



Federation News

Message from the President



Mary Alsteens

Federation members, we have a problem! In October, we were notified that beginning in fall 2007, Gen Ed faculty would be required to teach an additional one-credit class each semester or three-credit class each year bringing their workload average to between 99.7 and 102.4%. Historically, they have taught six three-credit classes, a 94.5% workload. For many years they received a Special Assignment of 2.86% to act as liaisons to call-staff. When that was curtailed, the Federation grieved and part of the settlement was an agreement that they would not be assigned more than six classes a semester. It was subsequently agreed to verbally in the last three negotiations.

We were also notified that a nursing clinical course previously workloaded like all other clinical and lab courses in nursing would be changed to a load less than half the current one. The formula being used is one we agreed to again as a grievance settlement for use for the start-up of the new health programs. The Memorandum of Understanding for that agreement expired in 2005 and was never revisited. The intent was to use that formula until the college had a better handle on the needs of the health programs for clinical experiences. When some health instructors came to the Federation with concerns that this temporary formula wasn't working for them, instead of talking with the teachers and the Federation, the District chose to change the workload for the nursing course.

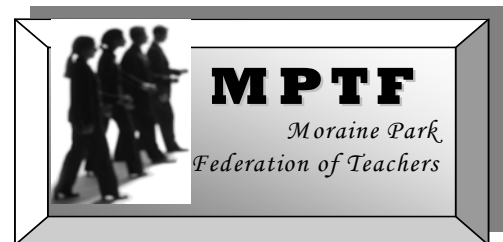
When I spoke with Kathy Broske about the District's reasons for the changes, she stated it was not budgetary as I attested, but was to achieve equity. Strange that teachers themselves never saw an inequity. Strange that we stood firm in negotiations for several years regarding the number of courses Gen Ed faculty be required to teach. Strange that we grieved and are now going to arbitration regarding inequities for our Basic Ed faculty.

Strange that when new health occupations faculty questioned their workload calculation, a nursing workload in place for 13 years was suddenly found to be inequitable. No one asked us, the teachers. Instead edicts will be imposed by managers who aren't in our labs and classrooms, aren't teaching multiple courses, and aren't assuring that students are safe and appropriately supervised and evaluated in the clinical and lab settings.

I find it ironic that we're all required to take Covey training, yet there's no "Seek First to Understand" in our workplace. More disturbing is that there's an AQIP visit coming up and the reviewers will be told we have a collaborative work environment. When we asked for labor-management meetings to resolve this, we were told no, that it's a bargaining issue to be addressed in negotiations.

On December 12, representative from your Executive Council will be meeting for an hour with the Administrative Council (Dr. Hytrek, the Campus Administrators, and the Vice Presidents). This is the result of an unrelated request to have regular labor-management meetings. They were able to spare an hour per quarter. You will probably receive this newsletter after that meeting takes place. Our intent is to express our dissatisfaction, frustration, and lack of trust made more evident by this edict. Around the same time, we will be surveying you to determine our negotiations priorities. However we have and will continue to tell the District that until workload issues are resolved, the Federation has no interest in addressing other issues. Should the situation continue to deteriorate, we will communicate other actions with you via e-mail updates.

On a better note, have a happy and healthy holiday season and winter break! Enjoy time with your families.



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Here's What your Colleagues Have to Say About Workload

Workload: My Story

I teach six three-credit sections (three Written Communication and three Psychology) which equates to 94.5% on the workload formula but feels like 100% to me. Some years ago, I kept a log of actual hours worked. I tried to be as accurate as possible. It averaged about 45-47.5 per week, including weekends grading papers at home which has become routine for me.

At our last General Education team meeting, Dean Raj Pathare informed us that we will be required to add another 2-3 credits per school year, starting in fall of 2007. I was stunned since we had been promised (after the New Work Model was rejected) that this would not happen.

I had intended to work until May of 2008, but after consideration, informed Raj that I will retire on May of 2007. As I told Raj, I do not feel I can work any harder than I have been for the past 33 years. I look around at my colleagues and I am in awe of the time and dedication some apply to this job. I don't know how they do it; I cannot compare my situation to theirs. I do know at the end of a day teaching two 3 hour sections, I am so exhausted I am barely coherent. I'm only 57 and in good health so it is a continuing puzzle to me why I become so exhausted, but it is a fact.

I hope the administration and faculty can find a way to fairly resolve the difficult issue of an equitable workload. It is important for the health of this college, as well as for the health of those who dedicate their lives to this noble profession.

Lee W. Sauer, General Education Instructor, West Bend



Lee W. Sauer

This is my bit on the workload issue:

I don't understand the workload formula! How is the workload formula calculated? How is it fair? Do they take into account that I teach in the classroom, in the lab, keep my curriculum up to date, repair vehicles on occasion, road test vehicles after my students have left for the day (because it's not safe to leave the lab unattended and still make sure vehicles are fixed right). I have to deal with customers so I'm a service manager. I have to purchase, maintain, and repair my shop equipment so I'm a maintenance person. I have to make sure our computers have the proper software on them and that the service information we use is current, so I guess that makes me a bit of an IT person (not pretending to be an expert).

Now we are at the beginning of budget request time so I have to get quotes for any equipment needs I may have for next year so I get to invite tool and equipment sales people to come and educate me on their products. That usually takes about an hour per sales person. I attend at least one meeting a week that takes up all of my free or prep time for the day. With all that I've listed so far I still haven't kept up with grades, reviewed countless repair orders, or prepared for demonstrations. As anybody who has ever tried to bug a vehicle (put in a defect that resembles a real-life problem) knows, it easily takes twice as long to bug a vehicle than it is to diagnose it. I also have to advise my students, make sure they register for classes, advise our Auto Club and help them with special events. I have 23 hours of contact time and 5 office hours with my students each week, at least 2 hours in meetings, 2 hours in talking with customers, and countless interruptions from people who lock their keys in their vehicle, have a dead battery, flat tire, or need an explanation of our repair and billing procedures.

The workload formula needs to be revamped for each program area because we are all teaching a different discipline.

Tim Moy, Auto Technician Instructor, Fond du Lac



Tim Moy



Happy Holidays



Workload (Continued)

Hello, colleagues. The problem with my workload calculation is that they give less workload prep time for labs, which last two hours per credit than one hour for lecture. This is difficult to understand because lab time is very time intensive to prepare for and also to actually teach.

In my program, the teacher has to watch 14 students at one time to make sure they are performing the proper technique, running the analyzer correctly, etc. Also, to keep the rest of the class busy while checking technique, I often set up stations where different work is done and then I must visit each station as well, to make sure the students are doing what they should. Then the students rotate stations, and the cycle continues. It takes a great amount of time to set the stations up, but without the stations, only a couple of students are busy, and the rest are standing around waiting for their turn.

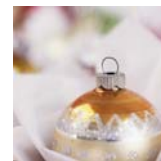
Additionally, only so many students can use the equipment at one time. Our equipment is very costly, so we can not buy individual pieces of equipment for each student. This would include the main analytical instruments, biohoods, and other equipment. In some instances, (daily usables such as media plates) it is possible to have enough materials for each individual, but these materials should be used under the biohood, which can only safely accommodate 2-4 students at a time. So once again, I try to set up multiple work stations to keep the students interested and busy.

One possible solution that would help me, but increase my work load calculations, would be to have multiple sections of lab. I do this for Intro to Chemistry at this time and it offers a better level of instruction to the students (more one on one time, better monitoring of technique, more time to address individual questions and cover the material more thoroughly). This could be done for Intro to Clinical Microbiology (my class) and Hematology and Blood Bank (Dwane Klostermann's classes).

A saving grace, is that chemistry, microbiology, hematology, and blood bank have Intro and Adv. classes. It would be more important to have two sections for the Intro classes of lab than the Advanced, because many times the type of instruction differs (learning plans and information covered is less lab intensive and more lecture fashioned) and the students have the basic skills down from the Intro classes so that the lab time and oversight is less intense.

If this does not make sense to you, I'd be happy to discuss it in person. Thanks for the opportunity to let you know how I feel.

Linda Bau, Clinical Laboratory Technician Instructor, Fond du Lac



Ask the Contract

An actual case from the files of the MPFT!

Jane Doe and John Buck are the only instructors in their department. There is one lab that must be taught yearly that takes far more preparation and time than any other assignment. Both Jane and John are certified to teach the difficult lab but Jane is always assigned it because John doesn't like to teach it. Jane believes John should share the burden and take the lab every other year. She requests this from her supervisor. Does Jane have the support of the contract or must she rely on the fairness of her supervisor?

Hint: Bargaining Agreement (Contract) page 22 section 11(a)



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

Report from AFT convention—Tim Moy

Attending the AFT Convention was an eye-opening experience for me. Prior to coming to Moraine Park I had never been a part of a union. Now that I serve as the B-wing representative and sit on the Executive Council and after attending the AFT Convention I am getting an education. The convention was very interesting how all of these people from varying occupations all come together with a common goal. I was also not aware how involved unions get in social issues. With the elections just after the convention there was plenty of debate on the social issues and which candidates best addressed those issues. I got to hear from Steve Kagen who spoke to the assembly and learned that one of our former or present members in the Racine/Kenosha area was running for office.

The biggest thing I got a kick out of was Robert's Rules of Order. I have tried to instill them in the Auto Club that I advise but the AFT Convention takes it to a whole new level than we do with our club. The AFT Convention was an interesting experience and I would recommend anyone attending especially if you have never been apart of a union before.

Report from AFT convention—Kathy Mueller

Who the heck is Bob, and what on earth was he thinking?

That is what I kept asking during the AFT-Wisconsin Convention during Friday's session. Friday was a big eye-opener. The day was filled with activities revolving around Robert's Rules of Order, and I spent much of the day in a state of confusion. We started out in the morning getting a verbal explanation of what was going to happen that day. There were proposed amendments to the state union constitution and lots of resolutions to discuss and vote for or against implementing. It sure seemed simple enough, but then it actually began...

The very first amendment up for discussion wasn't really discussed much because one of the first people getting up to express a viewpoint didn't discuss the amendment. Instead, he proposed an amendment to the amendment, and things just went downhill from there! Following Robert's Rules of Order, the proposed change to the amendment was discussed, then we had to vote – but it wasn't a vote on either the amendment or the proposed change to it, it was a "call the question" vote to determine if we would continue a discussion of the proposed change to the amendment that still hadn't been discussed! The vote was to continue discussion, and then finally we were told we would vote on the issue. I was frantically asking our MPFT delegates what we were supposed to vote on, but no one seemed quite sure. Thank goodness Jill Stiemsma had the guts to stop the proceedings and admit we didn't know what was going on. From then on, the president tried to clarify what each vote was about. We were to vote on whether to accept the proposed change to the originally proposed amendment, and if we accepted it, then that change would be integrated into the original wording. At that point, we would discuss the newly worded amendment and eventually vote to accept or decline that amendment, which brought up another complication. By then we maybe knew what we wanted to see happen, but based on the wording of the amendment, we didn't know if what we wanted required a yes or no vote. That required another explanation as to what a vote "for" or "against" this amendment actually meant. Aarrghh!

Whew! We finally got through that first amendment, but then it started all over again – and again, and again! By the end of the day, I was kind of getting the hang of the process they had for discussion and some of the voting issues, but I won't even get into the many "point of order," "germaneness," and "procedure" issues brought up during the discussions! Those only contributed to my brain being mush by the end of the day. With every complicated process for discussion and voting that came up, all I could think of was the man who invented these proceedings. Who the heck is Bob, and what on earth was he thinking??? I'd buy the man a beer, but I think he must have had one



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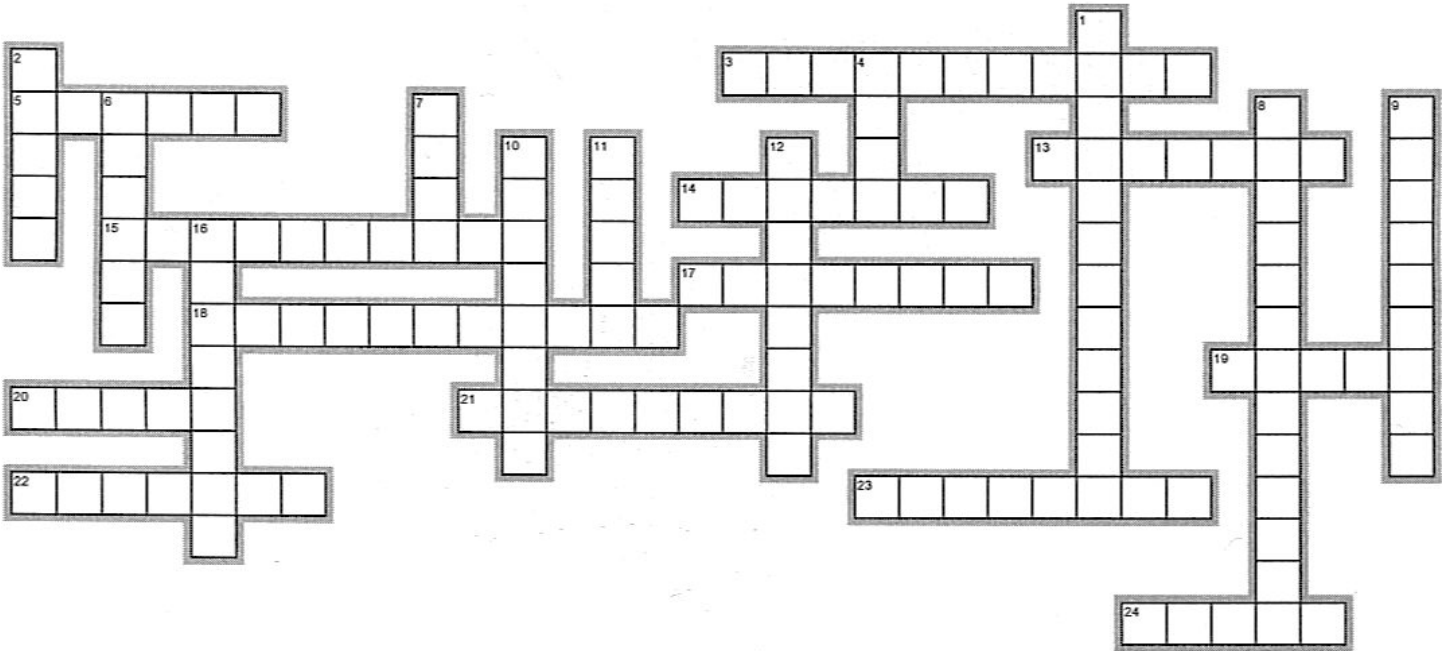
**We're on the Web!
www.MPTF.org**

Newsletter submissions may be
emailed to Will Vail at
wvail@morainepark.edu.

Issue III deadline is Monday,
February 26, 2007.

Beaver Dam Campus Crossword

Created with EclipseCrossword — www.eclipsecrossword.com



Word bank

BLOCK BRODBECK CLARK CLIFTON CRIMMINGS DAMON EDWARDS GALL HURLBERT
JACOB LINDE LINGER MUELLER NELSON PEARTREE RENTMEISTER SCHNETTLER
SCHOELLER SILVERSTEIN STRYSICK VAIL VOGL-RAUSCHER WARFIELD WEILAND-HARE

Across

3. Draws an artistic bead with her torch
5. Administrates office treat rotation
13. Trains more students as the mercury dips
14. Helps students be successful
15. Works inboard, outboard, never overboard
17. Pursuing a career instructing chocolate eating
18. Nursing mission is to help others
19. Former student of her co-workers
20. Assists the nursing students
21. Knows the scientific body of instruction
22. Working with her is a cardiac experience
23. Has his live wire students in line
24. Fabricates a good story when necessary

4. Communes with blue ribbon watermelons
6. Helps youth with their options in nursing
7. Aids students becoming aides
8. Supervises the campus managers on economic issues
9. Former chief in charge of water warriors
10. Starts the nursing students off on the right extremity
11. Assists office staff in eating treats
12. Certifies and instructs in a red hot field
16. Reaches out to offer health training



*Answers to the crossword puzzle can be found
at www.MPTF.org.*

Down

1. Provides good counsel on all things gardening
2. Gives a good accounting of himself

Distance Education Assistance Available On Your Campus: *A message from our brothers and sisters in Instructional Technology*

Are you having trouble keeping the attention of the students at the far sites in your IP/IVC classroom? Are your online students disengaged? Do you need a refresher on how to use some of the tools?

There are many tools, tips and techniques available to you that may help. Your friendly Instructional Technology team is available to help. With your permission, we are willing to visit your distance education classroom and provide feedback on the use of the tools available. Instructional Technology team members will not make any comments regarding content and curriculum areas.

The following are some areas we could help in:

IP/IVC

- > Switching camera views
- > Using room technology (i.e. document camera, VCR, etc.)
- > Room volume
- > When to call the Help Desk
- > Presets
- > Synchronized Eyes
- > Start up and shut down

Online

- > Announcements
- > Gradebook setup
- > Calendar (due dates)
- > Syllabus
- > Dropbox activity
- > Discussion set up

Contact Diana Baus at 924-3125 or dbaas@morainepark.edu to schedule an IP/IVC class visit or Lisa Rameker at 924-3464 or lrameker@morainepark.edu for online.