

## AFT promotes part-time faculty rights legislation campaign in 11 states

-- Julie Ivey

The Faculty and College Excellence (FACE) campaign represents an assortment of recent senate, house, and assembly bills that address higher education's over-reliance on exploited contingent faculty who work under conditions that deprive students of the best education. The AFT has generated the template, or prototype, bill upon which eleven states so far have modeled their own legislation.

Key goals of FACE include 75 percent of courses in two and four-year institutions being taught by full-time, tenured faculty, and pro-rata pay, health care coverage, and priority consideration for part-time faculty seeking full-time positions. An important element is that for any FACE bill to pass, money must be set aside in state budgets.

Most FACE bills were generated in the spring of 2007. Bills in some states have already generated calls for modification. Washington state's FACE bill, HB 1875, could end up broken down into separate bills to address each of the key goals in AFT's prototype. California's FACE legislation, AB 1343 (Mendoza) has been put in the California Assembly Appropriations Committee suspense file until January 2008.

All FACE bills are, for the time being, still alive.

Whether or not FACE survives various legislative gauntlets may depend upon on the public re-valuing higher education in terms of turning out knowledgeable, critically thinking citizens and not simply "workers." Universities enjoy more political capital than unglamorous community colleges, but all of higher education has experienced a steady replacement of full-time, tenured faculty with underpaid contingent faculty who have little or no academic freedom.

The absurdities linked with contingent faculty working conditions could fill a library, but many legislators still view higher education, especially community colleges, as "good enough" when staffed with a limited supply of inexpensive faculty who appear to be teaching their professional best while providing most of their labor for free. That eleven states are actually considering expensive FACE bills could signal a turnaround in this CEO mentality and move FACE beyond wishful thinking.

Passage of a FACE bill in California could eliminate rationales for the 60% cap. Pro-rata compensation removes the incentive to replace full-time faculty with part-timers, and the mandated increase in full-timer

*Legislation - continued on p. 3*

### In this issue:

Chair report ----- p. 2

AB 591 update ----- p. 3

Surviving academic politics -- p. 4

NEH workshops----- p. 6

COCAL update ----- p. 8

## Adult Education teachers getting short-changed on retirement benefits

-- Ron Russell

Adult education teachers in California should be gravely concerned about their STRS retirement benefits. Recently, STRS projected my final retirement at age 65 at \$1,500 a month before taxes. I was shocked, as I have taught ESL full-time (from 35 to 42 hours a week) for about 26 years with the Monterey Adult School program and have four teaching credentials and three college degrees.

This is happening because the education code only specifies a "minimum" number of hours, namely 30 hours, as the definition of "full-time," and does not specify a

*STRS - continued on p. 6*

## Universal health care in California: what's in it for part-timers?

-- Sandra Baringer

The governor's deal with the Democratic leadership on universalizing health care insurance in California seems headed for the November ballot as a funding initiative, though subject to serious analysis and revision by the Senate when it reconvenes in January. Between the budget problems looming from the downturn in the real estate market and the inherent problems in the health deal itself, the California proposal promises to be controversial.

Though the stated intent of the legislation is to accomplish universal health care for all Californians, anyone whose premiums would cost such a large portion of his or her income as to cause financial hardship can apply for an exemption. This escape clause, along with the still-open question as to just exactly how much employers would have to pay, leaves the most important questions unanswered.

The plan, like the one generated by Mitt Romney in Massachusetts, continues to tie most health insurance to employment, a practice that started in the United States during World War II and is not common in other countries. Thus those who are intermittently employed, underemployed, self-employed, or have multiple employers will continue to have problems. The system

purports to mandate coverage for them one way or another, but eligibility documentation and variable income and employment circumstances will create ongoing claims and coverage issues.

The proposal will require that all Californians have a "basic health care plan," the definition of which will be determined by a Managed Risk Medical Insurance Board (MRMIB). Three members of this board will be appointed by the governor and two will be appointed by the legislature. Moreover, there will be five levels of "basic" health care, all of which will meet the "Knox-Keene" standard of benefits (California legislation enacted in 1975)). Prescription drugs will also be covered.

There would be a statewide purchasing pool that negotiates insurance rates for members of the pool. But not everyone will be insured through this pool: they may be insured through their employer, other public programs such as Healthy Families, Medi-Cal, or Medicare – or the private market.

Most of the conflict between the governor and the Democrats on this plan, and thus much of the news coverage, has focused on how much employers will be required to pay, either directly to insurers or into the state pool. But to freeway flyers, the more significant question

is how much employees will have to pay, regardless of whether the balance is subsidized by the employer or by the state pool. This will depend on the employee's annual income in a complicated scale based on federal poverty level standards (FPLs; see table on p. 7). If the employer opts to pay into the state pool instead of offering insurance, a single person who makes more than 150% FPL will have to pay up to 5% of annual family income. Individuals earning from 250-400% of the poverty level — \$25,525 to \$40,840 per year — would pay up to 5.5% with tax credits for excess payments over 5.5%. There is a 20% premium contribution from the state pool.

Those who make more than \$40,840 (400% of the federal poverty level) are not eligible for the pool, or for tax credits, and there are no cost controls — except that there will be tax credits for people age 50-64 who retire before they are eligible for Medicare; this latter is intent language for future legislation, subject to "available resources."

There is no language in the bill (other than the "hardship" escape clause) to prevent an employer from offering a policy with a minimal employer contribution,

*Health care - continued on p. 7*

## Chair report

— David Milroy

How badly do you want to see change? Have you joined the local union at your college or colleges? Have you joined a committee or run for an office? Are you a NTT Rep. for your Academic Senate? Are you a member of your local's bargaining team? Are you active in your state-wide union or association? If you can answer "Yes" to any of these questions, congratulations! You are helping solve the problems that contingent faculty face every day: low pay, lack of health benefits and no job security. As someone who can say yes to all of these, I know that when I get home exhausted on Sunday evening after a long weekend of union or senate meetings and I am facing a long week of classes on three different campuses, I know that I have at least tried to do what I can to make a difference. It doesn't make me any less tired, but I know that I'll have some good news to share with my colleagues Monday morning.

Do you know who your union's part-time faculty rep. is on your campus? Do you know the names of your local's executive officers? Do you know if you are a voting member of your union? I am sadly not surprised that many agency-fee payers think that they are members...when you pay money...you think you are a member! But, until you sign the membership form...you are not a member and you can't vote! If you can't vote, how will you elect union officers who truly support contingent faculty issues? How will you vote to ratify a good contract or vote to refuse a contract which does not offer you all that you need like benefits, job security and parity pay?

Membership is probably the biggest key to helping improve the working conditions on your campus. **If your union is only representing the interests of its "members," because those are the ones who can vote; and most of the non-tenure track faculty are not members, how can you expect them to carry your concerns forward in negotiations?** It is absolutely true that the "squeaky wheel gets the grease" and if you are not a voting member...you can't squeak! In addition, the total number of members a local has is a tremendous determining factor in the services they receive from the state-wide union. If you have 1,300 faculty on your campus and only 240 are members, then you are missing out on representation for 1,060 faculty who don't exist on paper. This matters when unions provide staffing, funding, and consider development priorities for their representative structures.

Do you know who represents you at the state level in your union or faculty association? We are fortunate in California to have non-tenure track representation on all of the boards of our unions and faculty associations: CCA, CCCI, CFT, CWA and FACCC. The Academic Senate has started inviting CPFA to send a liaison for part-time faculty to their monthly executive committee meetings. This is an excellent start towards understanding and solving some of our issues which are covered by the Senate's "10+1" issues. All of these organizations serve as our collective



voice in Sacramento and through our representatives; we will pass legislation and create policy to improve our working conditions. The more these people hear from you, the more effective they can be and the faster things will change.

At the recent FACCC conference in Pasadena, we all had the pleasure of watching as two of our contingent colleagues were honored for their outstanding efforts on behalf of contingent faculty. Both Part-time Faculty Member of the Year **Cornelia Alzheimer** from Santa Barbara City College and Margaret Quan Advocate of the Year **Rosalyn Kahn** from LA City College shared the stories of their ongoing efforts to improve the lives of their colleagues. We need many more brave activists like Cornelia and Rosalyn if we are going to come close to matching the Canadian model of full benefits, job security and parity pay for all faculty. Yes...it can happen and no they don't have a 60% law!

I urge everyone to plan on attending next summer's COCAL VIII conference which will be held in San Diego August 8-10 at SDSU. Come learn about organizing and negotiating, the state of contingent faculty in the US, Mexico and Canada. Come find out what battles have been fought and won around the world and how you can be a part of the fight in your corner of the world. Among the host of honored speakers who will be addressing us at COCAL VIII, we will be honored to hear NEA National President Reg Weaver who has played an active role in Education International which has the working conditions of contingent faculty as one of its primary concerns. You will want to be there...you will want to make your voice be heard!

The bottom line is: Get involved! Join up! Vote! Run for an office! Serve on a committee! Write a letter or send an

— continued on p. 3

## CPFA MISSION STATEMENT

The Mission of the California Part-Time Faculty Association (CPFA) is to create the opportunity for community college students to have equal access to quality education by promoting professional equity for all faculty. As educators, we understand that only with faculty who share equally in the responsibilities and rewards of the profession can such opportunity for academic success and education be afforded students in the California Community College system.

Students, therefore, must be provided with faculty, whether employed full-time or part-time, who undergo the same rigorous hiring, evaluation, and promotional processes; who are compensated for preparing lesson plans, grading assignments, and advising students; who are compensated for participating in departmental meetings and serving on professional committees, including the shared governance process; who are provided with the peace of mind that health and retirement benefits provide; who are provided with the protection of due process and academic freedom; and who are able to invest in their professional future through

a system for building tenure or seniority, including, in the case of part-time faculty, preference for full-time hiring.

In this regard, CPFA is dedicated to achieving our mission by:

- Encouraging practices and policies that ensure our faculty is as diverse as the students we serve;
- Educating the public, as well as students, faculty, administrators and legislators, about part-time faculty concerns and issues;
- Serving as a coalition and resource base for all individuals and organizations interested in promoting professional equity;
- Working to complement, enhance, and reinvigorate the work that is already being done in faculty organizations, statewide and nationally, who share our mission;
- Creating alliances with other faculty, academic, labor, or social organizations, statewide or nationally, who share our goals;
- Seeking legislative means to achieve our goals.

### Welcome to CPFA NEWS!

CPFA is the first statewide organization in California created by and for part-time faculty. Our mission is to promote professional equity for all faculty in the California Community College system by ending the exploitation of part-time faculty.

As such, we are promoting communication among part-timers across the state; educating the public and the academic community about part-time faculty issues; and serving as a resource base for part-timers working to improve the quality of education by improving the working conditions of over 65% of the faculty. This newspaper is one way we hope to achieve our mission.

CPFA News is published in the fall and spring, and distributed statewide to 107 community college campuses. Send your letters, ideas and articles to [sbaringer@hughes.net](mailto:sbaringer@hughes.net).

--Sandra Baringer, CPFA News Editor

### Executive Council, CPFA

Executive Council Chair: David Milroy  
 French; Grossmont, Mira Costa, & Southwestern Colleges  
 (858) 569-8435; [dmilroy53@gmail.com](mailto:dmilroy53@gmail.com)  
 Director of Finance: John Martin  
 History; Shasta & Butte Colleges  
[jmartin@shastacollege.edu](mailto:jmartin@shastacollege.edu)  
 Director of Administration: vacant  
 Director of Membership: Chris Coyle  
[sharks19@hughes.net](mailto:sharks19@hughes.net)  
 Legislative Analyst: vacant  
 Director of Publications: Sandra Baringer  
 English; UC Riverside  
[sbaringer@hughes.net](mailto:sbaringer@hughes.net)  
 Director of Public Relations: Martin Goldstein  
 Communications; Santa Monica College  
[goldstein\\_martin@smc.edu](mailto:goldstein_martin@smc.edu)  
 Director of Communications: Matt Johnston  
 Art; Gavilan College  
[mjohnston@gavilan.edu](mailto:mjohnston@gavilan.edu)  
 Northern Regional Representative: Donna Frankel  
 Dance, Foothill & Mission Colleges  
[donna@dancingcruises.com](mailto:donna@dancingcruises.com)  
 Central Regional Representative: Pamela Hanford  
 English, Shasta College  
[pamelahanford@charter.net](mailto:pamelahanford@charter.net)  
 Southern Regional Representative: vacant  
 Greater Los Angeles Regional Representative: Millie Drake  
 LA Trade Tech  
 Spanish; [milliear@juno.com](mailto:milliear@juno.com)  
 Ex Office: Lantz Simpson  
 English; Santa Monica College; [simpson\\_lantz@smc.edu](mailto:simpson_lantz@smc.edu)  
 Ex Office: Robert Yoshioka  
 Independent scholar  
[rby20z@impulse.net](mailto:rby20z@impulse.net)

**Publication and Circulation** : CPFA ProNews is published twice a year: fall and spring semesters. Circulation: 55,000. Distributed statewide to faculty, administrators, and district board members at all California community college campuses.

### Editorial Staff:

Editor: Sandra Baringer  
 Distribution Manager: David Milroy  
 Technical assistant: Joseph Schwartz

**Opinions expressed herein are those of the authors and not necessarily the opinions of CPFA except as specifically stated to be CPFA positions.**

**To Submit Letters, Articles, and Story Ideas:** Email submissions preferred. Letters limited to 300 words and articles to 700 words. Include your name, address, phone number and email address with each submission. Letters and articles may be edited. News briefs on union organizing or contract negotiations for part-timers are particularly welcome. We are also looking for personal interest stories and opinion pieces.

### To Advertise:

Send your ad to [sbaringer@hughes.net](mailto:sbaringer@hughes.net) or [dmilroy53@gmail.com](mailto:dmilroy53@gmail.com).

CPFA, 2118 Wilshire Blvd.  
 CA 90403.

## Legislation - cont. from p. 1

numbers would quell concerns that increasing part-timers' load might reduce full-time classroom hours.

Another AB 1343 plus would be the diminishing of a decades-old budgeting dynamic that now forces activists to lobby for separate pots of money, such as the equity, office hour, and benefits funds, to try and equalize part-time and full-time compensation. Conservative taxpayers who would never consider separating these items out from K-12 or tenured professorial salaries have viewed even small proposed increases to these funds as visible targets for veto. FACE's focus on improving working conditions for contingent faculty for the purpose of sustaining the philosophical and pedagogical values of higher education might appeal more to legislators and voters, not to mention full-time faculty, than previous appeals for economic justice for contingent faculty.

For FACE campaigns to take hold nationwide, many groups besides AFT need to get involved. For now, the FACE website—<http://face.aft.org>—is an easy-to-navigate site to go for the FACE prototype, legislative updates, and a comprehensive array of strategies upon which to organize campaigns. While more specific and concrete state legislation (such as Prop. 92 in California) may dominate the media, at least until February 2008, FACE may gain the most strength if it is promoted as a unifying national campaign.

*The states in which AFT is actively pursuing FACE legislation are California, Connecticut, Florida, New Jersey, New Mexico, Oregon, Pennsylvania, Rhode Island, Vermont, West Virginia, & Washington.*

## AB 591 still pending; CFT backing a 67% alternative

Assemblymember Mervyn Dymally's AB 591, the legislation that would remove the 60% cap on teaching loads for faculty currently classified as "temporary," is scheduled to move out of the Assembly Appropriations Committee on January 23. In its current form, the bill also mandates equal pay for equal work for non-tenure-track faculty, health benefits for those teaching at least 40% FTE, and that 50% of new tenure-track faculty be hired from a pool of qualified part-timers.

Meanwhile, the Part-time Committee of CFT has persuaded the CFT Executive Council to support legislation raising the cap on part-time loads from 60% to 67%. This move was necessitated by opposition within CFT to supporting legislation that would allow temporary faculty to teach full-time loads.

Though California is facing a general budget shortfall, Proposition 92 could infuse enough money into the community colleges to enable equal pay implementation, given enough support.

Former CPFA Legislative Analyst Peggy McCormack, who was instrumental in getting AB 591 introduced, has accepted a job as a staffperson for Dymally. Consequently, she has had to resign her CPFA position. It is expected that Robert Yoshioka will be appointed as her interim replacement with CPFA pending an election at the CPFA plenary meeting next spring.

## Chair report - continued from p. 2

email! I can't say it doesn't take time away from your personal life; it does! But it is worth it! If you can help increase your hourly salary or help achieve job security or get health benefits, then your life and the lives of all of your colleagues will be improved greatly. You will have made a difference!

— David Milroy teaches French at Mira Costa, Southwestern, and Grossmont Colleges in San Diego County.

Daniel F. Jacoby, who holds the Bridges Chair in Labor Studies at the University of Washington's Bothell Campus, published a study in 2006 showing that the higher the percentage of part-time faculty at a community college, the lower the percentage of students who earn an associate's degree:

**Daniel Jacoby** (2006) "The Effects of Part-time Faculty Employment upon Community College Graduation Rates", *Journal of Higher Education* 77:6 p 1081-1103.

# Yes! Prop. 92

## Community Colleges

*The chance for  
every Californian  
to go to college*

[www.prop92yes.com](http://www.prop92yes.com)

### PROP. 92 MAKES A BETTER FUTURE AFFORDABLE AGAIN

#### ■ Lowers student fees

More than 300,000 students left the California community colleges in 2004 when skyrocketing fees put college beyond their reach. Prop. 92 allows more students access to higher education by lowering student fees to \$15 per unit and limiting future increases.

#### ■ Helps students become self-supporting citizens

Community college students, teen and adult, who earn a vocational degree or certificate see their wages jump from \$25,600 to \$47,571 in only three years. Prop. 92 gives all Californians the opportunity for a better future, and provides many disadvantaged students their only chance for college education.

#### ■ Stabilizes campus funding

Uncertain funding leads to class cancellations and students often are denied the courses needed for job training or transfer to a four-year university. Prop. 92 guarantees adequate funding to meet college student needs yet leaves funding for K-12 students untouched.



## Vote February 5

California Federation  
of Teachers  
AFT, AFL-CIO  
*A Union of Professionals*  
916-446-2788  
[www.cft.org](http://www.cft.org)



# Tales from the Crypt: Surviving Academic Politics - Lee Ryan

Do you want to be a community college instructor because you want a job where someone else does the thinking for you and you just follow orders? Of course not! You want to be creative and innovative. You want to shine!

The Japanese have a saying: “The nail that sticks up gets hammered down.” And it’s true: the more you shine, the more petty jealousy and resentment you are likely to face.

It’s pretty depressing, isn’t it? Legions of wonderful, idealistic new instructors get “hammered down.” They get disillusioned by academic politics and end up leaving the teaching profession.

It doesn’t need to be that way. You don’t need to check your backbone at the college door. You can be the star that you are destined to be—but only if you follow a few simple rules about how to survive academic politics.

You’re probably saying to yourself: “who’s this guy, Lee Ryan Miller, who thinks he knows so much?” Well, let me tell you. I’m the guy who made every mistake in the book. And I paid for each of them. But I also learned some valuable lessons in the process. I’m going to share those lessons with you today.

So, who am I? I’m a political science professor. I got my first full-time teaching job at the Community College of Southern Nevada (CCSN) in 1998.

I lost that job in 1999. Was I a bad instructor? No, I was one of the best they had. I started several successful new programs. The newspapers published articles about my innovative teaching. My students loved me.

So why did I lose that job? Here’s the irony: This political science instructor failed to pay attention to office politics. I’d thought I was on the fast-track to tenure and instead ended up as roadkill.

After losing this job, I was hurt and depressed. But I was also stubborn. So rather than giving up on a career as an educator, I got another job.

My second job was at Cypress College, a community college in southern California. At this job, I applied the lessons I’d learned at CCSN. But, of course, I made different mistakes the second time around. Bad mistakes. And I learned from them.

But I didn’t lose my job at Cypress. I’d learned to play the game of academic politics. And this time I came out on top.

Now, I bet I know what’s going through your mind: “I hate politics. It’s a despicable business. I don’t want to have anything to do with it.”

I can sympathize with you. I have a Ph.D. in political science and I know just how repugnant politics can sometimes be. But I also know that it is unavoidable. Or at least, it’s unavoidable if you want to be an excellent instructor *and* keep your job. I’ll bet that you want to do both!

First of all, let me share a dirty little secret with you: you find politics in all workplaces. But outside of Capitol Hill, you won’t find a workplace with more intense politics than at an educational institution.

Why? Well, here’s my theory. A career in education attracts intelligent, creative people who value their autonomy. These are the sort of people who want to achieve excellence but *don’t* want to be told what to do. If you place people like this in an environment of shared governance—where you get to sit on committees and have a say in how things are run—they will butt heads. It’s inevitable.

New instructors often are not prepared for the intensely political atmosphere in which they find themselves. If you are not prepared for this, no matter how talented you are, you may end up leaving the teaching profession within a few years, disillusioned and embittered.

Graduate programs rarely address this topic. This article will fill that gap.

## Lesson #1: Build a network of alliances.

When I got my first job, at the Community College of Southern Nevada (CCSN), I put all my energy into being the best instructor that the college had ever seen. I was working around 60 hours per week doing all sorts of innovative things. For example, I structured my classes around discussion and debate (which took a lot of preparation). I developed the first web-based political science curriculum at the college. I applied for a grant and used it to set up a government internship program. I brought a series of prominent elected officials to speak at the college. I even developed a study abroad program that got lots of positive attention in the local news media.

But I didn’t do the most basic thing. I didn’t develop a strong network of alliances. In other words, I didn’t take the time to chat with my colleagues much in the office or to socialize with them much outside of it.

Of course, it didn’t help much that they gave me an office in a trailer out in “Siberia” in the back of the college. It also didn’t help that they gave me all night classes when no one else was ever around. Nevertheless, I should have known better. I do now. I paid dearly for my mistake.

What happened to me is a great story. I tell it in my book, *Teaching Amidst the Neon Palm Trees*. But let me tell you a small part of the story right now. I made a lot of people jealous. My innovation and excellence were perceived as threatening by some of my colleagues who didn’t want to work as hard as I did.

The tragedy of it all is that when the going got rough, very few people were willing to stand up for me. That was my own fault. I hadn’t developed a network of alliances to protect me when the forces of mediocrity started massing for an attack.

## Lesson #2: Make friends with staff.

Often, politics in an educational institution revolves around a series of battles between instructors and administrators. In this environment, it is easy to overlook the “third estate” (as we political scientist might call them)—the classified staff. Secretaries, administrative assistants, office managers and the like can be powerful allies or powerful enemies. Their power lies in their invisibility and their indispensability. They usually keep quiet and stay out of the political wars. And they usually know where all the bodies are buried.

At CCSN, I developed a good relationship with our department secretary. When the “axis of evil” struck and most of my colleagues suddenly became afraid to talk to me, our department secretary told me what was going on. She told me who was behind the attack and who was on my side.

Unfortunately, this information was not enough to save my job. But things could have turned out a lot worse, had I lacked the vital intelligence that my ally in the staff had provided. In the end, my contract was not renewed, but the administration had no good reason to fire me and they were forced to pay my salary for a year after I left.

That gave me the time and resources to write a book about the experience. It also spurred me to find a much better-paying job at Cypress College in southern California. I took the lessons I learned with me when I left Las Vegas for Orange County. But I still had more lessons to learn in my new job.

## Lesson #3: Build a wall between your job and your personal life.

There’s an old saying: good fences make good neighbors. It’s very true. There are several ways to interpret lesson #3. Let’s start with the most obvious. If you bring the stress from home to work with you, it will harm your teaching; if you bring the stress from your job home with you, it will harm your relationship with your family.

This, as I said, is obvious. And it doesn’t have much to do with politics. But another interpretation of this lesson does. If you can avoid it, DO NOT work at the same college as your significant other. If you do work in the same place, you run the danger that office politics will take a severe toll on your relationship.

Let me tell you a story. At the same time that I was hired at Cypress College to teach political science, a new dean was hired. The new dean, my supervisor, seemed really nice.

Fast forward to a fateful day nearly halfway through my first semester. There was a short-term intensive ethnic studies course that was supposed to begin in a few days. The instructor scheduled to teach the course had backed out at the last minute. The dean—my boss—was frantically trying to find someone to teach the class.

Beth, my fiancée at the time, was a civil rights leader. Beth had a masters degree in a subfield of ethnic studies. I suggested to my boss that she ask

yan Miller

Beth to teach the class. I knew that Beth would be perfect for the job and I figured that my boss would be grateful for me helping her out of a tight spot.

I should have kept my mouth shut. Beth *did* turn out to be perfect for the job. The problem was that my first impression of the dean turned out to be wrong. She was petty and vindictive. She seemed to see it as her professional responsibility to make Beth miserable. She harassed her continually.

Who do you think got blamed for this? The guy who urged Beth to take the job as a favor to his boss. In other words, I, her fiancé, got blamed.

But Beth's patience was not unlimited. Eventually, she quit and filed a grievance against the dean.

Guess what happened? The dean lost her punching bag and went in search of a new one. Who do you think would be a good candidate for this position? How about the guy who'd recommended the woman who ended up filing a grievance against her? In other words, the dean went after me.

Fortunately, my first semester's evaluation had been completed before Beth had filed her grievance. I got a stellar evaluation. But the next semester, I got a terrible one. And that was on top of having to endure daily harassment from my boss.

This brings us to Lesson #4.

#### **Lesson #4: Join the union.**

And don't just join. Make sure to get to develop a good relationship with your union leaders and, especially, your grievance representative.

I did just that at Cypress College. And guess what happened? The college vice president himself joined the committee evaluating my performance. He knew that the dean was way out of line.

In the end, both the dean and I ended up leaving Cypress. I left because my wife got a job offer in northern California that she couldn't refuse. When I left Cypress, both the president and the vice president of gave me wonderful letters of recommendation. What happened to the dean? Her contract was not renewed and she had to find another job.

I'd cultivated a good relationship with the top administrators at Cypress. That was a lesson that I'd learned at my previous job, at CCSN. It was a lesson I'd learned the hard way.

In my memoir, *Teaching Amidst the Neon Palm Trees*, there is a scene in which I make a speech to a group of faculty and administrators. I describe how I developed an innovative study abroad program and got funding for economically-disadvantaged students to participate. I received thunderous applause from the faculty. But Vice President Silverman was furious at me. Why? Because I'd violated lesson #5.

#### **Lesson #5: Keep the top administrators in the loop.**

I'd done all sorts of innovative things. I'd kept my department chair informed of everything. But I'd assumed that the top administrators had more important things to do than get progress reports from me. I was dead wrong.

Stop and think for a second. Why on earth would people be attracted to the job of running a large, complex organization like a college? Logically speaking, it's probably because they like being in charge.

If you're the type of person who likes to be in charge and to get credit for the achievements of the team of people working for you, then you'd probably be annoyed with Lee Miller for doing a bunch of stuff without informing you. You'd probably be especially annoyed if the newspapers were interviewing him and he didn't mention how grateful he was for all the help you'd given him.

What help? If I hadn't bothered to tell the president or vice president what I'd been up to, then of course, they'd given me no help. But that's beside the point. Part of the game of politics is that you need to swallow your pride and publicly thank your boss for all the help that s/he's given you—even if s/he didn't give you any help at all.

That's lesson #6.

#### **Lesson #6: Make your boss look good.**

Remember, your goal is not to become famous. Your goal is to survive academic politics so that you can be the best instructor you can be. Survival sometimes require you to make the people in power look good.

That's not fair. But it is smart. If you help to buttress the egos of people who are higher up the food chain, they're less likely to eat you and more likely to leave you alone. And if they leave you alone, it means you are free to be an excellent instructor. That is your goal, isn't it?

#### **Lesson #7: Cultivate media contacts.**

Those in power respect power. It's a simple fact of life. The media have the power to advance the careers or ruin the careers of people in power—including educational administrators.

My mistake at CCSN was not that I managed to get in the newspapers a lot. My mistake was that I neglected to thank my boss for his support (even though he gave me none).

Vice President Silverman was afraid of the press. One day he spent an hour yelling at me for no good reason and then suddenly stopped and told me, "Natalie Patton had better never get word of this." Natalie Patton was the education reporter for the local newspaper. After Silverman decided to fire me, Natalie was the first person I called.

Also, a reporter on the *Los Angeles Times* was quite helpful in my ordeal with the dean at Cypress College. I didn't need to tell the reporter what a menace to educators the dean was. I just needed to suggest that he interview her.

The reporter did a great job of presenting accurately what the dean had said to him. She came across as a lunatic. Sometimes, if you give someone enough rope, she hangs herself.

I've saved the most important lesson for last.

#### **Lesson #8: Keep a sense of perspective and a positive attitude.**

Academic politics is apt to drive you nuts if you take it too seriously. A wise man once said, "Who you are speaks louder to me than anything you can say."

*Lee Ryan Miller, Ph.D., is a motivational speaker and the author of three books. He has taught at many universities and community colleges during his academic career. Currently, he teaches political science part-time at California State University, Stanislaus and is working on a novel. You may visit his website at [www.LeeRyanMiller.com](http://www.LeeRyanMiller.com).*

#### **A guide to acronyms and organizations in higher education**

##### **AAUP** - American Association of University Professors

A nationwide professional association that acts as a union in a small number of California institutions (i.e. has collective bargaining rights).

##### **CCA/CTA/NEA** - Community College Association of the California Teachers Association of the National Education Association. A union.

##### **CCC/CFT/AFT** - Community College Council of the California Federation of Teachers of the American Federation of Teachers. A union.

##### **CCCI** - California Community College Independents.

A consortium of union locals unaffiliated with any of the larger unions.

##### **CPFA** - California Part-time Faculty Association.

A statewide professional association for non-tenure-track community college faculty that does not seek collective bargaining rights, acting as networking support for part-timers within their unions.

##### **CWA** - Communication Workers of America.

A union; has collective bargaining units for part-time faculty in a few districts.

##### **FACCC** - Faculty Association of California Community Colleges.

A statewide professional association that does not seek collective bargaining rights, engaged in legislative advocacy and professional support for community college faculty.

##### *related groups:*

##### **AFL-CIO** - American Federation of Labor-Congress of Industrial Organizations.

A national union coalition with which AFT and CWA, but not NEA, are affiliated. Contrary to urban legend, AFL-CIO is **not** "The Teamsters." In fact, the Teamsters recently dis-affiliated from AFL-CIO.

##### **CFA/CTA/NEA** - California Faculty Association/CTA/NEA. Also affiliated with AAUP and SEIU. Represents all faculty in the California State University system.

##### **UC-AFT** - University Council -AFT. Also affiliated with CFT. Represents non-tenure-track (non-Senate) faculty in the University of California system.

# NEH Workshops for Community College Faculty

— Dave Bush

The National Endowment for the Humanities has sponsored week long workshops for community college faculty during the last three summers. Through the *Landmarks of American History and Culture Workshops for Community College Faculty*, participants attend lectures delivered by leading scholars, tour historic sites, and have the opportunity to undertake archival research.

Workshops are open to part-time and full-time faculty in the humanities and social sciences.

The NEH offers a \$500 stipend and additional funds to offset travel costs.

I have attended two workshops. In 2006, I flew to Ohio, and spent a week at the Rutherford B. Hayes Presidential Center studying the politics and culture of the Gilded Age. This workshop included lectures and discussions, access to the Hayes' archives, tours of Hayes' home and Cleveland's Millionaire's Row.

The next year, I spent a week (six hot and humid Southern days), at the University of Mississippi discussing "The Memory and Commemoration of the American Civil War." As part of this workshop, participants studied the monuments at Shiloh National Military Park and toured the Corinth Civil War Center.

Both workshops were well organized, informative, and directly applicable to my classroom teaching. In addition, I was able to exchange pedagogical methods with community college faculty from throughout the country and across disciplines.

There are two downsides to the *Landmarks* program which hit part-time faculty the hardest. First, most workshops are scheduled in the middle of the summer and therefore conflict with the summer semester. However, both years I was able to find a workshop offered during the break between my spring and summer classes.

The other downside is that the small stipend and travel allowance may or may not cover the costs associated with the workshop (books, room and board, and travel). The first year all my costs were covered by the stipend and travel money, but the second year, because of an expensive flight, I had a couple hundred dollars in out-of-pocket expenses. Some faculty I spoke with had the extra costs reimbursed from their college's staff development funds. And this may be an option for some part-time faculty.

Even with these two drawbacks, the workshops are excellent, and I plan to apply for workshops next summer.

Six workshops are being offered in 2008: "Concord, Massachusetts: A Center of Transcendentalism and Social Action in the 19<sup>th</sup> Century," "African-American History and Culture in the Georgia Lowcountry: Savannah and the Coastal Islands, 1750-1950," "Henry Ford and the History of American Industry, Labor, and Culture," "Landmarks of American Democracy: From Freedom Summer to the Memphis Sanitation Workers Strike," "Illustrating the Gilded Age: Political Cartoons and the Press in American Politics and Culture, 1877-1901," and "Revolution to Republic: Philadelphia's Place in Early America."

The application deadline for next summer is March 17, 2008.

For additional information on the workshops and to download an application, go to the *Landmarks*' website <http://www.neh.gov/projects/landmarks-college.html>.

— Dave Bush, a founding member of CPEA's executive council, is an adjunct history instructor in Louisville, Kentucky.

## STRS - continued from p. 1

"maximum" number of hours. Therefore, all hours over 30 are ignored, reducing one's final STRS retirement compensation, which is already paltry, by at least \$500 to \$600 a month.

Adult education teachers state-wide have long clamored for wages and benefits on par with contract teachers. Fortunately, in Monterey, owing to rigorous efforts by our teacher's association and owing to the placement of new administrators with a more humanistic bent, adult education salaries have increased so that full-timers now earn nearly \$50,000. Naturally, these gains were encouraging, in part because STRS has always pledged that final retirement compensation is based on a teacher's *highest annual salary*.

But the 30-hour-a-week definition means our retirement compensation is calculated on a fictitious limit of only \$31,400, regardless of how much we actually earn a year. This effectively turns all 40-hour-a-week employees into part-time employees.

Not even classified employees have their actual yearly salary "discounted" by \$20,000 or more when their retirement is computed. Therefore, under such a policy, gardeners and custodians can receive much better retirement benefits than adult education teachers. Yet the injustice even surpasses this absurdity: For if these full-time adult education teachers were granted Social Security benefits instead of STRS benefits, they would receive much more per month after retirement than through the STRS' pension, but they are caught in a dual-sided Catch-22: forbidden to participate in Social Security and required to join STRS.

In 2002, STRS established the Defined Benefit Supplement Account (DBS), which slightly improved the disparities that befall adult education instructors, but this supplement does not rectify the injustice inherent in this \$31,400 ceiling, for the DBS does not yield a dollar-and-cents equivalent to the tremendous dismissal of the actual hours we teach and the hundreds of dollars we lose every month after retirement. Moreover, the Defined Benefits Account, begun only a few years ago, was not retroactive. Hence, adult education teachers were never compensated for working under an injustice for decades.

Supposedly, the education code mandates equality for each class of teachers, yet in this case, adult education teachers who work *more than 30* hours are actually penalized. This occurs because the 30-hour limit was established to grant a full year's worth of service credit to adult education teachers who work *at least 30* hours a week. The negative result of this policy is that teachers who work *more than 30* hours do not receive full credit for their annual income. Never was there a more fitting example of the old adage, "Robbing Peter to pay Paul."

The faulty logic is clear if one considers how it would sound if retirement compensation were calculated in this fashion only for blacks or only for women or only for any other voiceless and powerless group. Moreover, could there be a greater insult to adult education teachers, who are clearly being marginalized as second-class employees and who are denied treatment equal to contract teachers and classified employees? How can retirement for contract teachers and all other employees be calculated



**Community College Association**  
The Advocacy Association for California's  
Community College Faculty

*Contact your local CCA Part-time Faculty Rep. for information on CCA benefits, CCA Membership and the latest progress on part-time legislation!*

<b>Coastline</b>	Barbara Price, Pres.	barbara@coastcca.com
<b>College of the Desert</b>	Fergus Currie	Drtheatre@aol.com
<b>Crafton Hills College</b>	DeAnna Jensen, PT Rep	enginstr@aol.com
<b>Gavilan</b>	Matt Johnston	mjohnston@gavilan.edu
<b>Golden West College</b>	Sean Glumace, VP	sglumace@gwc.cccd.
<b>Imperial College</b>	Mary Lofgren	mary.lofgren@imperial.edu
<b>Lake Tahoe</b>	Mike Spina	spina@ltcc.edu
<b>Long Beach Part-time</b>	Vincent Riojas, Pres.	vriojas@lbcc.edu
<b>Mendocino College</b>	Jessica Morris, Pres.	jmorris@mendocino.edu
<b>MiraCosta</b>	Al Nyman, Pres.	lou3@cox.net
<b>Mt. San Antonio</b>	Ellen Straw	estraw@mtsac.edu
<b>Napa Valley College</b>	Linda Mallett	lmallett@napavalley.edu
<b>Orange Coast College</b>	Barbara Price, Pres.	bamp1234@sbcglobal.net
<b>Rancho Santiago</b>	Dave Hall, Pres.	chestnutdave@yahoo.com
<b>Rio Hondo</b>	Lynette Nyaggah	LNyaggah@riohondo.edu
<b>Riverside</b>	Mark Carpenter, PT Rep	mark.carpenter@rcc.edu
<b>San Bernardino Valley</b>	Bill Franklin, PT Rep	bfranklin@sbvc.edu
<b>San Joaquin Delta</b>	Mary Little, PT Rep.	msec615@pacbell.net
<b>Shasta</b>	Pamela Hanford	phanford@shastacollege.edu
<b>Sierra</b>	Jim Weir, PT Rep.	jim@rst-engr.com
<b>Solano</b>	Esther Pryor	esther.pryor@solano.edu
<b>Southwestern</b>	Carol Stuardo	estuardo@swccd.edu
<b>Taft College</b>	Jeff Ross- Pres.	jrross@taftcollege.edu

*You may also contact the part-time faculty on the CCA Board of Directors:*

<b>Pamela Hanford, PT Faculty Director</b>	pamelahanford@charter.net
<b>John Sullivan, District J</b>	j_m_sullivan@yahoo.com
<b>David Milroy, District M &amp; CCA Interim Sec.</b>	dmlroy@san.rr.com
<b>Jim Weir, District E &amp; CCA Treasurer</b>	jim@rst-engr.com
<b>Jessica Morris, District A</b>	jmorris@mendocino.edu

CCA/CTA/NEA  
5959 Greenback Lane, Suite 430  
Citrus Heights, CA 95621  
Ph. 916-726-4207 FAX 916-726-4238  
[www.ccafa.org](http://www.ccafa.org)



## Dispute at SUNY New Paltz parallels controversy in California over 60% law

CPFA leaders and observers have frequently speculated that the real reason many full-time faculty members in the California community colleges are opposed to raising the 60% FTE limit on part-time faculty course loads is that if these “temporary” faculty were carrying full-time loads, the pay discrepancy would become much more obvious both to these exploited instructors and to the general public. This line of reasoning is confirmed by a recent dispute at a public university in New York.

One SUNY campus administration now openly admits that the reason for putting a cap on the number of courses that can be taught by non-tenure-track faculty is that “if adjuncts taught a “full” load of three courses, they might start demanding to be paid the same as our full-time, tenure-track faculty,” according to Peter D.G. Brown, Distinguished Service Professor in the Department of Foreign Languages at State University of New York at New Paltz.

In an article in the SUNY New Paltz student newspaper *The Oracle*, Brown says that the administration eliminated its 2-course cap on adjunct teaching assignments in 2005, but that now the administration claims no such agreement was ever made. Vice President David Lavallee responded to Brown’s article with a letter to the editor claiming that the “college administration has consistently rejected [Brown’s] proposal to have us hire part-time faculty to teach a larger number of courses... as a normal course of events. Professor Brown is reluctant to accept this decision. We have agreed only that we would hire part-time faculty to teach more than two courses in a semester in emergency situations.”

Lavallee asserts that SUNY New Paltz pays part-time faculty “as much or more than other colleges in the area,” that the base pay rate for them has risen by nearly 70% in the past ten years while the consumer price index rose only 30%, and that the college provides health benefits to “many” of its part-time faculty. He acknowledges that colleges and universities have come to rely too heavily on part-time faculty, saying that “inadequate funding for public colleges does not allow them to hire enough full-time faculty to teach all classes. We are constrained by the disinvestment in public higher education that has occurred over the past three decades.”

on the employees’ *highest* annual salary, but adult education teachers who teach more than 30 hours are placed in a singular, discriminatory category? All of this is blatantly unjust and does not compensate these teachers for the “actual” time they have worked.

Is the solution complex? No, if the definition for full time in education code 21853.5 were changed to “30 or more hours,” or “30 to 40 hours,” the injustice would be remedied, and it would generate *no* further costs to the district and minimal costs to STRS, as few adult education teachers work more than 30 hours a week. Moreover, the law does not forbid a broader or more equitable definition of the vague and limiting term “full time,” so STRS only needs to concede that the practice is unfair and to expand its definition of full time.

How can we change this? Write a letter to your local assemblyperson, include a copy of this article, and turn to your local teachers’ association and demand help. Also write STRS, individual STRS board members, CTA, and any other advocacy group you can find. Since the law dictates that all teachers in a single category must be treated equally, this policy and practice is a shameful violation of our rights and an outrageous denial of equal benefits.

*Ron Russell has taught ESL full time in Monterey at the Naval Postgraduate School and teaches part-time for Monterey Peninsula College.*



### AFT, Local 1828, AFL-CIO

*A leader in better working conditions and rights for part-time faculty*

## Leading the way in closing the pay equity gap

(805) 650-8035  
[www.aft1828.com](http://www.aft1828.com)

### Health care - cont. from p. 1

thus preventing low-income employees from obtaining insurance through the pool and requiring them to buy in to the employer’s plan at whatever cost the market will bear. Presumably this is something the legislature intends to be addressed either by the ballot initiative or by one of the new regulatory boards and agencies.

Price categories are to be based on age, family size, and location in the state. Other than the parameters on actuarial methods of determining risk there are no controls on prices outside of the statewide pool.

Eligibility will be established once a year, generally speaking. So people who are intermittently employed may be stuck paying large premiums for most of a year while unemployed, based on the previous year’s income.

One of the better measures in the bill deals with pre-existing conditions. Insurance companies will not be able to exclude people based on pre-existing conditions, but they can impose a “risk adjustment factor” of up to 20% based on such conditions. They can only consider conditions diagnosed, treated or recommended for treatment within the past 12 months. This provision will probably help those part-time faculty members who are working part-time because they are partially disabled; these are some of the people who find it impossible to purchase coverage under the existing situation.

It is possible that employers in some businesses will try to convert part-time employees to “independent contractor” or “consultant” status so as to avoid the health insurance obligation, as has happened in past decades as part of the overall shift to reliance on contingent workers.

Individuals who violate the law by going uninsured for at least 62 days (without being granted a hardship

exemption) will be assigned to a plan; when the state has to pay premiums on someone’s behalf in that situation, the state will recoup its payments through tax collection procedures in cooperation with the Franchise Tax Board.

The next few weeks may be crucial in determining whether this plan can be rendered viable.

You can find contact information for your senator at [www.legislature.ca.gov](http://www.legislature.ca.gov). The bill itself – ABX 1 – is over 100 pages long; those brave enough to read it can find it at [www.leginfo.ca.gov](http://www.leginfo.ca.gov).

100% of FPL		
Family of 1		\$10,210
Family of 2		\$13,690
Family of 3		\$17,170
Family of 4		\$20,650
250% of FPL		
Family of 1		\$25,525
Family of 2		\$34,225
Family of 3		\$49,925
Family of 4		\$51,625
400% of FPL		
Family of 1		\$40,840
Family of 2		\$54,760
Family of 3		\$68,680
Family of 4		\$82,600

**Health insurance plan now available to CPFA members through SureHealth:**



SureHealth is "a limited medical insurance product available to individuals from age 18 to age 69 with coverage terminating at age 70." For more information, go to [www.cdfa-ptplan.com](http://www.cdfa-ptplan.com)

**Have YOU joined your union?**

The only way part-time faculty members will get attention at the bargaining table is to have a strong union membership base. Join your union local today if you are not already a member.

**CPFA thanks its sustaining institutional members:**

**Continuing Educators Faculty Association (CEFA), Rancho Santiago District**

**Mira Costa College Faculty Association**

**San Diego Adult Educators Local 4289**

**Santa Monica College Faculty Association**

**Ask your union local to join us as an institutional member!**



**Save these dates:  
COCAL VIII  
comes back to  
California  
August 8-10, 2008**

**San Diego State University**

**Tentative agenda:**

**Friday**  
**morning:**  
training the trainers  
**afternoon:**  
organizing and mobilization  
**evening:**  
reception

**Saturday**  
**morning:**  
plenary speakers  
**late morning and afternoon**  
**breakout sessions:**  
organizing  
grievance procedures  
job security  
academic freedom  
bargaining  
health and retirement benefits  
legislation  
court decisions  
and more

**Sunday**  
**morning:** regional meetings:  
**late morning:** plenary speakers  
**afternoon:** action items

For more information on this international conference of the Coalition of Contingent Academic Labor, go to [www.cocal-ca.org](http://www.cocal-ca.org).

COCAL is a voluntary convocation of many national unions, regional or independent unions, and faculty associations. Contact your union local to see if it is sending a representative.

**California Part-time Faculty Association  
MEMBERSHIP APPLICATION OR RENEWAL**

Please print legibly

Name \_\_\_\_\_

Home phone \_\_\_\_\_ Email address \_\_\_\_\_

Address \_\_\_\_\_

College/district \_\_\_\_\_ Department \_\_\_\_\_

Application date: \_\_\_\_\_ Renewal? (Y or N) \_\_\_\_\_

Select either payment by check or payroll deduction.

NOTE: Districts with CPFA payroll deduction are:  
Butte, Cabrillo, Contra Costa, Foothill-DeAnza, Glendale, Grossmont-Cuyamaca,  
Mira Costa, Palomar, Riverside, Santa Monica, Shasta, Solano, Southwestern, and West Kern.  
Contact CPFA for help setting up payroll deduction at your college.

With either payment option, mail the entire application to:

CPFA Membership  
2118 Wilshire Boulevard, PMB 392  
Santa Monica, CA 90403

Visit our website at [www.cdfa.org](http://www.cdfa.org). Questions? Contact Chris Coyle, [sharks19@hughes.net](mailto:sharks19@hughes.net)

PAYMENT BY CHECK: Please make check payable to "CPFA"

Annual Membership:  \$30 Low Income  \$50 Regular  Sustaining \$100

(please choose the category you can afford)

Annual Student Membership:  \$10

Annual Institutional  \$250-499  Sustaining \$500

Business Organizational Status IRS 501 C (6)

\*\*\*\*\*

**PAYROLL DEDUCTION AUTHORIZATION:**

To: \_\_\_\_\_ Community College District:

You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the California Part-time Faculty Association, without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the California Part-time Faculty Association.

Low Income Membership:  \$3/month Regular Membership  \$5/month

Sustaining Membership:  \$10/month (please check one)

Signature (for payroll deduction): \_\_\_\_\_ SS # \_\_\_\_\_