

Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789 / www.ksfaculty.org

Here's the KS salary offer

The following is a summary of the KS pay proposal, including the KS justifications for the proposal, as they have been communicated to KSFA

“KSFA and KS management have very similar ‘maps’ in wanting to serve KS’ mission and do what is in the best interest of our students. We also recognize shared goals in valuing our teachers and wanting them to have competitive salaries.” [from the KS pay proposal]

Management Salary Proposal

School Year/Honolulu Salary Increase Rate/Schedule Increase + Step Increase = Total Increase				
2007-08	3.5%	2.5%	2.5% (3.0%)	5.0% (5.5%)
2008-09	3.5%	2.5%	2.5% (3.0%)	5.0% (5.5%)
Total	7.0%	5.0%	5.0% (5.5%)	10.0% (10.5%)

In addition, teachers who are at the maximum steps of their respective columns and who would therefore not receive any step increase will receive a lump sum payment equal to 2.5% of their annual salaries at the beginning of each school year.

Three-Year Comparison Data

The KS pay proposal is based on the local salary increase rate. Honolulu employers project salary increases of about 3.5% of the next two years:

Year/Honolulu CPI/Honolulu Salary Increase Rate/ KSFA Average Salary Increase			
2004	3.3%	3.0%	3.5%
2005	3.8%	3.0%	4.5%
2006	5.8%	3.4%	4.5%
Total	12.9%	9.4%	12.5%

Percentages do not include the “lost buying power” over the last three years of the CBA

Management disagrees with how KSFA calculates “fair and competitive” salaries and sal-

ary increases. There is disagreement on how the Consumer Price Index (CPI) is (or should be) applied to salary increases. In addition, management views the step increase as a salary raise, whereas KSFA views the step as a reward for years served, increased productivity, and the expectation of increased buying power. This is called “Age-earning profiles”.

KS management makes a distinction between salary inflation and CPI percentages. Management views salary inflation as measured by the percentages that other employers increase their salaries and wages in a year. KS prefers the salary inflation formula because it is a more direct measure of the price increases in the Honolulu labor market in which employers compete. Management disagrees with the use of CPI because it is viewed as an “artificial construct” of the cost of goods and services, contending that the 2006 Hawaii CPI (5.8%) is inflated largely due the cost of oil and real estate. On average, Hawaiian employers increased pay levels by 3.4% in 2006 and anticipate pay increases of 3.5% in 2007. Management also stresses that CPI doesn’t take into account that as the price of goods and services increase, individuals change lifestyle and spending habits to meet those challenges.

KS management provided KSFA with

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KS salary offer, continued

the following rationale for its pay proposal:

Based on market surveys, KS believes its salary levels are market competitive. It is not experiencing any problems in attracting and hiring new teachers, and the teacher turnover rate over the past three years has been about 5.5%. The projected Honolulu salary increase rate is 3.5%. Given those considerations plus the long-term goals mutually agreed upon by KSFA and KS, management believes that its counter proposal is a fair and honest settlement which serves the mission, is in the best interests of the students and lays a good foundation for the 2009 negotiations. The lump sum 2.5% payments provide financial recognition to those long-service teachers who are the maximum steps

of their salary schedules.

Management also states that it needs to consider the costs of any salary increases and in doing so, it needs to consider:

- The need for the KS Trust to last into perpetuity. Therefore, management must consider the long-term impact of increases in salaries plus benefit costs by projecting compounded costs over ten years.

- The need to maintain internal equity between KSFA members and all other KS staff. Therefore, management must consider the greater impact of corresponding salary and benefit cost increases for all other KS staff over ten years.

— *KSFA negotiating team*

KSFA comments on the KS pay proposal

The KS proposal is based on salary inflation percentages rather than the the Consumer Price Index: Does this fairly address the day-to-day economic realities faced by the majority of our membership?

Should KSFA allow management to use the Honolulu Salary Increase Rate as a basis for comparison for our teachers? They did concede that this scale does not include union employees. A fair comparison would be with other private school and DOE teachers in Hawai'i. With the exclusion of union employees in the comparison, it appears that we are not being fairly compared to many of our professional peers.

What do "fair and competitive" salaries mean? Over the past three years, KSFA salaries have grown 12.5%. Over the same period of time, Punahou teachers' salaries have increased 22.8% and 'Iolani teacher salaries have increased 15.8%. This should be the basis for comparison, not the average of all Honolulu employees.

The current pay proposal only addresses maintaining a static standard of living for KSFA teachers. It does not advance the economic condition of most teachers, nor does it provide for

increased buying power (many teachers must live paycheck to paycheck). Management contends that the Trust must continue to grow to last in perpetuity. The same argument can be made by teachers as they try to establish a savings accounts, retirement funds, purchase a home, car, and deal with life's emergencies.

How do we resolve the differences in opinion regarding the significance of annual steps?

Does our pay proposal really place the perpetuity of the KS Trust in jeopardy?

— *KSFA negotiating team*

Do you care
about the school
calendar?

KS has agreed to have a member of
KSFA on the school-wide calendar
committee.

Volunteer!

**AUTHORIZATION FORM FOR DEDUCTION OF
UNION DUES/SERVICE FEE OUT OF WAGES**

I, _____, an employee of Kamehameha Schools ("KS") voluntarily agree to have KS take out of my wages regular monthly dues as established by the Kamehameha Schools Faculty Association ("KSFA") in accordance with its Constitution and Bylaws, or a regular monthly Service Fee not to exceed KSFA's regular monthly dues for its members as certified to you in writing by KSFA, and to turn over to KSFA any and all such monies on the following conditions:

1. This authorization shall become effective upon the date set forth below and cannot be cancelled for a period of one year from this date or until the termination of the existing collective bargaining agreement between KS and KSFA, whichever occurs sooner, unless cancelled sooner as provided in Section 2 below.

2. I agree and direct that this authorization shall be irrevocable for successive periods of one year each, or for the period of each succeeding applicable collective bargaining agreement between KS and KSFA, whichever shall be shorter unless:

- (a) I cancel this authorization by written notice to KS at any time or within ten days after the expiration of any such one year period; or
- (b) In the case of the expiration of any applicable collective bargaining agreement between KS and KSFA during any such one year period, I cancel this authorization by written notice to KS at any time during the period following the expiration of the applicable collective bargaining agreement and ten days after the effective date of any new agreement.

3. This authorization is subject to sufficient wages being available to comply with all other required deductions and existing federal and state laws. This authorization shall be suspended during any period in which there is no collective bargaining agreement in effect between KS and KSFA. This authorization shall end if my employment with KS ends. This

Employee Signature

Receipt of the foregoing authorization is acknowledged:

Date

Employer

Mailing Address:

SS#

Your KSFA Representative Assembly

UNIT KES

Winona Farias Moana Leong, Bette Savini, Lynn Tagami, Diane Tanner-Cazinha

UNIT KMS

Mike Ching, Don Kroessig, Grace Omura,

UNIT 9/10

Tom Gardapee, Debbie Johnson, Art Monteville, Warren Takata, Becky Tesch, Keoni Wilhelm

UNIT 11/12

Jan Becket, Jimmy Chun, Arlis Legler, Joyce Neilson, Melani Pang, Darrell Schuetz, John White

EXECUTIVE BOARD MEMBERS

— OUR NEGOTIATING TEAM—

President: Don Kroessig
Vice President: Tom Gardapee
Treasurer: Arlis Legler

Your Weingarten Rights

I believe this discussion could lead to my being disciplined. I therefore request that a union representative be present to assist me at this meeting. I further request reasonable time to consult with my union representative regarding the subject and purpose of the meeting. Please consider this a continuing request. Without proper representation, any discussion you require me to participate in from this point on and any statements you may derive therefrom I shall regard as coerced in willful disregard of my rights as set forth by the Supreme Court of the United States. Nor do I consent to any searches or tests affecting my person, property, or effects without first consulting with my union representative.

Viewpoints

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The Value of Summer

How many of you remember this old joke: “What are the three best things about being a teacher?” (June, July, and August). I thought it was funny when I first heard it, and I thought there was some truth in it. One of the reasons, I tried teaching as a second career was because it offered that break (I called it the “endless summer”) where I had the freedom to fulfill my dreams. I could travel, go to school, read books, write articles, do volunteer work, teach somewhere else, teach in a foreign country, build things at home, earn some money, get an operation (and recover from it), revise my courses, or just rest and reflect (goof off).

Summer vacation wasn't the only reason that I became a teacher, but, it was an important one. It fulfilled a lifestyle requirement and made up for many of the sacrifices one makes when one becomes a teacher. If mediocre pay was one of your sacrifices (I consider it an insult more than a sacrifice), summer vacation provided a real opportunity to augment your income or to take staff development courses and advance up the pay schedule. If the confining nature of the teaching career (trapped on campus all day, rigid school-year schedule, and surrounded by time-sensitive responsibilities) wears you down and tests your endurance, summer vacation provides that light at the end of the tunnel that encourages and rewards teachers to finish the year in style and do right by our students. For those who give up family life to burn the midnight oil correcting papers, computing grades, responding to parents and fulfilling other duties, summer vacation deters burn out and gets them ready to begin a new year with excitement and anticipation. It was even long enough for some (not me) to teach summer school and rest and recover for the new school year.

Students cherish summer vacation for similar reasons. They need the long break to fulfill their dreams, be kids, travel with their families, and take courses that expand their interests, complete graduation requirements or better prepare them

for college and beyond. Most of our high school students go to summer school.

As the school-year calendar has unique consequences for teachers and their students, you would think that we who live with these consequences and can best judge the effect of them upon students would be close advisors in the decision-making process and kept abreast of pending changes and their rationales. Certainly, at the high school level (which has more than half the teachers), this has not been the case. As a result, the new calendar and the way it was developed has become a major concern and morale issue.

With August taken away, the old joke is sadly outdated. But, here's a riddle that has some truth in it and that you'll solve in a heartbeat but will probably confound the mighty: “What profession has leaders who sometimes tell their subordinates how important they are, occasionally ask for their advice, and never want it?”

NOTE: “Hours and conditions of work” are recognized by the NLRB as mandatory subjects of bargaining. It's hard to imagine how the start and end dates of the SY 2007-2008 calendar (which define when we are and are not working for KS) could not be mandatory subjects of bargaining. Yet KS did not offer to bargain with KSFA before publishing next year's calendar. When asked directly at our consultation meeting (Feb 6, 2007) if the start and end dates of SY 2007-2008 were mandatory subjects of bargaining, Dr. Chun replied that everything in the calendar including those dates are management rights (i.e. something that management is not required to bargain over). KSFA then asked Dr. Chun if there are any limits to this invasion of the summer break or could KS require us to come in anytime it wanted throughout the summer. Dr. Chun replied that he thought there are no limits and if he thought it was for the “good of the students,” he would revise the calendar accordingly.

— *Bill Follmer, Unit 9-10 (reviewed by Dean Choy)*

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Will the real dog please wag its tail?

Goal 7.2, bullet three of the KS Strategic Plan mandates that KS “Practice decision-making that is inclusive, data-driven and informed by data and research.”

Inclusive. The recent decision to change the calendar should serve as a reminder that some levels of the institution need to work harder on implementing that particular mandate. If teachers had been consulted about calendar beginning and ending dates (they weren’t), here is what some might have said.

- It is not good for the students or their education to arrive at school early in August, still exhausted from summer school, resentful at having had no real summer break.

- Nor is it good for the students or their education to take a two-week break in the middle of the spring semester, right when they need to focus on passing their courses and moving to the next grade — or graduating. [Note: the two-week break next year may not be repeated in successive years, according to some reports.]

- The KS pay scale is tied to the degrees

and number of credit hours accumulated by each teacher. Unless teachers are in a UH College of Ed. program, summer credits have just become more difficult to acquire. And teachers, too, need some decompression and prep time between the end of their respective summer programs and the start of school. The assembly line has just sped up.

- Some of the younger faculty who most need to supplement their incomes can no longer teach summer school at the UH or other institutions. If they are able to find employment that fits within the new parameters, they too will arrive exhausted having had little time to relax or plan for the coming year.

Newer teachers won’t recognize these references, but when I took my ITIP course 20 years ago, Bob Springer commented, “Around here, the tail wags the dog.” What happens every day in the classroom between students and teachers — that’s the dog. Everything else is tail. Being inclusive helps make sure that it’s the classroom that does the wagging, while everything else gets wagged.

— Jan Becket, Unit 11/12

Our work schedule: a mandatory subject of bargaining

The National Labor Relations Board has long determined that the work schedule is a mandatory subject of bargaining. As a result, KSFA has a right to be consulted and be given the opportunity to provide comments and objections to KS before work schedule changes are implemented.

Accordingly, we have CBA Section 12 which governs “Hours of Work and Conditions of Employment.” I am quite certain that we would not have this CBA language if the work schedule was not a mandatory subject of bargaining.

With respect to the most recent changes to the faculty’s work schedule for the 2007/2008 school year, KS may argue that it had the right to do so without bargaining with KSFA because the

changes did not violate the parameters set forth in CBA Section 12. As such, parameters not covered by Section 12 (i.e., start and end dates to the school year), by default, fall within the purview of KS’s management rights. The most decisive remedy to this argument would be to negotiate specific start and end date parameters into the CBA.

On the other hand, KS has recognized its obligation to bargain over changes to mandatory subjects of bargaining occurring midstream of the CBA term. KSFA can argue that changing the start and end date to the school year is a midstream change to a mandatory subject of bargaining and requires negotiation before implementation.

Another wrinkle regarding changes to the

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start and/or end date to the school year is whether the change in any particular year is minimal or substantial.

KS would argue that minor changes do not require bargaining and fall within its management rights powers. Under such circumstances, KSFA may not feel compelled to challenge minimal changes.

On the other hand, cumulative effects over an extended period of time may engender a substantial change to the work schedule that might be worthy of challenge to prevent future recurrence.

Ultimately, CBA language is the primary tool available to KSFA to curb KS excesses.

— *Dean Choy, KSFA attorney*

We all start at the bottom of some ladder

I feel that it is time for someone to write a rebuttal to the spate of articles that has been appearing in the Viewpoint section of the Faculty Association Newsletter. I am referring to those articles by young teachers just starting out who complain about what a struggle they are having trying to make ends meet. That is life! Deal with it! Unless you are Bill Gates or the guy who started UTube, you are going to start at the bottom of some ladder and work your way up. While I am one of the first to agree that in our society good teachers are undervalued, the fact remains that they are, and we all know this. No one in his or her right mind enters the teaching profession expecting to make money.

It is the rule, not the exception, that young

... you are going to start at the bottom of some ladder and work your way up.

people struggle to make ends meet and that they can't immediately afford all the luxuries to which they aspire. I am not saying that just because my generation struggled (and I will spare you the details of my family's personal struggle) this generation has to. What I am trying to point out is that this is a fact of life regardless of your profession! It is not just the plight of young teachers at Kamehameha Schools. Unless you were born with a silver spoon in your mouth, you can expect to pay your dues. If you wanted to be instantly able to afford a home, you not only chose the wrong profession, (and frankly I don't know of too many professions that would afford that luxury early on), but you also chose the wrong place to live. Let's stop whining and start working realistically to make things better.

Been there, done that, and survived,

— *Katherine M. Baldwin, unit 11-12*

Single, mid-level teacher comments on salary

I'm a single male teacher who has been in this business for the last 24 years. This is my sixth year at KHS. To most, it would seem as if I live a rather prosperous life. After all, I don't have any dependants who require school tuition, medical attention, food and clothing, etc. Saving money for a single person should be natural, not an art. But I write this to tell you otherwise. Let my voice

represent all of my colleagues who started life with almost nothing, and still live life with very little, and must be forced to worry about their futures.

I never worried about my future when I lived in Washington State. I had a wonderful life: a beautiful truck and condo, a healthy savings and retirement plan, along with a job that rewarded me emotionally and financially. But I lost all of that

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mid-level teacher comments (continued)

in 1993. My mother's unexpected death the day after Christmas was the day my life fell apart. Her death forced me to abandon my teaching position at Tumwater High School, a place where I had carved my niche and would most certainly retire, or so I thought! I traded my successful mainland life for a life here that still requires me to tend to my bipolar (manic depressive) brother and my elderly grandmother. Since my father died when I was six, I returned home as an orphan. I returned as an orphan in every sense: no parents, home, car, job, or support group. As the eldest male of my family, I was immediately transformed into the father figure for my four siblings. Financial responsibility became critical, but emotional support was even more vital- a life or death situation. My brother was in a manic state, roaming the streets of downtown with fellow crack heads, while my grandmother constantly pleaded with me to find him so that I could get him institutionalized. My mother's sudden departure ripped our family apart; my brother's illness made it permanent. We blamed each other; we even blamed our dead parents. Little did I know that my brother's vicious manic cycles would be repeated for many years to come

Well, my brother eventually became stabilized, and I also got a job at my alma mater, Damien Memorial High School. This job paid my rent, but it wasn't nearly enough to get me ahead financially or to weather my brother's future manic episodes. My brother continued to get sick, and I continued

to suffer financially and emotionally. I was living day to day, of course, not ever preparing for my own future.

Finally in August of 2001, I got an unexpected break in life. I was hired at Kamehameha Schools. I didn't expect my job at KS to be a panacea. But I did think that life would finally be better. I was delighted to learn that my salary would finally be equal to my mainland salary that I surrendered in 1993. Now, I never entertained thoughts of becoming wealthy; I just thought that I might be able to live comfortably and maybe, just maybe, plan for my future retirement.

Sadly, such is not the case six years later. I do live comfortably, but it's only because I work throughout the whole year. I sacrifice sleep and free time for work so that I can afford to live a decent life. I rent a simple apartment (\$1,500 a month), I eat out occasionally, and I buy new clothing periodically. I live decently for two main reasons: I am single, and I work full-time in the summer. For obvious financial reasons, marriage and children remain out of the question. I see no reason to bring children into this world and have them perpetuate my life struggles. After working here for six years, I've become a realist, and it HURTS. The reality is that without the extra \$15,000 that I earn from my summer job and coaching stipends, I would be close to poverty. The reality is that I will probably never own my own home, not even a small apartment. The reality is that my brother will get sick again and drain me financially and emotionally. The reality is that my grandmother's passing (she's 93), is just around the corner. The reality is that I can't afford to be married and have kids. But the colder reality is what's going to happen to me in 15 years

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mid-level teacher comments (continued)

- when I turn 60 and try to retire from education? What about me? Who's going to care for me? Unfortunately, my family's not capable.

As a teacher since 21, I've spent over half my life caring for students- students in Washington and students in Hawaii. My students today are really special- they're Pauahi's children, and like many of my colleagues, I give my life to them. The irony here is that I've given my whole life to caring for students, yet in a few years, I will have no one to care for me.

I don't expect KS to be my caretaker for life. KS owes me nothing. But I should hope that KS respects me as an employee, an employee who goes above and beyond the call of my professional duty. The recent meeting where faculty gathered to listen to management's salary proposal communicated the cold reality of management's perception of teachers and their worth. I do commend them for taking the time to express their positions, but it was extremely painful and insulting. To actually demean teachers by juxtaposing us with non-academic employees was reprehensible. To insinuate that we only work 180 days showed a complete ignorance of our profession. Trust me, Ka Mo'i would not have been honored as the best newspaper in the state if I were only working 180 days.

Forget facts, figures and all of the business jargon. Trade it for compassion, honor, respect or downright common sense. Are we really worth only a 2.5 % increase? Are we really worth less than DOE teachers? It's become common knowledge that we've lost ground in comparison to Punahou and 'Iolani teachers.

I don't believe our egos have become inflated; we're just trying to preserve our dignity. I do be-

lieve that I've paid my dues to my profession, and that I'm entitled to fair compensation. Wouldn't it be nice for our institution to lead the way in honoring teachers by attempting to pay us what we're worth? I think that Pauahi would be proud of our commitment to her children and would be embarrassed by a mere 2.5 % pay raise.

And for many like myself who have struggled growing up and have seemingly inherited a bad deck of cards for life, we'd just like a break. When

To insinuate that we only work 180 days showed a complete ignorance of our profession.

my parents were alive, they modeled the adage "Work hard, it'll pay off." I've inherited their traits of working hard in life. But will it ever pay off? I don't want to teach until I'm 65 or 70; I want to experience other joys in life. I'm in good health, and I can work several other part-time jobs to

try to better plan for my future retirement. But why should I have to - especially since I'm an integral part of one of the world's finest institutions.

Upon retirement, I'd like to look back and say that I have no regrets. Yes, I struggled at times, but I want to conclude that it was worth it. I want to reflect on all of my students and their accomplishments; I want to bask in the subtle, glorious moments of education. But for now, the harsh reality is that it's only a dream. I may die before I ever get to retire.

— Lionel Barona, Unit 11-12