



# Federation News

## Message from the President



**Mary Alsteens**

This issue of our Newsletter will focus on negotiations. Below, I'll try to answer questions you may have.

### Who is your negotiating team?

Per our Constitution, the President selects a five-member team. They are Kathy Mueller, Joe Halter, Dwane Klostermann, Greg Weyenberg, and me. I'm very pleased to have three new and younger members. Dwane, Kathy, and Joe all have articles in the Newsletter and you all know me, so I'll tell you a little about Greg. He was a grade-school teacher and dabbled in politics before starting as a Staff Representative for AFT-WI in the mid 1980s. As Staff Rep, he serves several local unions including K-12 in Menasha, Whitnall, and Hortonville, the Milwaukee K-12 psychologists, and the WI Public Defenders. In his 20+ years, he has bargained many contracts. He's a registered lobbyist and a long-term board member of AFL-CIO in WI. He has considerable expertise regarding health insurance in addition to the wealth of knowledge and history he brings regarding bargaining.

We also have 3 recorders who will rotate based upon availability. They are Mary Schneider, Tom Roehl, and Jill Stiemsma. We also plan to have Tom available during times that our team needs the voice of trade and tech. Others have also offered to be consultants and we'll ask them to help as needed.

### What are we negotiating?

The list of issues we presented to the District were workload, technology/alternative delivery, calendar, intellectual property rights, program viability plan language, professional development, and salary. Their issues were calendar, curriculum pay, insurance, occupational competency, probationary period/faculty evaluation, salary and workload. Although workload is our primary issue which includes many sub-categories, we will probably start with calendar. Marketing needs the 2008-09 calendar in late fall 2007. As in the recent past, we may come to you for separate ratification of the calendar. Please be aware that the District can implement

any calendar they wish as long as it's in accordance with our contract. Despite that, we have a history of bargaining it and wish to continue that collaborative model.

### What about the survey?

We had a fantastic 92% survey completion! Our team now has the compiled results and will refer to your priorities as we bargain. I also am in frequent contact with the others who developed the collective bargaining goals that the survey was based on. As you recall, these were leaders from all 16 technical colleges facilitated by WEAC and AFT-WI staff. We'll know how things are going at other colleges that are also bargaining or recently completed and can call on them for assistance if needed.

### When do negotiations start?

The current contract expires on June 30, 2007. We therefore notified the District in January of our intent to commence bargaining and a joint notification was sent to the WERC. Per Statutes, an open meeting announcement was published in the local papers for the initial meeting to exchange issues and develop ground rules. That meeting was held on March 12. As usual, no one but the teams showed up. With our teaching schedules, it's difficult to find dates to meet. We did determine a half-day in April, a full day in May, and another full day right after school is out. We'll hopefully find some other summer days working around our summer schedules and continue in fall. We work under our current contract until a new one is ratified. It took us until April the last time and February, the time before that. I remember some bargains ending as early as November or December.



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## Message from the President (continued)

### What is the process?

You've probably heard several terms like consensus bargaining, chip bargaining, traditional bargaining, interest-based bargaining, and others. In traditional or chip bargaining, in the strictest sense, only the spokespeople talk. Each side gives a proposal then bargain what they'll give to get it. Consensus bargaining usually involves a facilitator. Both sides present interests and possible solutions, then come to consensus on combinations of these proposals. Several models are out there. In the recent past, we've used Resolve and a modified Resolve. It worked well the first time but was very time-consuming. Our last bargain, using a modified Resolve was very adversarial and we ended up going to mediation/arbitration. Mediation occurs when the parties come to an impasse. A WERC mediator comes in and helps the teams reach agreement. If that doesn't occur, the teams each can send a final proposal to an arbitrator who then determines which final offer to accept.

We've decided at this bargain to use an interest-based process. We have a facilitator from the Federal Mediation and Conciliation Service to help us get started and perhaps work with us if we run into trouble. In this process, we'll work on an issue together, exchanging proposals and attempt to come to a consensus agreement. We'll fall back to traditional bargaining for issues that can't be addressed in the interest-based format.

### Other questions?

Please send other questions to me and I'll answer in a "Negotiations Update" via e-mail. As we tell our students, "If you have a question, you can be pretty sure others have the same one." Please also be aware that we cannot answer questions about where we are in the bargain itself (progress or problems) or what tentative agreements we've reached.

## Meet Your Negotiations Team

### Thank you for serving as a negotiations team member. What motivated you to say "yes" to the chance to serve?

*The honest answer to the question is.... I really don't know. I was surprised to be asked by Mary Alsteens and Marty Potter, for whom I have a great deal of respect for as professionals, if I was interested in serving on the negotiating team. After speaking with them and several other members, I thought perhaps my experience would be beneficial to the team and the experience would be rewarding. Call it intelligent ignorance or naiveté, I have a curiosity and passion to learn and I want to be a contributing member to our federation.*

### Tell us about skills and experiences you have had that will help you be an effective representative and advocate.

*The skills I have to offer the negotiating team are: good listener, judgment based on facts, perseverance and practicality. The experience I offer is unique as a federation member since I was in management for twenty years and can offer a different perspective.*

### Here are 9 team member functions: initiate, elaborate, give information, seek information, review, energize, encourage, harmonize, and gate keep. Identify and explain one or two that you see as your strength(s).

*I would like to think that I am able to function well in nearly all but would offer initiate and seek information. I am proactive in my efforts, questions, and follow-through. I like to be informed and will do my homework and ask open ended questions to ensure we all understand the terms and definitions.*

### Looking at the membership's bargaining survey, what areas jump out as member concerns?

*It appears that work load issues and ownership of materials are near the top at the moment.*

### What is one part of our contract that needs clarifying or simplifying?

*Workload*

### What is one part of our contract that needs strengthening?

*Professional development and program continuation.*

### Describe a new or future issue that is not currently addressed in our contract. How will it impact our members if not addressed in this bargain?

*I am not sure of any new or future issues that are not currently being addressed.*

### When it is your turn to order carry- out for the team, what will you order?

*Something very light with caffeine to keep us alert.*

### What else can you tell us so we can know and support you?

*I am approachable, honest, candid, and like to have fun.*



**Joe Halter**  
Social Science Instructor  
Fond du Lac Campus  
Negotiations Team

## Meet Your Negotiations Team

**Thank you for serving as a negotiations team member. What motivated you to say “yes” to the chance to serve?**

*I was particularly hoping I could make a significant difference in the way this college measures workload.*

**Tell us about skills and experiences you have had that will help you be an effective representative and advocate.**

*Although I have never served in this capacity in the past, I believe I can offer a unique passion for accomplishing the needs of our members. I also possess a high level of self and collective-efficacy in regards to working on this team.*

**Here are 9 team member functions: initiate, elaborate, give information, seek information, review, energize, encourage, harmonize, and gate keep. Identify and explain one or two that you see as your strength(s).**

*Giving and seeking information are very important issues for me, especially when they deal with making decisions for entire group of persons. Empirically supported evidence can be utilized for effective, efficacious decision making.*

**Looking at the membership’s bargaining survey, what areas jump out as member concerns?**

*Workload and intellectual property amidst many others.*

**What is one part of our contract that needs clarifying or simplifying?**

*Workload!!!! I cannot stress this enough.*

**What is one part of our contract that needs strengthening?**

*Intellectual property, how to identify and monitor. As well as involvement of faculty in decision making that directly affects their work environment.*

**Describe a new or future issue that is not currently addressed in our contract. How will it impact our members if not addressed in this bargain?**

*I fear that if the college decides to ignore our intellectual property, and see our work as the property of the college, they may reason that our work could be used to offer online courses which are not taught by the originator of the material being used in the course (i.e. Pod casting)*

**When it is your turn to order carry- out for the team, what will you order?**

*Subs are usually pretty safe. However, I would not mind grilling some brats or venison for the team either.*

**What else can you tell us so we can know and support you?**

*Perseverance and attention to detail stand out. I was a member of the US Army from 1992 to 2000. I served in a Special Operations unit as a Psychological Operations Specialist. I have two children ages 7 and 5. My wife is a Registered Nurse in West Bend. I love what I do.*



**Dwane Klostermann**  
Clinical Lab Technician  
Instructor  
Fond du Lac Campus  
Negotiations Team



### Learn to Earn:

Lakeside Ladies Investors Club meets on Tuesday at Sunset Supper Club once a month. If you are interested in learning more about stocks, investments, or being a guest at our meeting, contact Joan Seichter at [jseichter@morainepark.edu](mailto:jseichter@morainepark.edu) or leave a message on voice mail, 924-3353.

# HAVE A GREAT SUMMER!

## Meet Your Negotiations Team (Continued)

**Thank you for serving as a negotiations team member. What motivated you to say “yes” to the chance to serve?**

*I feel I owe the union for keeping me in a job a few years ago and am doing my part to repay the work done for me then.*

**Tell us about skills and experiences you have had that will help you be an effective representative and advocate.**

*I have been a member of the MPFT executive council for the last couple of years, so I am aware of issues that our members face. Hopefully, I will be an effective voice for all of us – because most of you know I’m not afraid to speak up!*

**Here are 9 team member functions: initiate, elaborate, give information, seek information, review, energize, encourage, harmonize, and gate keep. Identify and explain one or two that you see as your strength(s).**

*I’m not afraid to initiate discussions regarding problem areas, so that is one of my strong points. If we have issues we need to address, I won’t hesitate to address them.*

**Looking at the membership’s bargaining survey, what areas jump out as member concerns?**

*Workload is an issue of strong concern for many members of our faculty. Another one that received quite a bit of feedback is intellectual property rights. Those should be very interesting topics.*

**What is one part of our contract that needs clarifying or simplifying?**

*The entire section covering our workload language is awful. If there’s anyway to get it cleared up, that would be a great accomplishment. If we can resolve some workload issues, then we’ll work to make sure the language can’t be interpreted 12 ways!*

**What is one part of our contract that needs strengthening?**

*Again, workload is the one that comes to my mind as a part that needs serious strengthening.*

**Describe a new or future issue that is not currently addressed in our contract. How will it impact our members if not addressed in this bargain?**

*We will bring to the table the issue we’ve called “program viability plan” language. Our idea is to get language to help provide support for and strengthen the programs that have low enrollments. This is an issue that is of great concern to many of us going into the new era of “thin layer” courses and program requirements that might really impact programs’ enrollment and futures.*

**When it is your turn to order carry- out for the team, what will you order?**

*Anything that can be delivered after a quick phone call!*

**What else can you tell us so we can know and support you?**

*I’m interested in hearing member’s viewpoints on topics related to the issues we’ll be discussing. I hope anyone with an opinion doesn’t hesitate to express it to me so I know what our members want us to do for them. Faculty needs to remember that the only way we can support their needs and wishes is to be informed of what those needs and wishes are. We may not be able to address everything, but I can pass on any viewpoints to the rest of the group to see if they can be incorporated into our negotiation topics.*



**Kathy Mueller**  
Basic Education Instructor  
Beaver Dam Campus  
Negotiations Team

## Ask the Contract



***An actual case from the files of the MPFT!***

John is currently teaching in a program that has declining enrollments and he is concerned about his job security. John is interested in a district vacancy posted on the union bulletin board and he satisfies the required qualifications. According to the contract, what are John’s rights concerning that vacancy?

Hint: Bargaining Agreement (Contract) Article VIII Section 3 (c). page 18

\*\*The answer to Ask the Contract can be found on the MPFT web site at <http://www.MPFT.org>

# Meet Your Negotiations Team (Continued)

**Thank you for serving as a negotiations team member. What motivated you to say “yes” to the chance to serve?**  
*I'm serving as a part-time recorder for these negotiations because that is all my schedule will allow, but I feel an obligation to help as much as possible with anything that I benefit from. I also expect this to be an educational experience as I have never participated in contract negotiations before.*



**Tom Roehl**  
Engineering Technologist Instructor  
Fond du Lac Campus  
Support Team



**Thank you for serving as a negotiations team member. What motivated you to say “yes” to the chance to serve?**

*I want to do my part to support our negotiations team, our union leaders, and our union members. A lot of work is done by just a few, so more of us should volunteer and share the work. After all, we ALL benefit from the achievements.*

**Mary Schneider**  
Student Success & HS Alternative  
Program Instructor  
Fond du Lac Campus  
Support Team

**Thank you for serving as a negotiations team member. What motivated you to say “yes” to the chance to serve?**

*Negotiations is a tedious, stressful process – and therefore a “duty” that many of us should share. While obviously it helps to have “seasoned” negotiators on the team, I believe we all share an equal obligation to the process since we all benefit from it. I didn't say “yes” because I was excited to do so; I said “yes” because I willingly do my part. This time, it's my turn.*



**Jill Stiemsma**  
Sociology Instructor  
Fond du Lac Campus  
Support Team



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This is your last newsletter for 2006 – 2007.  
The next issue will be published in the fall.

Submissions, suggestions, and general feedback  
about your newsletter may be sent to  
[wvail@morainepark.edu](mailto:wvail@morainepark.edu)

# Test Your I.Q. on Negotiations Jargon— Match the definition with the terms

\_\_\_\_\_ Items in the contract that the union sacrifices during contract negotiations. A strong union membership works to maintain a strong contract, resisting concessions.

\_\_\_\_\_ Contract language forbidding the union from striking. If the contract expires, the union is legally free to strike, except where illegal (as for state workers in Wisconsin).

\_\_\_\_\_ A method of settling grievance disputes in which a third party (the arbitrator) is given the power to make a binding decision. In the case of state workers, the arbitrator is assigned from the Wisconsin Employee Relations Commission (WERC).

\_\_\_\_\_ Wages paid to workers either for time worked under contract extension, and therefore without a new raise; or for time during which a worker was paid at an incorrect (lower) rate. The latter occurs following a successful grievance.

\_\_\_\_\_ The formal procedure, as defined in the contract, for resolving workplace differences.

\_\_\_\_\_ The legal requirement that the two parties in negotiation meet and confer at reasonable times with a sincere willingness to reach an agreement on new contract terms. It does not require that either party makes a concession or agree to any proposal.

\_\_\_\_\_ The working membership of a union – in contrast to union leadership or staff.

\_\_\_\_\_ A private meeting of each bargaining team that interrupts the main bargaining session during contract negotiations. Can be called by either party to resolve internal disagreements, plan strategy, etc.

\_\_\_\_\_ The amount that pay increases as compared to inflation. This measures how much of the wage increase offsets inflation and how much is real progress.

\_\_\_\_\_ Actions of unions and employers that violate a federal or state labor law.

\_\_\_\_\_ The process by which some workers continue to be covered by older contract language, while new contract changes are applied only to new workers. For example, a new wage structure may apply only to new workers, while current workers continue to be paid as they had been under the previous contract.

\_\_\_\_\_ A method of settling bargaining in which a neutral third party facilitates a decision. Ideally, this person improves communication and identifies areas of agreement that the parties were previously unable to see. This person may also pressure one side to give in.

\_\_\_\_\_ The workers who are represented by the union.

\_\_\_\_\_ Workers agree to be represented as a group in negotiating contracts covering wages, benefits, and other conditions of employment.

\_\_\_\_\_ The election in which the membership formally approves a contract by paper ballot.

\_\_\_\_\_ During contract negotiations, the bargaining team uses this to refer to the specific wording that will be proposed for the new contract. We also use this colloquially to refer to additions to the contract, as in “We got great language about workload in our contract!”

\_\_\_\_\_ A point in bargaining where there is no prospect of change in position by either party, i.e., a deadlock.

**A. Arbitration**

**B. Bargaining unit**

**C. Caucus**

**D. Collective bargaining**

**E. Concessions (a.k.a., givebacks, takebacks)**

**F. Good-faith bargaining**

**G. Grandfathering**

**H. Grievance**

**I. Impasse**

**J. Language**

**K. Mediation**

**L. No-strike clause**

**M. Rank & file**

**N. Ratification**

**O. Real wages**

**P. Retroactive pay**

**Q. Unfair labor practice**

Answers to the matching puzzle can be found at [www.MPFT.org](http://www.MPFT.org).