



OBAMACARE WOES? COMBAT ADMINISTRATIVE BLOAT: SPEND 80% OF REVENUES ON INSTRUCTION

by P. D. Lesko

One college president told the local newspaper that his college was lowering the number of hours per week adjunct faculty could teach from 30 to 29 for a single reason: to skirt the new federal regulations that are associated with the 2014 full-scale implementation of Obamacare. The college president said his institution couldn't afford the \$6 million dollars it would be forced to pay to provide health insurance to its 200 adjunct faculty. So, the administration has decided to cut the number of hours adjuncts may teach to under 30 hours per week and then hire more adjuncts to cover the remaining courses.

Youngstown State University in eastern Ohio, told faculty in November that it is restricting its 813 part-time employees, including adjunct professors and lecturers, to 29 hours a week or fewer. Under the Affordable Care Act, the university will have to provide health insurance to full-time employees, classified as anyone working 30 hours or more per week. According to an email

sent to English department employees, faculty who violate the new hourly limit would not be employed the following year:

"It's crucial that you be vigilant about this cap as you consider additional teaching or tutoring assignments. If you exceed the maximum hours, YSU will not employ you the following year. We will have no recourse. If you teach or work in another department part-time, it will be the TOTAL number of hours. If you teach in American Studies for six hours, you can teach a maximum of twelve semester-hours here over a year. If you work as a tutor, those hours are also important. Same issue: you cannot go beyond twenty-nine work hours a week."

YSU was the second public university to limit employees' hours

to avoid paying for health insurance. The Community College of Allegheny County in Pittsburgh has the dubious honor of being the first public university in the United States to announce that it will cut the hours of some 200 part-time instructors to avoid Obamacare requirements. Like YSU, CCAC officials blamed cuts in state funding and other financial constraints as reasons why it couldn't afford the coverage.

In its 2013 adopted budget, YSU expects to spend \$34 million on its full-time faculty and just \$9.3 million on salaries for its temporary faculty. The line item for part-time faculty is \$4.4 million, or about \$5,400 per faculty member per year. Conversely, the college will spend \$85,000 per full-time faculty member per year on its 400 regular professors.

At YSU, the college will spend \$36.4 million on staff salaries, or \$2 million dollars more than the college spends on full-time faculty compensation. There are over 1,100 YSU staff members, the bulk of whom are full-time and enjoy benefits such as health care.

While it's possible to argue that Obamacare is an unfunded mandate, it's not possible to overlook the fact that administrative bloat is sinking higher education. At YSU, according to the 2013 proposed budget, as of May 12, 2012 there were 74 unfilled staff positions that resulted in a savings of \$5.4 million dollars.

According to a recent piece about the rise in administrative bloat in higher

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Best Practices: Butte College continues to rate outstanding

by Laurel Hartley

On Saturday, April 13th, Butte College will host its third annual Associate Faculty Conference at the main campus in Oroville. This year's theme is "Crossroads to Collaboration," and the event includes informative breakout sessions, breakfast, and a catered lunch. Associate faculty who attend for the full day will receive flex pay or a \$50 stipend.

Because many of Butte College's associate faculty are freeway fliers who commute from other districts, and because Yuba and Shasta Colleges have already begun when Butte College hosts its flex week in mid January, this conference is the district's way of reaching out and offering those faculty members flex pay, stipends and professional growth.

"Our day-long weekend conference designed by associate faculty

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Fox News ban: content neutrality or censorship?

By Scott Jaschik

Students in a political science class at West Liberty University were given an assignment recently to keep a "politics journal" in which they would record their reactions to various articles they had selected.

The instructor at the West Virginia public institution included some possible news sources, such as The Economist, BBC, CNN and The Huffington Post. But the instructor also specified that two sources could not be used. One was The Onion, which the assignment notes "is not news" and "is literally a parody."

The other barred source is the one that got the instructor -- Stephanie Wolfe -- scrutiny this week. She banned articles from Fox News, writing: "The tagline 'Fox News' makes me cringe. Please do not subject me to this biased news station. I would almost rather you print off an article from the Onion."

Students shared the assignment with parents, who in turn called the university and local reporters.

President Robin Capehart said in an interview that the ban on Fox was inappropriate. He said that Wolfe (an adjunct who did not respond to voicemail or e-mail from Inside Higher

Ed) realized she had made a mistake and told her class that they could quote that news source.

Capehart said that the university wants students to "conduct research and come to their own conclusions and be challenged." He said that banning Fox News as a news source "dampened inquiry," and he said he would have felt the same way about telling students not to use MSNBC.

"Isn't the idea that you use what sources you can and then you have to defend the facts?" he said. "To me that's what college is all about -- being able to conduct your research and conduct your own conclusions, and the professor needs to be able to challenge it."

Capehart stressed that Wolfe -- who is on a temporary appointment, filling in for a faculty member on leave -- made the decision to change her rule. Asked if the university would have intervened had she not changed her policy, he said he was not going to comment "on hypotheticals."

Local television stations have run stories about how parents and students were upset that Wolfe was "trying to sway political leanings" or was using a

"seemingly slanted college syllabus."

But some experts on academic freedom -- while stressing that they didn't know details of the case beyond press coverage sent to them -- said that there might be more issues at stake than one professor's dislike of Fox, especially if the dislike is based on her concerns about the network's reliability, not its politics.

Gregory F. Scholtz, associate secretary of the American Association of University Professors and director of the AAUP's Department of Academic Freedom, Tenure, and Governance, said that "a professor has the right to say that certain news sources are unreliable," as long as that opinion is "subject to disciplinary standards."

He noted that "as a professor of British literature, I frequently told my students that certain sources were unreliable. I doubt that anyone would have suggested that I shouldn't have done so."

If there are concerns about an instructor unfairly declaring some source off-limits, Scholtz stressed that such matters should be reviewed by faculty members, not administrators.

Via e-mail, Robert M. O'Neil, professor of law emeritus at the University of Virginia and former director of the Thomas Jefferson Center for the Protection of Free Expression, said via



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Letters from Elchorro

In January, as the IRS was examining reporting data and employer requirements, it issued a concern to colleges and universities about the inequitable reporting done of part-time faculty work hours compared to fulltime.

Specifically, it said that the employers could not have inequity by reporting instruction and prep hours for full-time but only instruction hours for part-time when part-time also have to do prep.

The IRS asked for comments with a deadline of March 18th. I know NEA, CTA, CalSTRS, CCA, and other organizations have been monitoring this closely and hope to be part of the discussions.

This should mean that colleges and universities need to start reporting PT prep hours in the same way they report FT prep, which is something for which all of us who don't get paid prep time would love to be compensated.

However, the devil is in the details, and we need to be diligent in watching how our schools meet this requirement. Prep time should be negotiated as additional hours and pay, hopefully at the same rate.

However, I can also see the districts splitting our hourly rates and arbitrarily determining how much is prep and how much is instruction. This is why we need to be watchful that they don't just do this without anyone knowing.

Additionally, I don't think any change in the reporting will bring community college PTers close enough to the 30 hour ACA requirement which requires employers to provide benefits; however, it should open the door for

prep time pay, thereby more hours and more income, which will also increase our STRS, sick leave, and other compensations.

In other words, while it won't necessarily require the colleges to provide benefits, it will hopefully provide additional income for us to purchase it on our own.
John Sullivan, RCC/SBVC

On the subject of prep time I, too, am concerned that admin won't split our pay into various categories for prep/classroom at different rates. Although I would love to be paid something for prep time, I did run into an interesting twist when I spoke to a STRS counselor once regarding office pay rates being combined with teaching pay rates for calculating retirement benefits.

At the time, I did get service credit for office hours, but the miserably low rate of pay for them actually brought my average hourly pay rate down so that retirement benefits would be calculated lower. Fortunately, this is all in the past now, and long enough ago that it will not affect my retirement benefit, but it is worth considering whether or not we want to include a lower pay rate into STRS calculations. Of course if we can negotiate the same pay rate for prep as for teaching; this is a non-issue.

*Jane Rekedal
Gavilan College*



I believe the ONLY answer to parity pay and the concept of professionalization of PTF is not to separate pay into various categories. After all, that is not how full time faculty are paid. Also, you do not want to do that because it would have STRS implications. I can tell you that at my college (district) the office hour pay is actually at a higher pro rata

(parity) rate than instruction and does the opposite, it adds service credit at a higher rate. But that said, the office hour time in comparison to teaching is so small that it really doesn't affect STRS calculations all that much.

However, I believe a straight pay per load salary model on which we are paid on the FT salary schedule as a % of load and % of parity is the best scenario because it ties all PTF raises to FTF raises and is ultimately the most transparent. In that case all prep/grading/teaching and office/

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<http://ia.sbcc.edu/>

Correction



Our retirement article on page 5 of the fall 2012 journal stated that the ed code allows 12 days paid sick leave for full-time faculty. The correct number of paid sick leave days for full time faculty is 10 days.

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of Allan Hancock College



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Report from the Chair: IMHO



From its inception in 1998, CPFA has consistently advocated for part-time faculty within the California Community College system, where those of us who teach part-time have been routinely ignored, marginalized, and in many cases ostracized on campus, in local bargaining units, and in assorted statewide educational organizations.

CPFA has worked unceasingly to move part-timers toward fundamental and lasting change; and has seen the development of categorical funding, easier qualification for unemployment benefits, modest advances in securing paid office hours, and assurances of continuing employment in some districts.

We are the only non-union movement in California that is run by entirely part-time faculty, and it is thanks to our many continuing members over the last decade that these achievements have come about.

Our website continues to grow in scope and popularity, along with our Facebook pages. Our Community College Journal has expanded to include regional and national news about part-time issues in higher education; and each year we gain experience and are better able to advocate for our causes in Sacramento. We firmly believe that CPFA is a much-needed organization and welcome your support for and participation in our political advocacy activities.

Our early rallying call, "Equal Pay for Equal Work"

has not changed. "Pro-rata pay" is a justice issue, as well as receiving respect for doing the same work as our full-time colleagues. Here's a partial list of other critical goals:

- Removal of the 67% cap in the Ed Code
- Implementation of rehire-rights and due process
- Elimination of or strict restrictions on overloads
- Full and equal shared governance—from our local bargaining units to the state Academic Senate to the Board of Governors.

On my watch, we've kept in touch with our members via the ElChorro list serve and our bi-annual Community College Journal. We continue to sponsor our spring conferences, and fall Summit Dinners to further part time communication and interaction. This year's conference will be held in the north at Diablo Valley College on Saturday, April 20.

If you are not yet a CPFA member, please join the cause. Membership includes access to the valuable ElChorro discussion group and a discount registration for the conference. Join and/or register at cpfa.org, where your support via credit card and PayPal is always deeply appreciated.

John Martin, CPFA Chair -- jmartin@cpfa.org

SB 114 – Improved reporting of service credit to CalSTRS for Part-Time Community College Faculty

HOT TOPICS IN RETIREMENT

by Sharon Hendricks

As most of you know, many of us who are concerned about Part-time Faculty and their secure retirement have been serving on a CalSTRS Part-time Task Force to address some of the ways Part-Time Community College Faculty are not getting fair and accurate retirement benefits. One product of this task force is the passage of SB 114 (Yee, D-San Francisco) that addresses the challenges of accurate reporting of service credit to CalSTRS for part-time faculty. This legislation:

- Changed Ed. Code section 22138.5
- Requires districts to include the correct Full-time Equivalent (FTE) load for each "class of employee" in contract bargaining agreement (CBA)
- Requires districts to send these CBAs to CalSTRS on an annual basis beginning in July, 2013

Phyllis Eckler from the LA College Faculty Guild recently conducted a presentation on SB 114 at the California Federation of Teachers Convention March 15th, 2013. You are welcome to contact her if you want further information or would like to see her presentation at peckler@sbcglobal.net.

CALSTRS WORKS WITH LEGISLATURE REGARDING UNFUNDED LIABILITY

CalSTRS staff, myself as Chair of the Legislative Committee, and affected stakeholders have been meeting to discuss scenarios to resolve the unfunded liability of CalSTRS. The CalSTRS unfunded liability is currently \$64 Billion and is projected to increase with the April 2013 valuation. CalSTRS staff has submitted a report to the legislature offering several scenarios of how the unfunded issue could be addressed. The CalSTRS board does not have the authority to increase contributions for members, employers or the state so

legislation is required to make any contribution rate increases. I have been coming up to Sacramento over the past 6 weeks to meet with legislators to educate them about the unique nature of CalSTRS (i.e., members don't pay into Social Security, Board cannot increase contribution rates, etc.) and to advocate for some form of legislation to be crafted to address the CalSTRS unfunded liability.

CALSTRS INITIATES DIVESTMENT FROM FIREARMS ILLEGAL IN CALIFORNIA

At the request of the CalSTRS Investment Chairperson in response to the shooting at the Sandy Hook Elementary School on December 14, a consideration of investment decisions regarding firearms manufacturers was considered at the January 2013 CalSTRS board meeting. In addition, State Treasurer Lockyer (who sits on the CalSTRS board) requested that CalSTRS divest in companies that manufacture arms and ammunition that are banned for sale in the State of California. It was found that that Freedom Group, Smith and Wesson, and Strum Ruger were CalSTRS holdings that manufactured the banned firearms.

CalSTRS voted, based on CalSTRS 21 Risk Factors, to engage the manufacturers and if necessary lead to an order to sell the stock of the three gun manufacturers who manufacture arms banned for sale in California. This divestment decision will be considered in the April 2013 Board meetings.

I want to thank you all again for your work in electing me on to the CalSTRS board in January 2012. As you can see, we've been dealing with significant issues that impact education and secure retirement. I look forward to continuing to serve, support and protect the retirement security of all part-time faculty in the California Community College system.

sharon_hendricks@sbcglobal.net

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Administrative Bloat -- continued from page 1

education we [adjunctnation.com] published, on average colleges have 60 percent more administrative staff than they did in 1993. In 1993, did Youngstown State University have 60 percent fewer students? No. In 1993, according to enrollment data compiled by the college, YSU enrolled 14,501 students (the college enrolled 14,541 students in 2011, down from 15,194 in 2010). Since becoming state-assisted in 1967, YSU has never enrolled more than 15,898 students (1976).

The reason, then, YSU can't "afford" to fund health care for its adjunct faculty is not due to a huge cut in public funding (it's down 2.8 percent, or about \$1.5 million dollars in 2012), or even a large drop in enrollment. A 3.5 percent tuition hike in 2012 meant that YSU took in more in tuition than it did in 2011, when there were more students enrolled. The reason YSU officials want to avoid complying with the rules governing Obamacare, is that there are 1,100 administrators, or 1 administrator for every 14 students. To put this number into perspective, there is 1 full-time faculty member for every 34.5 students. What if YSU cut 40 percent of its administrators? It would save in the neighborhood of \$14.4 million dollars in 2013 alone, leaving ample money to pay for health care for its part-time faculty.

I am sickened at the thought of college administrators across the United States cutting the number of hours temporary faculty may work to 29 or fewer per week, and then simply hiring more adjuncts to fill the gaps. Colleges that employ this tactic should face stiff federal and state education funding penalties, perhaps equal to the amount of money the colleges "save" by skirting the Affordable Health Care Act. If we argue that higher education deserves public funding, we should demand that higher education operate as efficiently as possible; state legislatures need to address administrative bloat in higher education with the same methods the Affordable Health Care Act addresses spiraling costs in the health care industry. That law requires that insurers spend 80 percent of premium dollars on actual health care and quality improvement, not administration, or pay a rebate.

America's public universities should be required to spend the majority of their funds on instruction, as opposed to administration. The Affordable health Care Act not only provides a roadmap for doing this, the patently exploitative response of college administrators to the Act provides a compelling reason to implement a similar rule within higher education institutions starting with Youngstown State University and the Community College of Allegheny County.

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- 2000s** ✓ Co-sponsored AB 420, leading to improvement in part-time faculty office hours and health benefits, and creating the equity fund to increase part-time faculty salaries.
- 2010s** ✓ Sponsored AB 381, enhancing the ability of part-time faculty to participate in the California State Disability insurance program (SDI).
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Duty of Fair Representation and Vandalism: Green River Battleground

by Jack Longmate

The grievance procedure protects employees from violations of their collective bargaining agreement. SEIU's Stewards Manual emphasizes that "Whenever the worker has a problem, you (the steward) are the person to see, not the supervisor." But what about the obtuse situation when the union's grievance officer and



Green River faculty union president who succeeded Phil Jack.

Will Scott, a full-time faculty member who serves as Keith Hoeller's division head and who is also on the union's executive committee, directed Hoeller to comply with a new schedule for adjunct evaluation. But Hoeller resisted, pointing out that the proposed schedule

was neither approved by the college's administration nor in agreement with collective bargaining agreement.

Internal union discussion of Hoeller's response generated the following e-mail from Jaeney Hoene, another union executive board member and division head, to Will Scott: "If Keith can show you are departing from past practice without going through an appropriate process for doing so, that can be a problem..." It was about this time when Hoeller and other adjuncts were subjected to verbal abuse from union members, some from union-supportive adjuncts. Coincidentally, Hoeller's car's was vandalized (broken tail light) during this period. Lest one conclude that Hoeller's foot-dragging was based on fear of a classroom observation and not out of a principled stand up to confront bullying of adjuncts by frivolous complaints, it should be noted that a few months later, Hoeller received the Distinguished Faculty Award, the first adjunct ever so recognized at Green River.

The Lesko article relates how Will Scott wrote to Hoene during the morning of June 4, 2012 to ask that she serve as his union representative in the upcoming discussions with Keith Hoeller. In a manner reminiscent of children deciding who's going to be the bad guy, Hoene responded, "Are you saying that you don't want me to act as division chair? If I'm the division chair, I need to ask you and Keith to meet with me. If I'm going to attend as your union rep...then we need to find a division chair to join the party." The discretionary latitude of such a dialogue would seem to confirm the U.S. Supreme Court Yeshiva ruling about tenured faculty being fundamentally managers, but perhaps even more indicting is lack of concern about any conflict of interests contained in the message Hoene sent to Hoeller later that day announcing: "My role at the meeting is to mediate the discussion. I do not have a side other than that I am on the side of resolution, if possible...I am copying Mark Millbauer to keep him abreast of the situation." Lesko reports that beginning the next day, Hoene had subsequent e-mail discussions with Scott that involved "strategizing

together on how best to neutralize Hoeller's complaint." Exacerbating tensions was the revelation and confession of former Green River faculty union president Phil Jack of having stolen \$10,000 in union funds. The faculty union itself, apparently following the guidance of the state AFT and its attorney, adopted a strategy similar to that of Penn State University. King County Executive Dow Constantine's office acknowledged that the Green River faculty union "chose to handle the case internally and refused to cooperate with the Auburn PD..." E-mails reveal that the faculty union leadership, including Jaeney Hoene and Will Scott, among others, engaged in an active effort to derail or discourage the Green River student newspaper from covering the embezzlement story.

In summary, the revealed e-mails leave no doubt about the animosity felt by union leaders towards GRAFA and would seem to stand as justification for its reluctance to trust their union leadership. Lesko reports that in an April 11, 2012 email, state AFT Washington president Sandra Schroeder, writing to president of the Green River local, Mark Millbauer, describes Green River adjunct Keith Hoeller, as "insidious" and suggested that opinion of Hoeller is shared by "most union leaders in Washington." About two months later on June 28, 2013, Hoeller appealed directly to Schroeder for assistance, who denied his request on July 23 saying, "... I believe that you can accomplish everything you hope to accomplish by working with the union, accepting their representation ..."

The UF union animosity is not limited to Keith Hoeller. Glenn Martin, a member of the UF executive board, refers to Kathryn Re by saying, "I'd be happy to tell her to take a long walk off a short pier. I'd also like to ask her to resign her membership (just a wish)."

The composite view of this Green River UF union behavior as revealed by these e-mail dialogues—cavalier attitude about the distinction between the union's role and the administration's role in considering a grievance; the presumption of the union's right to control the information released to the student newspaper and to law enforcement; disdain toward certain union members and viewing of adjuncts as adversaries as opposed to honoring the duty of fair representation—is suggestive of groupthink, features of which Irving Janis described as "an unquestioned belief in the group's inherent morality, inclining the members to ignore the ethical or moral consequences of their decisions" and the tendency to view opponents "as too evil to warrant genuine attempts to negotiate, or as too weak and stupid to counter whatever risky attempts are made to defeat their purposes."

At some point, it is necessary to recognize the conflict inherent in the two-tier unionism of the AFT, the NEA, and the AAUP, where tenured faculty and non-tenured faculty are segregated with differing job security, pay, benefits, recognition, career advancement, etc. that has become so engrained that it the unquestioned norm. This contrasts to the "all for one, one for all" sentiment that is the underpinning of true unionism.

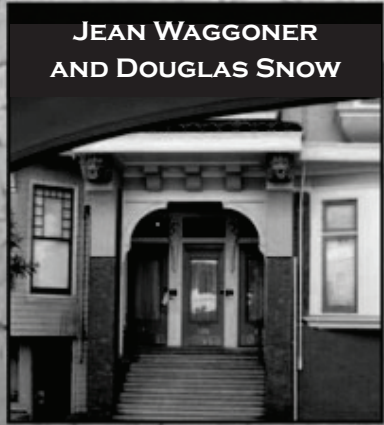
But as long as union leadership fails to recognize a conflict in the two-tier unionism and dismisses adjunct efforts for equality with platitudes to "work with their locals," it is unlikely that this collective groupthink will be unseated. The New Faculty Majority (NFM), which identifies itself as the lone national association dedicated to non-tenured faculty issues, may not be ideally situated to confront the bullying of adjuncts by unions or rectify the lack of fair representation and union democracy, as it envisions itself as neither confronting nor competing with the three teachers' unions.

Exposure to public view may be the best hope. But in Green River's case, even though the intra-faculty tensions and the \$10,000 union embezzlement are unquestionably unique, to date, no mention has appeared in either the *The Chronicle of Higher Education* or *Inside Higher Education*. Yet it is clear that the national AFT is acutely aware of the Green River situation and is actively involved in damage control. After P. D. Lesko published a September 5, 2012 feature mentioning the Green River union's embezzlement, an adjunct newsletter that treated the piece as newsworthy was contacted by the national AFT and chastised.

Gandhi is reputed to have said: "First they ignore you. Then they ridicule you. Then they fight you. Then you win." Green River adjuncts have elevated their visibility to the fighting stage. jacklongmate@comcast.net

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"Letters" continued from page 2

professional work is included as a % of FTE load. That is really the only and best way to pay part-time faculty. To change to this type of model from an hourly one would probably have to be done with a no to low cost transition. Currently our parity is all over the board with our English folks working for peanuts at 45% parity while our PT librarians are in fat city at 105% FTE parity.

My plan is to figure out current costs and funds (general funds, equity funds, office hour funds) and come up with a parity number and move everyone (generally speaking) to a pay per load system in which all instructional faculty are paid at % load with office responsibilities and professional responsibilities. We should also compare the costs if paid at the non-instructional rate.

This is not an easy task. However, this approach would make it easier to pay and appropriately report FTF salary to STRS. The biggest detractors in this type of switch tend to be FT faculty on the union board. Typically unions do not like any plan or transition that would result in winners and losers. They don't believe anyone should ever lose, even if they have historically been overpaid.

But sometimes there are costs (even human ones) in meeting Social Justice. Sometimes this requires hard choices. Maybe this is a little like the "end justifies the means" --- but in the end the right thing has been done and we can move forward knowing we are doing the "right thing".

Deborah Shanks
DVC UF4CD

Professor VS Fox News -- continued from page 1

e-mail that the West Liberty case raised "genuinely perplexing" issues. The key question, he said, may be "the purpose of such a source constraint," and whether "it reflects content neutrality" or just a ban on conservative sources.

"It seems to me that any scholar/teacher must scrupulously avoid intruding into the classroom political or religious views that might be seen as biased or partisan," he said. And professors' statements about their political views should not "effectively distort or preempt students' capacity to shape and affirm or reject their views on such matters."

He added, however, that if "the teacher wishes to urge students simply to avoid possibly biased or unreliable sources in the interest of accuracy, and does so on a content-neutral basis, that's likely to be a different matter." He noted that the University of Minnesota-Twin Cities successfully defended itself -- largely on academic freedom grounds -- against a suit over a genocide research center's list of "unreliable" websites.

O'Neil's advice: "An academic institution might well articulate for its students' benefit a statement reflecting that distinction -- urging faculty, on one hand, to avoid imposing upon its students more than passing mention of personal political or religious views, but at the same time urging students to seek accuracy, consistency and transparency in sources from which they draw material and shape views on such sensitive matters."

Originally published at Inside Higher Ed on February 15, 2013. Reprinted with permission.

Best Practices -- continued from page 1

for associate faculty meets a long pent-up need," explains David Danielson, Dean of Math, Science, and Distance Learning. "During our first two years, participation has been extensive and enthusiastic.

The faculty attending have been deeply appreciative of this opportunity to gather together and share ideas on teaching concerns."

"Leaders in our professional development program consider the conference to be an especially high priority," Dean Danielson went on to explain. "That's because even



David Danielson of Butte College supports the concept of professional development for part-time faculty.

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Best Practices -- continued from page 6

though these faculty members aren't always on campus, they are always professionals deeply committed to their work. Part-time faculty demonstrated their commitment to their students and the college once again by welcoming this opportunity to reflect and grow."

While the focus is on collaboration and professionalism, this conference also offers an opportunity for associate faculty to better understand their students' backgrounds and needs.

This facilitates more interactive classrooms and environments better conducive to learning. Breakout session topics will also include student crisis and crisis counseling, CalSTRS and retirement issues, ObamaCare and its effects on associate faculty, updates in Student Learning Outcomes, and more.

This year's keynote focuses on professionalism in the workplace and is led by Deborah Dahl-Shanks, a part-time music instructor from Diablo Valley College

and Foothill College in the Bay Area, and an expert on retirement planning. Dahl-Shanks leads retirement workshops across the state, working with union leaders and part-time faculty to help them better understand their options when it comes to retirement.



Dr. Samia Yaqub began her career as a part-time ESL instructor. Now, as Vice-President of Academics at Butte, she hasn't forgotten her part-time roots.

"Only recently have we focused on providing learning opportunities specific to the needs of faculty who work part-time for the college" says Dr. Samia Yaqub, Vice-President of Academics.

"The conference workshops and presentations tap into the extraordinary talent and professional expertise of our associate faculty. Professional development has come a long way since I started my career as a part-time ESL instructor in the late 1980's."

Registration for the conference runs from 8:30 to 9:00 on the 13th. The event has been in the planning stages since early last semester and should be well-attended. For more information contact Laurel Hartley at hartleyla@butte.edu.

- ⇒ Do you believe that faculty working conditions are student learning conditions?
- ⇒ Do you believe that change is possible through organization, education, and action?
- ⇒ Did you know there is a national organization devoted exclusively to transforming contingent faculty employment?

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The *California Community College Journal* is distributed free of charge throughout the state (and beyond) to educate readers about part-time faculty issues in higher education.



UNIVERSITY IMPLEMENTS CONTROVERSIAL HOURS-TRACKING METHOD TO AVOID MEETING "OBAMASCARE" REQUIREMENTS

by Monty Tufnel and Leah Wescott

In an effort to meet the demands of the Affordable Care Act, affectionately known as Obamacare, Smothers University announced today that it will require adjunct faculty to use electrified ankle bracelets to keep their hours under 30 hours a week. The Affordable Care Act requires businesses, including institutions of higher education, to provide health benefits to all full-time employees, who are defined by working 30 hours a week or more.

For colleges and universities who rely so heavily on part-time faculty, this could add several million dollars to the institution's budget. While some, such as Youngstown State and Community College of Allegheny County, in Pennsylvania, have responded by immediately reducing and capping adjunct loads, Smothers University has taken a radically different tactic.

"Going to an ankle tracers has been a recommendation for tracking all faculty workloads for quite awhile now," said Smothers Provost Lyle Hedgerow. "With Obamacare going into effect, we figured this was the opportunity to use anklets to help track, and thus control, our adjunct workloads."

Explained Hedgerow, "Our concern with the legislation was that it assumed a one-size fits all model for adjunct work hours. A twelve-credit load for a Phys Ed instructor is not at all comparable to a twelve-credit load for an English instructor."

According to the Smothers press release, adjuncts will actually clock in before teaching a class, clock out

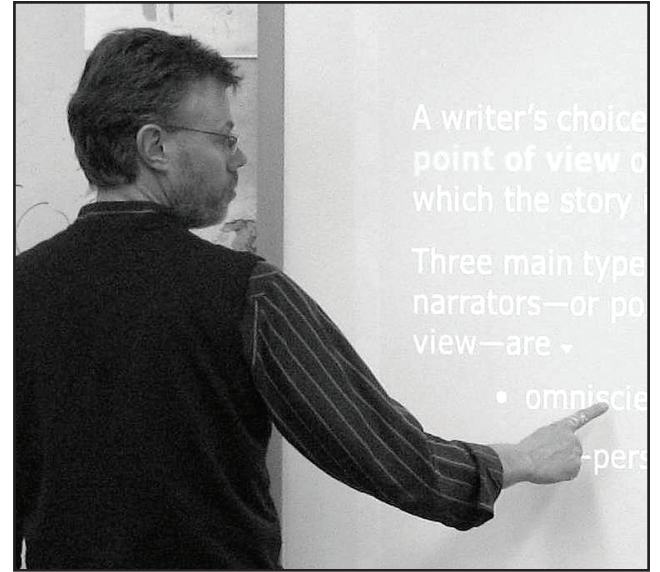
when done teaching a course, use an electronic pin number to access the time clock from home so that they can record the time actually spent grading or prepping for class, as well as punch in and punch out for department meetings.

"Whether we like it or not, many instructors don't keep their classes for the whole time," said Hedgerow. "They might take a break to go to the bathroom without letting their department chairs know, or blow off our faculty meetings. In classes that involve a lot of discussion, we have adjuncts who don't even teach for full minutes at a time. Why should Smothers have to pay health benefits to this 'full-timer' who really is only working 26 hours a week? Our trackers will record every second of an adjunct's experience, just like the black box on an airplane."

Smothers promises to release any adjunct caught padding hours. Around the Smothers campus, anonymous writers to the college newspaper have labeled this action as a misguided response to "Obamacare."

"We're convinced that when the full calendar year is complete, we can show that none of our adjunct faculty ever achieved this mythical full-time status of 30 hours a week for every week of the year," said Smothers Director of Public Relations Clive Sallow. "If executed properly, we could even increase adjuncts' visibility on campus while reducing our teaching expenditures by up to 50 percent."

"Professor Regins used to be really cool. I looked forward to his lively class discussions," said one student. "Now he just stares at his feet and lectures



"I put in over 50 hours on campus last week but really only worked about 23, according to my anklet," said one instructor. "I've eliminated class discussions and I don't call on students with raised hands anymore. The Provost says that I'm a model instructor and may even recommend me for another course next semester. If I keep this up, I might earn enough to cover gas money for my commute."

from old PowerPoint slides. Our Provost calls that a 'best practice.'

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