

The tipping point: cluster of bills introduced to address part-time faculty issues

— Martin Goldstein

When opinions on some large social issue go from minority to majority status, we call it a tipping point, and we seem to be reaching one in the area of contingent faculty, those we know in the CC system as Part-Timers. Part-Time rights, pay equity, job security et al have been issues for as long as any of us can remember - the enabling legislation, if you will, was passed in 1968 - and change here has been a long time coming.

But suddenly, it is here and now. Last legislative session PT activists tried and failed to get a tiny piece of remedial legislation passed regarding the infamous "60% Law," the linchpin of that '68 legislation. We couldn't get it out of committee. Yet right now, in March of 2007, there are several major legislative initiatives already introduced as bills in the assembly, backed by all the major academic unions, all designed to deal expressly with the issue of contingent labor. Suddenly, we're on the table.

CFT/AFT, CTA/NEA, AAUP, and others are all supporting major legislative initiatives designed to address this 40 year-old problem. Only a major cultural mind-set change; i.e. a tipping point, could bring this about. It is no longer appropriate to dismiss contingent faculty and their concerns.

AB 591 - the PTers bill

This bill, sponsored by CPFA and introduced by long-time legislator Mervyn Dymally, was the first off the blocks. Since then, both CWA and CTA have issued letters of support for the bill. It came directly from part-time faculty activists rather than through a union, committees, etc. and looks at the problem from the perspective of currently employed long term PTers who are the heart of the PT movement in California and nationwide.

The bill would do away with the 60% FTE limitation entirely, and requires pro rata pay within two

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The trials of negotiations: health benefits for part-time faculty

— John Sullivan

In vetoing enhancement of categorical funds for part-time faculty, Governor Schwarzenegger stated that the fund was intended as an incentive rather than a mandate, and that "districts have more than adequate resources to support these programs at local discretion." But what we know about local discretion is sometimes unpleasant.

What We Know: Districts may get earmarked state funds to provide health benefits for part-time faculty who work at least a 40% load and are not covered by another insurance plan. The employee pays 50% of the premium while the district pays the other 50% and is then reimbursed from the PT Health Benefits line item in the state budget per AB 420, passed in 1998.

The Good News: Certain districts provide health benefits to PT faculty. At **Riverside CCD**, for example, all PT faculty who meet the above requirements are eligible for the same Health Net and Kaiser plans that FT faculty can choose, and the plans are quite good: full coverage for doctor's visits, tests, x-rays, medical procedures, and surgeries, and \$3 or \$5 co-pays for prescriptions. More importantly, RCCD pays the full 50% of the premium, which means that the Pter's half is roughly \$220 per month over ten months and through payroll deduction.

The Bad News: Some districts limit PT faculty participation in health benefit programs. They choose insurers who overly inflate premiums, which makes participation financially unfeasible. Other districts vary workloads, disqualifying PT faculty from participation. Worse, despite some of the best financial years for colleges, a number of districts require that PT faculty pay the district's unreimbursed portion of the premium; currently, the state only reimburses 17% of the District's share, and these districts require the employee pay the remaining 83%. One district, **Shasta**, provides a minimal policy but requires the employee to pay 100% of the premium

The Ugly News: As if it couldn't get worse, a number of districts still refuse to negotiate PT health benefits. In the **San Bernardino CCD**, the wall-to-wall chapter has repeatedly introduced PT health benefits only to be rebuffed by the district. While the district refused to even discuss benefits during the first few introductions, its latest move is to acknowledge the need but not seriously address it. Instead, the district agreed to provide PTers with a list of insurance providers; in other words, the district will disseminate information but refuses to participate in AB 420. The Chapter's negotiation team and executive board,

Late-breaking news:

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The new 2006 statewide salary, office hour, and health insurance comparison chart -- p. 4-5

Book review ----- p. 6

Full text of AB 591 --- p. 7

Unemployment compensation ----- p. 8

Opinion:

Part-timer system works against diversity

— Mike Dixon

When it comes to diversity among faculty, I'm reminded of my brief career in Hollywood. Theoretically, the field was open to people of all classes—so long as they could afford to do a couple of full time unpaid internships. I knew a girl who tried to do it on her own by working days for a production company and nights as a bartender. I asked her when she slept and she said she didn't.

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which include PT representatives on both, continue to make sure that PT benefits are a part of their proposals.

Final Thoughts: New accreditation standards, emphasis on No Child Left Behind, and the insipid insistence on treating colleges as businesses and students as customers have contributed to the refusal of administrators to provide faculty rights and benefits beyond the corporate model idealized in WalMart. The result: out-of-control hiring of administrators, along with support staff and infrastructure costs; enormous amounts of money siphoned from instruction budgets; districts spending less than 50% of their budgets on instruction costs, which include faculty salaries and benefits, and in direct violation of the 50% law; statewide reserves unnecessarily approaching \$750 MILLION. Sadly, faculty are forced to play these games, but there is hope. Change increasingly requires couching faculty needs/wants in terms of improving student services. Health benefits provide access to preventative health care and treatment so that PT faculty can participate without interruption or distraction in helping students achieve learning outcomes/objectives.

— John Sullivan is a part-time faculty member at three community colleges and one university.

Chair report

“And it only took twenty years...”

Whenever I discuss the 60% rule with legislators and candidates, they look at me and say, “Well, that’s a silly law! Why don’t you change it?” If all of the legislators in the California State Senate and the Assembly were aware of the hardship this law imposes on those of us who are obliged by the current regulations to drive between three, four and even five campuses, they would vote eliminating the 60% law in a second.

Well, now we have our chance. Assembly Bill 591, sponsored by Mervin Dymally and developed by our own CPFA leaders Robert Yoshioka and Peggy McCormack, proposes to do just that...and a lot more!

AB-591 is aimed at drastically changing the community college part-time faculty paradigm. The exploitive working conditions, which have existed since the 60% law created part-time temporary faculty, must be totally reevaluated, leading to a restructuring of the employment practices of the community colleges.

When I was first hired as a part-time teacher with one class at Mesa College back in 1988, I was thrilled! I earned \$28 per hour, or about ten times my hourly pay as a waiter! I was going to be able to use all of the knowledge I had acquired in my years of studying the French language, literature and history. My years of hard work were going to be fully appreciated and I was going to be welcomed into the halls of academe as a partner in educating the youth of California.

I was too thrilled to notice that I did not have an office; after all, I only had one class. Why would I need an office? I inquired about health insurance and was told that I could have full coverage if I turned over 50% of my paycheck. Sorry, too rich for my blood. Oh well, I was young and didn’t really need health care. Each semester I hoped that I would be accorded the honor of teaching yet another French class. I eventually found out other colleges had French classes that I could teach and that I could, with a bit of schedule juggling and dashing around the freeways, teach four classes on four different campuses, in four districts, in the four corners of San Diego county and actually make a living at teaching! I was in heaven!

I was earning \$600 per class before taxes and I even had a retirement plan called APPLE, so my retirement was all taken care of. I had heard horror stories about other part-timers like myself who were in a plan called STRS and how they hadn’t vested after 13 years of teaching. I sure was glad that I wasn’t in that plan!



In 1995, I met some other part-time faculty who were mad because their college wasn’t treating them fairly and they were being ignored by their union. We had a union? Cool! I knew that if the union leaders heard how bad things were for us, they would make it all better. I learned that some of my colleagues in foreign languages weren’t getting assignments, even though they had been teaching for many years. I also learned that some people really did need health insurance...because they got sick! I also got my first glance at our contract... (We have a contract?) and saw for the first time what my full-time colleagues and friends were earning for teaching the same number of classes. Suddenly my \$2,400 per month gross...without health benefits, office hours or office space, job security looked rather meager compared to the \$6,000 plus full health, sabbaticals, release time, tenured job security and private offices of the full-time faculty.

How could this disparity exist? Surely the union was working to make things right, I should join the union to do my part. How can you complain if you haven’t tried to make things better? So I joined my union, got elected PT rep. and was even appointed to be a member of the negotiating team! Wow! Now there were going to be some changes! I was going to lead my union in the defense of part-timer rights, equal pay, health benefits and job security! Well, I did all I could...got better pay, some job security...and then the union dumped me in favor of a less “out-spoken” part-timer. Oh well...

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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.

--Sandra Baringer, CPFA News Editor

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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.

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Legislation *continued from p. 1*

years and medical benefits for any part-time faculty member working at least a 40% load. It also requires that at least 50% of new full-time positions on a campus be filled with veteran part-timers already teaching at the college. And while it differs from the CFT bill by not discussing the 75/25 ratio, if there's no longer an economic benefit to hiring PTers, districts would naturally hire FTers since they do much more of the "extra" work of governance, senate, and other non-classroom tasks. In any case 75/25 already is the law, and has been for almost 20 years; the problem is enforcing it. Thus this and the FACE legislation are largely working towards the same end: 75/25 and the regularization of remaining PT faculty, consonant and compatible goals.

AB 1343 – the FACE bill

Assembly Bill AB1343 (Mendoza), also known as the Faculty and College Excellence Act (FACE), is sponsored by CFT, as part of a national AFT agenda. It is further supported by CFA/CTA/NEA, the CSU faculty union, and it is written to cover both systems. Its main intention is to make all districts live up to the 75/25 ratio of FT to PT instruction, something that was supposed to have happened under 1988's AB 1725, but clearly hasn't due to the availability of annual waivers from the Board of Governors. In hiring these

Chair report - *continued from p. 2*

So I joined CPFA and was the Southern regional Rep., the Director of Administration and finally, Executive Chair, as well as Chief Paperboy in charge of shipping 53,000 CPFA Newspapers out of my garage to all of the community colleges in the state. A true labor of love!

After four years as Chair, I am thrilled to see that CPFA members, the proverbial "David" challenging the Goliaths, have created a bill, AB 591, which will solve the forty-year-old issues of under-paid, over-worked and uninsured freeway flyers. We looked at the California State University system as a model for our solution. At the CSU's, lecturers are allowed to teach up to 100%, are paid salaries closer to those of their tenured colleagues, have full health benefits if they teach 40% FTE or more, and have better prospects for a retirement with sufficient income to enjoy life after teaching.

AB 591 will reclassify "part-time" temporary faculty as "Non-Tenure Track Temporary Employees." It will allow them to teach up to a 100% load per college, thereby eliminating the need to drive hundreds of miles each week between campuses to scrape together enough classes to make an inadequate living. As a foreign language instructor teaching 5 unit courses, my 33% assignments allow me to teach one class per district in three very distant colleges. In addition, the new "NTTTE" will receive parity pay and benefits.

The cost of this increase will represent the true cost of the community college system, and not the artificial budget of the past 40 years which has been based on a "plantation economy" where the labor of the exploited many subsidize the good-life of the chosen elite. It has always seemed curious to me that while the CSU's and K-12 systems were better funded than community colleges on an FTE basis, our full-time salaries are higher? How could this be possible? What rule of economics were we breaking to achieve this curious situation? "Equal Pay for Equal Work"! They don't have PTers working for 42 cents on the dollar at high schools and CSU's. Imagine that!

In addition, "NTTTE" will be afforded special consideration befitting their contribution to the community colleges with regards to the hiring of full-time faculty. No longer will instructors with 10 to 15 years of teaching experience be routinely passed over in the hiring process in favor of the latest graduate from

new FT teachers, the bill also suggests "preferential consideration" for PTers in getting some of those FT jobs.

It further mandates that all PTers have pro rata pay, and due process protections that sound a lot like tenure, or at least, reasonable job security. Further all PTers would get the same medical benefits as FTers at a 40% load.

All of these changes are mandated to happen over six years, starting in 2008-09 and ending in 2014-15. This would represent the effective "regularization" of PTers, making them truly equivalent to FTers in all significant ways, other than load. Here, this bill is silent on changing the 60% Law, so you still could not teach more than a 60% load on one campus, but with pay equity, you could more easily achieve a FT load (and salary) among two or more colleges, as is true in the BC system.

AB 1305

This bill, introduced by Charles Calderon and cosponsored by CTA/NEA and FACCC, mandates enforcement of the 75/25 ratio of FT to PT instruction by 2010 by eliminating the waivers by which districts have been avoiding compliance. Thus it has the same intent at CFT's bill, but a shorter enforcement window.

Kansas State University just to save a few bucks by hiring someone with no teaching experience, or to bring in "new blood" to the college who can be molded into an academic bureaucrat by over zealous administrators.

What can you do to help AB 591 achieve its goals? Contact your legislators! Write letters and make phone calls! To find you legislator, go to www.CPFA.org and send your Assembly member or Senator a letter explaining how AB 591 will improve not only your life, but also the educational experience of our California community college students!

And to think, it took me 20 years to learn about these problems and now the solution is on paper in the legislature as we speak. It's wonderful!

-- David Milroy, CPFA Chair

AB 906

Another bill sponsored by CTA/NEA would attempt to enforce compliance with the rule that 50% of district funds are supposed to go to salaries of classroom instructors by requiring random audits of five districts per year. A contrary bill sponsored by the community college administrators' association (ACCA), would do away with this 50% requirement entirely.

AB 1423

Also sponsored by CTA/NEA, this bill would require that "All salary schedules for academic employees shall be uniform in application and effect." Opinions differ as to what this would mean for part-time faculty.

In sum, there is a sudden amount of attention being focused right now on both professionalizing the part-timers and creating more full-time teaching positions in the CC's and CSU's. The problem of course is how to pay for it. And there is no solution unless a funding mechanism, perhaps tied to new money in the Community College ballot initiative, is established.

It could be worse. We could be ignored for another forty years – but somehow, I don't think that's going to happen.

Late-breaking news from Assembly Higher Ed Committee

All five of the bills discussed in Martin Goldstein's article were passed out of the Assembly Higher Education Committee on April 17. In speaking on behalf of AB 591, Assemblyman Dymally called part-time faculty "the new farmworkers."

The bills now go to the Appropriations Committee. Assemblyman Dymally will ask for AB 591 to be a two-year bill, giving the Select Committee on community colleges time to hold interim hearings. Stacey Burks of Butte College and CPFA chair David Milroy both spoke at the hearing, and even Chancellor Mark Drummond stated that something needs to be done about the appalling working conditions for part-time faculty.

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Statewide part-time/full-time salary comparison chart, fall 2006

with union affiliation, health insurance, and office hour comparisons

0	FT Union Affiliation	PT Union Affiliation	2006		2003	2006		2003		2006		2003		2006		2006-2000	2006-2000	2005
			Participants	PT OffHr		PT Credit	PT Credit	PT-Cr FTE	PT-Cr FTE	OvLd FTE	FT	FT	PTCr Sal %	PTCr Sal %	OvLd Sal %			
1	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15	Column 16	Column 17	
0	AAStatewide Total:		3,080	18,076	54.78	62.86	28,759.50	33,002	33,527	70,554.09	78,498	40.8%	42.04%	42.71%	1.28%	4.52%	100%	
1	San Francisco	CFT	450	420	90.95	101.10	47,748.75	53,078	41,228	71,598.03	81,296	66.7%	65.29%	50.71%	-1.60%	15.89%	86.7%	
2	Marin	CFT	55	232	75.03	100.15	39,390.75	52,579	73,049	75,009.63	86,858	52.5%	60.53%	84.10%	16.50%	17.40%	60%/80%	
3	Cabrillo	CFT	36	427		97.06		50,957	53,781	78,604.09	76,699		66.44%	70.12%	25.39%	16.77%	80.0%	
4	Los Angeles	CFT	225	3,220	69.04	85.94	36,246.00	45,119	36,010	69,655.65	82,559	52.0%	54.65%	43.62%	4.37%	9.67%	77.5%	
5	Foothill-De Anza	IND	135	1,445	67.69	81.01	35,537.25	42,530	47,271	72,985.92	85,401	48.7%	49.80%	55.35%	0.84%	2.28%	75.0%	
6	Chabot-Las Positas	CFT		238	61.67	78.55	32,376.75	41,239	42,446	71,904.08	83,137	45.0%	49.60%	51.06%	11.02%	11.91%	87.5%	
7	Sonoma	IND	199	910	72.35	77.21	37,983.75	40,535	50,311	75,100.29	78,049	50.6%	51.94%	64.46%	6.23%	7.62%	no	
8	El Camino	CFT	20		63.55	76.52	33,363.75	40,173	29,216	71,509.72	80,871	46.7%	49.68%	36.13%	-0.56%	13.56%	75/87.5%	
9	Santa Monica	IND	466	249	73.36	75.09	38,514.00	39,422	30,797	83,771.13	90,724	46.0%	43.45%	33.95%	-3.98%	-0.64%	81.3%	
10	San Jose-Evergreen	CFT	36	1,153		71.68		37,632	40,268	69,099.36	74,187		50.73%	54.28%	8.87%	7.33%	83.0%	
11	Rio Hondo	CTA	21		61.44	69.26	32,256.00	36,362	30,046	69,376.35	82,136	46.5%	44.27%	36.58%	-15.21%	0.68%	75.0%	
12	Coast	CFT	108		57.02	66.86	29,935.50	35,102	34,582	74,866.67	86,212	40.0%	40.72%	40.11%	2.02%	6.90%	complex	
13	Antelope Valley	CTA	28	454	44.44	66.30	23,331.00	34,808	36,036	66,561.12	75,087	35.1%	46.36%	47.99%		16.78%	no	
14	San Mateo	CFT			68.21	65.98	35,810.25	34,640	31,920	68,146.35	80,565	52.5%	43.00%	39.62%	-10.74%	-6.22%	83.0%	
15	Los Rios	CFT	410	1,281	59.12	65.59	31,038.00	34,435	38,199	64,111.79	73,172	48.4%	47.06%	52.20%	-2.36%	-0.31%	80.0%	
16	San Joaquin Delta	CTA			57.38	64.21	30,124.50	33,710	36,892	75,879.31	86,329	39.7%	39.05%	42.73%	0.59%	1.63%	85.0%	
17	Mt. San Antonio	CTA	54	707	54.35	63.78	28,533.75	33,485	35,012	75,364.73	86,165	37.9%	38.86%	40.63%	5.45%	6.16%	80.0%	
18	Riverside	CTA	39	1,014	54.95	63.78	28,848.75	33,485	34,577	71,389.51	83,650	40.4%	40.03%	41.33%	1.41%	1.90%	80.0%	
19	Peralta	CFT	55	245	59.30	62.35	31,132.50	32,734	29,878	62,514.35	69,761	49.8%	46.92%	42.83%	-1.96%	-2.39%	83.0%	
20	South Orange	CTA	93		53.61	61.52	28,145.25	32,298	33,054	73,941.96	87,212	38.1%	37.03%	37.90%	-0.66%	-0.50%	75.0%	
21	Ventura	CFT	44	654	57.62	61.38	30,250.50	32,225	35,627	73,187.80	77,068	41.3%	41.81%	46.23%	7.26%	6.97%	87.5%	
22	Santa Barbara	IND	5		51.90	61.18	27,247.50	32,120	36,278	69,902.55	75,649	39.0%	42.46%	47.96%	15.90%	8.88%	80.0%	
23	Contra Costa	IND	155	639	64.49	60.69	33,857.25	31,862	39,890	77,797.98	73,799	43.5%	43.17%	54.05%		2.65%	87.5%	
24	Redwoods	IND	5	232	50.78	60.62	26,659.50	31,826	46,032	68,057.63	77,672	39.2%	40.97%	59.26%	8.91%	7.25%	80.0%	
25	Yuba	AAUP		92	48.91	60.11	25,677.75	31,558	43,187	66,561.12	84,296	38.6%	37.44%	51.23%	2.41%	1.17%	87.5%	
26	Pasadena	CTA			47.81	60.07	25,100.25	31,537	42,541	71,573.70	81,671	35.1%	38.61%	52.09%	-3.35%	4.44%	87.5%	
27	San Luis Obispo	CFT			54.43	59.94	28,575.75	31,469	36,918	64,095.63	71,840	44.6%	43.80%	51.39%	2.89%	4.82%	no	
28	Gavilan	CTA			48.15	59.55	25,278.75	31,264		67,239.43	72,168	37.6%	43.32%			4.82%	70.0%	
29	San Diego	CFT	256		54.45	58.82	28,586.25	30,881	33,416	60,505.02	67,267	47.2%	45.91%	49.68%	4.34%	9.17%	75.0%	
30	Ohlone	CFT			48.13	58.66	25,268.25	30,797	34,613	74,784.71	89,575	33.8%	34.38%	38.64%	0.22%	-3.87%	88.0%	
31	Southwestern	CTA	18		52.40	57.95	27,510.00	30,424	30,865	74,771.70	85,233	36.8%	53.16%	53.93%	14.69%	16.65%	no	
32	Glendale	CFT	55	370	53.25	55.20	27,956.25	28,980	28,300	69,280.79	79,241	40.4%	36.57%	35.37%	-2.86%	0.12%	80.0%	
33	Solano	CTA	181		50.67	53.97	26,601.75	28,334	30,046	71,844.43	69,269	37.0%	40.90%	43.38%	0.81%	0.86%	75.0%	
34	Citrus	CTA	15	49	48.67	53.94	25,551.75	28,319	29,993	68,740.13	70,231	37.2%	40.32%	42.71%	8.87%	9.18%	70.0%	
35	Grossmont-Cuyamaca	IND			46.92	52.88	24,633.00	27,762	32,146	64,910.23	69,713	37.9%	39.82%	46.11%	3.46%	3.70%	?	
36	Chaffey	CTA			39.99	52.84	20,994.75	27,741	29,295	77,333.70	77,670	27.1%	35.72%	37.72%	7.33%	6.59%	70.0%	
37	Cerritos	CFT			42.01	52.09	22,055.25	27,347	37,879	70,034.55	81,198	31.5%	33.68%	46.65%	-5.72%	0.58%	no	
38	Yosemite	IND			41.66	51.93	21,871.50	27,263	32,345	64,832.50	73,690	33.7%	37.00%	43.89%	-3.85%	-3.85%	70.0%	
39	Hartnell	CTA			45.81	51.90	24,050.25	27,248	31,836	62,964.15	79,368	38.2%	34.33%	40.11%	-2.93%	0.94%	no	
40	Long Beach	CTA			47.63	51.84	25,005.75	27,216	24,486	71,590.25	81,720	34.9%	33.30%	29.96%	-4.16%	-0.15%	81.0%	
41	West Kern	CTA			44.02	51.76	23,110.50	27,174	27,862	70,675.14	81,578	32.7%	33.31%	34.15%	6.83%	7.67%	80.0%	
42	Sierra	CTA		257	44.93	51.75	23,588.25	27,169	30,786	62,617.14	72,038	37.7%	37.71%	42.74%	4.98%	0.23%	80.0%	
43	San Bernardino	CTA			43.58	50.87	22,879.50	26,707	26,177	65,042.52	74,196	35.2%	35.99%	35.28%	-0.08%	2.58%	complex	
44	Napa Valley	CTA		64	46.88	50.81	24,612.00	26,675	26,486	65,578.41	69,771	37.5%	38.23%	37.96%	5.26%	5.68%	70.0%	
45	Palomar	CFT			42.02	50.58	22,060.50	26,555	31,164	68,382.82	80,209	32.3%	33.11%	38.85%	-0.07%	1.82%	87.5%	
46	Santa Clarita	CTA			45.57	50.40	23,924.25	26,460	30,314	71,975.84	84,609	33.2%	31.27%	35.83%	-6.72%	0.49%	75.0%	
47	Rancho Santiago	IND(Crd)			44.97	50.33	23,609.25	26,423	43,444	79,866.47	81,513	29.6%	32.42%	53.30%	13.35%	6.46%	75.0%	
48	Kern	CTA			40.00	50.00	21,000.00	26,250	26,250	73,461.34	81,361	28.6%	32.26%	32.26%	-0.65%	-0.65%	87.5%	
49	Butte	CTA		203	43.85	49.95	23,021.25	26,224	27,967	70,510.70	76,833	32.6%	34.13%	36.40%	-1.30%	-0.72%	75.0%	
50	West Hills	CTA			39.14	48.46	20,548.50	25,442	25,715	64,006.33	80,127	32.1%	31.75%	32.09%		-0.34%	53.0%	
51	Sequoias	CTA		40	42.54	48.09	22,333.50	25,247	26,334	68,139.45	79,782	32.8%	31.65%	33.01%	0.19%	-0.70%	75.0%	
52	Allan Hancock	IND		139	40.92	47.95	21,483.00	25,174	23,699	64,832.50	69,578	33.1%	36.18%	34.06%	-5.64%	7.18%	75.0%	
53	Palo Verde	CFT			39.36	47.65	20,664.00	25,016	25,358	59,278.85	67,581	34.9%	37.02%	37.52%	6.00%	8.77%	no	
54	Shasta-Tehama	CTA		162		47.38		24,875	26,817	65,277.44	72,149		34.48%	37.17%	</			

Book review: Déjà vu, For The First Time!

Miller, Lee Ryan. **Teaching Amidst the Neon Palm Trees.** 1st Books Library, 2004, Bloomington, Indiana. 205 pp.

How often do employees pause during a long day to wonder, “whatever became of?”

Dr. Lee Ryan Miller’s narrative account of his experience teaching in a community college, “Teaching Amidst the Neon Palm Trees,” answers that question. When one puts down the book for the last time, we KNOW “whatever became of?” the former President of Santa Monica College, Dr. Richard Moore, Ph.D.

Though this book reads like a novel, the footnotes and careful documentation of the events are factual. As an operating assumption, “Teaching...” is a stinging indictment of Higher Education, and we in California can be grateful that Dr. Richard Moore is no longer here to badger or otherwise intimidate faculty and administrators, “because he can.”

One example of such behavior will give the reader a taste of what it must have been like to work under Dr. Moore. In fact, often throughout the book, things are not quite right. During Lee Miller’s final employment interview with the Senior Vice President, Dr. Silverman, Dr. Moore interrupts the proceedings to ask Dr. Silverman for a movie recommendation, chats with him for 15 minutes and abruptly leaves,

scarcely acknowledging Lee Miller’s presence. With a college president like this, who needs enemies?

Given the setting, the image of neon palm trees is apt. Indeed, the landscapes, both physical and mental, are a mind-boggling mélange of flashy images and disconnected metaphors. The author finds himself in this improbable environment and he tries to teach, interact and design innovative programs from which he hopes that his students will ultimately benefit.

What could be simpler, and yet, from the beginning, Dr. Miller’s success in the classroom is hounded by his seeming inability to “do the right thing,” as far as senior colleagues, deans, college staff and administrators are concerned. Even mentors are guilty of not “telling the whole truth” when it comes to giving advice, and because Dr. Miller is not only conscientious but an innovative scholar as well, he angers and subsequently alienates many tenured faculty, who stand by as Dr. Miller is beset with a growing number of negative incidents.

What all new teachers in community colleges soon learn is that in order to succeed as a full time or part time (adjunct) faculty member requires a healthy dose of “street sense” and “politicking.” Failing that, a fallback position would have the new faculty try to become invisible and “not make waves.” Keeping one’s head down and one’s nose clean – until one is

tenured – is a standard formula that is preached by tenured faculty and senior administrators alike.

The tragedy of this narrative is that Dr. Miller is a bright, young, innovative, and engaging teacher, qualities that should support him, but which inevitably make him the target of those less inclined to tell the truth, work hard, and engage their students.

Dr. Miller leaves no stone unturned in his clever dissection of the Community College of Southern Nevada (CCSN). If readers substitute familiar names and places and reflect on their own experiences of “teaching” in the community colleges, especially here in California, one begins to wonder if there is any hope for education as a profession, rather than as a “bidness.”

The exploitation of faculty who work under repressive and inhumane circumstances is routine for both non-tenured part time faculty and tenure track faculty. In fact, the plight of these hard working and dedicated teachers, who make up the majority of instructors in higher education, is a national disgrace.

Dr. Miller’s story humanizes these otherwise nameless characters and, without preaching, makes a strong case for reforming the academy. How we presume to educate our youth without paying attention to the most basic needs of frontline faculty is an ongoing mystery. When confronted with this injustice, everyone is “horrified” with the current state of affairs, yet none are willing to try and “re-vision” Higher Education.

While Dr. Miller’s tale and his cast of characters may not mirror your story exactly, there are many points of convergence that make his book a worthwhile read. If there is a moral here, it may be that we are all survivors, but that at times of adversity we need to muster our strength and trust our instincts to do what is right for us, as individuals and for our students.

The answers to many of the questions that Dr. Miller’s narrative poses can be found in our ability to reconnoiter and make sense of our own predicament. One might even be tempted to keep this book handy to refer to on a particularly bad (or good) day! After reading this book I’m grateful not to work in a “right to work” state, and that faculty unions and associations here in California generally do a good job of protecting part time faculty interests, although this has not always been the case.

We only thrive to the extent that we are able to glean lessons from books like Dr. Miller’s, and I would suggest that community colleges begin to acknowledge the value of good teaching AND research. No faculty member should grow stale and set in their ways just because there is no inherent mandate for community college faculty to undertake research as well as teaching.

Buy this book, read it, pass it on, talk about it and get your library to order it, but more importantly, learn from it and become active in your own teaching journey. Don’t let “whatever became of” scare you. Don’t stand around waiting for the other shoe to drop. Put on both of your shoes and move forward with your teaching.

— Robert B. Yoshioka, Ph.D.; Retired

Curious about AFT’s national campaign on Faculty and College Excellence?

visit www.aftface.org

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!

Coastline	Barbara Price, Pres.	barbara@coastcca.com
College of the Desert	Dee Wood, Pres.	Deewoodca1@aol.com
Crafton Hills College	DeAnna Jensen, PT Rep	enginstr@aol.com
Gavilan	Matt Johnston	mjohnston@gavilan.edu
Golden West College	Sean Glumace, VP	sglumace@gwc.cccd.
Imperial College	Mary Lofgren	mary.lofgren@imperial.edu
Lake Tahoe	Mike Spina	spina@ltaec.edu
Long Beach Part-time	Vincent Riojas, Pres.	vriojas@lbcc.edu
Mendocino College	Jessica Morris, Pres.	jmorris@mendocino.edu
MiraCosta	Lou Nyman, Pres.	lou3@cox.net
Mt. San Antonio	Ellen Straw	estraw@mtsac.edu
Napa Valley College	Linda Mallett	lmallett@napavalley.edu.
Orange Coast College	Barbara Price, Pres.	bamp1234@sbcglobal.net
Rancho Santiago	Dave Hall, Pres.	chestnutdave@yahoo.com
Rio Hondo	Lynette Nyaggah	LNyaggah@riohondo.edu
Riverside	Mark Carpenter, PT Rep	mark.carpenter@rcc.edu
San Bernardino Valley	Bill Franklin, PT Rep	bfranklin@sbvc.edu
San Joaquin Delta	Mary Little, PT Rep.	msec615@pacbell.net
Shasta	Pamela Hanford	phanford@shastacollege.edu.
Sierra	Jim Weir, PT Rep.	jim@rst-engr.com
Solano	Al Purdy, PT Rep.	altonpurdy@aol.com
Southwestern	David Milroy, PT Rep.	dmilroy@san.rr.com
Taft College	Jeff Ross- Pres.	jrross@taftcollege.edu

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

Pamela Hanford, PT Faculty Director	pamelahanford@charter.net
John Sullivan, District J	j_m_sullivan@yahoo.com
David Milroy, District M	dmilroy@san.rr.com
Jim Weir,	@engr.com
Jessica Mo	@mendocino.edu

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4238

Diversity - continued from p. 1

In the same way, the over-reliance on part timers works against diversity. The only people who can afford to be part timers long term must either have a spouse who makes more money (a neat trick for a guy to pull off) or have a second job that pays a lot more and has benefits. So they are limiting the job to people who are solidly in the middle to upper middle class.

Someone who is from the lower socioeconomic rungs of the ladder is going to be far less likely to have those back up resources. While administrators may be acutely aware of the need for diversity in full time hiring, those jobs are so relatively few that even for someone in a historically discriminated against minority, it's a crap shoot. Most will have to slog though being a part timer.

Doing this job, I have to rely on getting bailed out by my eighty-four year old grandfather from time to time and my mom and her blue collar husband who had to declare bankruptcy because of other family emergencies.

My grandfather is proud to help me because I'm the most educated person in my family, and being a "professor" looks like part of that American Dream about each generation doing better than the one before.

Ironically, with two years of college, my grandfather was able to own a house and support a stay-at-home mom and three kids by my age while I consider myself lucky to make my rent, and that I have one school that provides health insurance for me alone (no family allowed).

Now imagine someone who is the first person in their family to go to college being shorted a class or having to make their rent during a gap in paychecks and no one in their family could help them even if they wanted to because they are barely surviving themselves. I suppose that might be why administrators often have to reach down to new grads for diversity—kids from actual poor families wouldn't be too likely to survive the normal break-in process.

Administrators like to pretend people do this as a hobby, and if they keep it up, that will eventually become true, or their other wish will come true and recently graduated instructors will teach for a few years, burn out, and be replaced by the next disposable crop of kids who mistakenly think teaching college will improve their lot in life.

AB 591 full text

AMENDED IN ASSEMBLY April 17, 2007
INTRODUCED BY Assembly Member Dymally
FEBRUARY 21, 2007

An act to amend Section 87482.5 of the Education Code, relating to community colleges.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 87482.5 of the Education Code is amended to read:

87482.5. (a) (1) Notwithstanding any other provision of law, any person who is employed to teach adult or community college classes for less than 100 percent of the hours per week that constitute a full-time assignment for regular employees having comparable duties shall be classified as a non-tenure track temporary faculty employee, and shall not become a contract employee under Section 87605.

(2) As used in this section:

(A) "Non-tenure track" means that the faculty member teaches a number of hours equal to or less than the number of hours per week that constitute a full-time assignment for a tenured or tenure-track faculty member, but is not on a tenure track.

(B) "Parity basis" means in accordance with a principle of equal pay for equal work.

(C) "Temporary" means that the faculty member's position is for a limited term, and does not qualify him or her for evaluation for the possible conferral of tenured status except in accordance with Section 87481 and Section 878482 of the Education Code.

(b) (1) A non-tenure track temporary faculty employee shall receive pay and benefits that are equal to the pay and benefits received by those tenured and tenure track faculty of comparable qualifications doing comparable work, as determined on a parity basis. If a non-tenure track temporary faculty member teaches at least 40 percent of a full load, that faculty member shall be eligible for the same health care benefits that are received by tenured and tenure track faculty in that district.

(2) A district shall reduce the difference between the amount of salaries and benefits paid to non-tenure track temporary and full-time faculty by 50 percent each academic year until these salaries and benefits are on a parity basis.

(c) Service as a substitute on a day-to-day basis by persons employed under this section shall not be used for purposes of calculating eligibility for contract or tenured or tenure track status.

(d) (1) Service in professional ancillary activities by persons employed under this section, including, but not necessarily limited to, governance, staff development, grant writing, and advising student organizations, shall not be used for purposes of calculating eligibility for contract or regular status unless otherwise provided for in a collective bargaining agreement applicable to a person employed under this section.

ARE YOU INTERESTED IN TEACHING AT A CALIFORNIA COMMUNITY COLLEGE? OR WOULD YOU LIKE TO FIND OUT WHAT ADMINISTRATIVE POSITIONS ARE AVAILABLE?

The California Community Colleges have approximately 80,000 employees. There are approximately 16,000 full-time faculty and 7,000 administrators.

There is no single California lifestyle.

There are community college campuses in mountain, desert, valley, coastal, urban, suburban, and rural settings. As a member of the California Community College System you will be in a key position to help shape California's unique multi-cultural society.

THE REGISTRY can help in your search for employment at a California Community College. Contact us at **(800) 245-4157** and you could be on your way to completing your job search!

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For careers in Higher Education, we've got California covered!

Are you on the list?



(2) This subdivision may not be construed to affect the requirements of subdivision (d) of Section 84362.

(e) A district shall hire at least 50 percent of its full-time tenure track faculty from the pool of its qualified *non-tenure track* temporary faculty employees.

(f) All benefits, load calculations, and hiring may be subject to a collective bargaining process that includes exclusive representatives of full-time and non-tenure track temporary faculty employees serving at the institution

SECTION 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Instructor's Association
Santa Barbara Community College:

Instructors' Association
721 Cliff Drive
Santa Barbara, CA 93109
sbccpters@aol.com

**A strong supporter
of part-time
faculty equity**

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!



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
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**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, 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.cpfa.org. Questions? Contact Chris Coyle, 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 # _____

Unemployment compensation update

If you do not teach in the summer, unless you have a written teaching contract for the fall at the same district which is *not* subject to cancellation due to low enrollment or for any other reason, then you are eligible for unemployment compensation over the summer.

Few if any part-time faculty members in the California community colleges have such contracts. Mere promises of probable class assignments, even if your name is on the fall class schedule, does not constitute "reasonable assurance" under the Cervisi court decision of the late 1980s.

Claims workers sometimes erroneously deny benefits because they confuse the status of "temporary" part-time community college faculty with that of K-12 teachers on "recess." You are not on "recess." Without "reasonable assurance" of reemployment, you are eligible so long as you are available for work and not working at other employment that puts you over the income eligibility threshold (75% of your weekly earnings, if any, will be deducted from your weekly benefit amount).

Recent legislation penalizes districts that willfully provided incorrect information on a faculty member's employment status and dates of employment.. Contact your local union representatives if you need assistance in obtaining the benefits to which you are entitled..

quote of the season:

"I thought 'contingent' had something to do with bladder control."

-- unknown comic on the elchorro (CPFA member) listserve