calls in the evenings, weekends, semester breaks, holidays, and often during our non-teaching semester.

If a student has an urgent issue, or they just need to talk, vent, or get a question answered, most often faculty say "sure, let's talk," or "hey, can you hop on Zoom for a chat?"

I try to remember to record these impromptu meetings in Starfish,

To the editor:

It has sadly come to my attention that the administration is seeking to change co-op coordinators from 180-day to 220-day employees with no increase in compensation.

This is extremely disturbing to me as a Co-op Coordinator. I have been with the college more than a decade and it seems like in every contract negotiation the administration feels the need to attack co-op coordinators.

In Cincinnati State marketing, one of the first strengths touted is the co-op program—the result of work by the co-op coordinators.

Co-op coordinators build relationships with employers in Cincinnati and surrounding areas that lead to co-op placements for our students, and full-time employment after graduation.

but it is usually so fast and so often, I just don't.

Add to that all of the times we re-create or redirect course content to help students be more successful.

Add to that the extensive number of emails that advisors answer, outside of scheduled office hours, to get students registered or help them rework an academic plan.

Add to that the extensive work of co-op and clinical coordinators. The work of coordinating student experiences with our local employers is constantly changing, especially in today's pandemic culture.

Add to that the work of the chairs who may need to oversee all of the above to make sure accreditation standards and program outcomes are being met. For health programs, every few years or so, preparing for an accreditation site visit can be equivalent to having another full-time job added to my current one for about a year.

I have gladly done the tasks listed above because I love my job and my students. I never ask for a thank you because I believe the reward is intrinsic to the job. But that attitude

According to the economic impact study our administrators like to cite, 85% of our graduates stay and work in the area, giving Cincinnati State a \$600 million impact on the community. This is in part due to the hard work of co-op coordinators.

Our work also helps drive student enrollment and retention. In a recent survey of why students chose Cincinnati State, the top two answers were cost of tuition and the co-op program. Clearly the students value the co-op program provided by the coordinators.

Our AAUP bargaining team told us some administrators don't think co-op coordinators or other faculty are working enough. Well, that isn't the case.

My fellow co-op coordinators and I offer ourselves to our students extensively. When the College

changes when the administration says or implies that I am not to be trusted to do my job adequately, and that I need to work more, for the same or less pay.

Like many of my faculty colleagues, I work well over what is expected, to give personal attention directly to our students.

If the administration wants to start nitpicking hours I spend, I can do that too, and I guarantee that if I do, the College will come out on the short end of it.

I started at Cincinnati State in 1995 as an adjunct, so I have seen many contract negotiations, not all pleasant.

I had become optimistic and hopeful that faculty and administration had finally reached a point where there was mutual respect and appreciation. It is very disappointing to hear what's been reported.

My hope is that we can avoid additional contentious negotiation processes and get back to serving our students.

Mike Chaney
Professor, Respiratory Therapy

shut down due to the pandemic, all faculty accommodated our students. Coordinators created alternatives for students to complete their co-op requirements if they were unable to obtain a traditional experience due to the decrease in jobs.

A team of coordinators developed learning modules that helped students develop soft skills that would typically be acquired on the job.

We reached out to employers to assist in building remote co-op opportunities and made ourselves available to students through a variety of virtual platforms. We also expanded our office hours and many provided their personal phone numbers to be available to advise students in co-op and career issues.

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To the editor:

Last year when Covid hit our community, faculty pulled together to get our students through the semester successfully and safely.

Endless hours were spent on campus the week before everything shut down, making skills videos in the lab, gathering resources needed to continue teaching from home, ramping up online skills and learning new software, and responding to and reassuring students that we would continue to help them reach their goals.

Countless nights, weekends, and “non-teaching” semester hours were spent adapting and adjusting to the new normal.

Now, when things have settled a bit and we are moving back to traditional teaching environments,

Co-op / continued from 7

Are these actions of people who don't work or don't care about their students?

Dr. Posey stated in her 50th Anniversary messages that Cincinnati State was founded on co-op, co-op is part of our mission, and Cincinnati State is committed to providing support that students and employers need for co-op. Co-op coordinators provide that support.

Will the administration keep that commitment and support their co-op coordinators?

- Name withheld at author's request

we're again spending time adapting and adjusting courses while still being mindful of our students' safety and health (and our own).

The faculty stood united with the administration when we asked for updated facilities and network systems and were told there was no money in the budget. We stood united through hiring freezes because there was no money in the budget. When the Main Building shut down overnight at the beginning of a semester, we stayed united and adapted yet again.

Now, there finally is money in the budget, and it is disheartening to hear that administration does not think that faculty are a valuable asset that should be invested in. I thought we had shown our commitment to our College and community; however, it seems that administration did not see or value our hard work.

Last year, when I was pregnant with our first child, I worked very hard during my non-teaching semester to adjust my course's lab and clinical needs so my students could still be successful in the

course. While contract negotiations were going on with discussions of potential faculty pay cuts, I went back to the bedside as a nurse to work for my community during the peak of Covid because I wasn't sure if my full-time faculty salary was going to be able to support my newly-increasing family, while my husband works on his degree at Cincinnati State.

It's disappointing that another year has gone by and I am still unsure of my family's finances.

It is disappointing to work in an organization that says they value the community, when my family is part of Cincinnati State's community and needs help. It is disappointing to hear that faculty are described as not working hard and not deserving of salary increases.

I chose to work at Cincinnati State because I thought the College's values matched with mine. Now, I am asking Cincinnati State to choose to support me.

Lindsey Stewart
Instructor, Nursing



To the editor:

After attending the AAUP Chapter meeting, I have to compose myself to share my thoughts. The disregard the administration has apparently shown towards me and my fellow faculty members is unconscionable!

In the past seven years we have had miniscule raises and STILL elected to do the hard work to maintain the high standards established by the founders of this College.

The College as a whole has had to work twice as hard in the past year and a half to maintain that level for our students—which was recognized by the \$1000 bonus we all got. Now I find out this same administration is making comments at the bargaining table

that they no longer trust us to do the jobs we were hired to do? Such a disappointment.

When I was a first-generation college-bound young adult with a father of Appalachian descent, I crossed the threshold of Cincinnati Technical College and I loved it so much I decided to come back to teach.

Thirty-two years later, I didn't think I'd be finishing my career here in the way that seems to be happening this year. I hope the Board of Trustees, if not the administration, will do the right thing and show the faculty and staff that we DO matter.

David W. Smith
Professor, Mechanical Engineering
Technology

To the editor - a view from the bargaining table:

The 2018-2020 AAUP contract included an agreement to “develop an improved metric for determining workload units assigned to programs and certificates” through meetings of the Faculty / Administration Communication Team (FACT).

As a participant in those meetings, it was clear to me there was agreement on the need to make adjustments— but the details of how to make those adjustments hadn’t been determined by the time Covid derailed our meeting schedule.

Based on input from program chairs via surveys, focus groups, and individual conversations, it was clear the current chair formula wasn’t equitable and didn’t capture the scope of chair work.

Focusing on FTEs doesn’t reflect the time chairs devote to every individual student when close to 70% of students enroll part-time. Additionally, the expansion of chair duties in recent years had not been considered fully.

Given the previous agreement to develop an improved metric, I thought negotiating this topic would be straightforward. But the administration’s tone at the bargaining table this summer, where I participated in the discussion of chair workload, was a big shift from the discussions in 2019.

Previously I thought we had agreed, at least conceptually, that changes were needed. At the bargaining table it no longer felt that way.

Not only had agreement gone out the window, I was surprised to hear administrators imply that chairs might make certain decisions based on “padding” the workload formula— even though substantial effort would be needed by a chair to move the formula by even a half-unit increment.

Prior to being part of chair workload negotiations, I thought the administration trusted faculty to make decisions based on what was best for students.

I came away from these bargaining discussions with the impression that the administration questions the motives of faculty.

Suggesting that chairs need to be “incentivized” to encourage full-time enrollment and maintain full classes made it quite clear that the administration did not see chair workload for what it truly is: release from some teaching responsibilities in order to adequately address, at minimum, 28 other responsibilities spelled out in the AAUP contract. And many of those 28 other duties require the same amount of work regardless of the size of the program.

I want to believe that the entire College community is motivated by what is best for our students. I know that the decisions I make as a program chair are focused on student success— not on counting my units of release time.

Marianne Niese
Professor & Program Chair, Human & Social Services

To the editor:

The administration’s proposed change from 180 days to a 220-day workload for co-op coordinators is unacceptable for many reasons.

Not a single person in any line of work would be willing to work 40 more days per year without an equitable change in compensation. Extra work days mean extra associated expenses such as child care and transportation. More days requires more compensation for any working person.

Maybe the administration believes coordinators could or should take all of our time off between semesters, but that won’t work. During the week between semesters we will be tracking down students to turn in missing assignments so they can receive passing grades for the past semester’s co-op, and helping

more students find co-op jobs and register for the new semester.

Challenges to co-op coordination change from year to year. Some years culinary will be popular; then the next year comes a new bachelor’s degree in surveying; then a new push in another career field comes the following year.

The current and past practice of allowing co-op coordinators to manage their days based on current needs, with the ability to work an additional 30 (paid) days if needed, is not perfect, but it has worked.

Working a 220-day calendar also would reduce time I have to grow as a professional by taking classes and sharpening my skills or gaining new ones that make me better at my job

I’m not an administrator or a manager now, but I have been. The proposed 220-day calendar appears

to be a tool to manage performance.

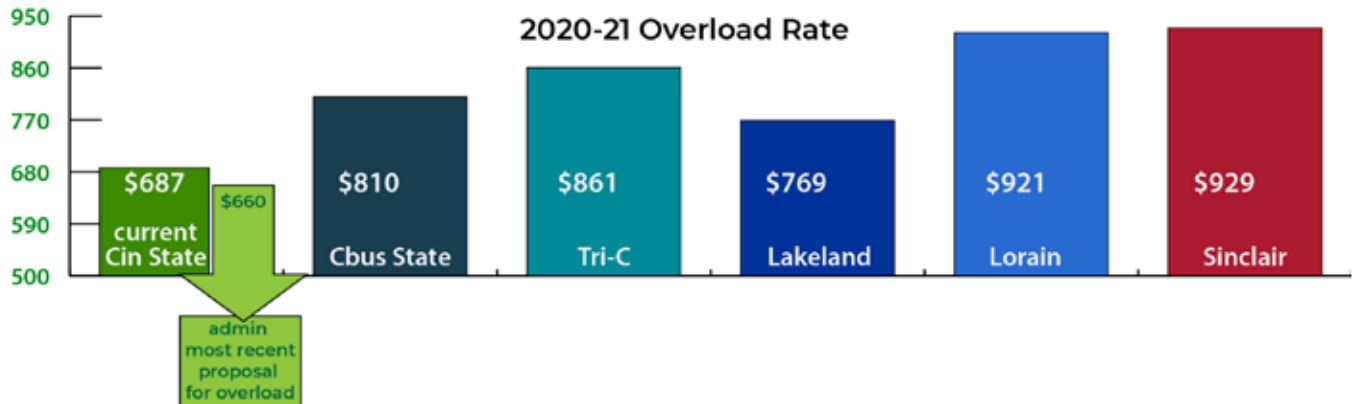
If there is a poor performer, in any organization, the poor performer should be addressed and managed— the rest of the organization should not be mis-managed.

I love my job as a co-op coordinator at Cincinnati State. I get to help students find their first jobs in their new professions. I work alongside highly educated and caring faculty. I get to help world-class local, regional, and multi-national companies hire our students.

Now that I am finally a full-time faculty member, I want to continue to do my job and be fairly and equitably compensated. The proposed 220-day calendar is not acceptable.

Doug Woodruff
Cooperative Education
Coordinator, EIT

Comparison of faculty overload compensation rates at Ohio community colleges



Sources: IPEDS, SERB, & documentation from other colleges



Inside: Letters from Cincinnati State faculty members

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