



CPFA JOURNAL

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CPFA THANK YOU TO ASSEMBLY MEMBER JOSE MEDINA

By CPFA Journal Staff Writer

On Wednesday, April 26th, CPFA Chair, John Martin, presented Assembly Member Jose Medina with a Certificate of Appreciation on behalf of all California's part-time faculty in the California Community Colleges System (CCC System) and thanked him for his unwavering support and success getting AB 1690 and SB 1379 approved and signed into law on September 30, 2016. With these two legislative achievements, California's community college districts and local bargaining units are now obligated to negotiate "re-employment preference," an essential step in the process of bringing about rehire rights to mitigate the precarious part-time faculty working conditions. (Read more about AB1690 and SB1379).

The certificate reads:

With his steadfast guidance and support, AB 1690 and SB 1379 have been approved and signed into law. Thanks to his dedication to quality education and his commitment to fairness and justice for all, thousands of part-time faculty in the



(Left) John Martin, CPFA Chair, shakes hands with Assembly Member Jose Medina (right), who is presented with a Certificate of Appreciation for his help getting AB 1690 and SB 1379 approved and signed into law. CCO Public Domain

California Community Colleges System will benefit from improved working conditions so that they can continue to help the State of California's nearly 2.5 million students achieve ongoing success.

CPFA encourages all part-time faculty to extend personal notes of appreciation to both Assembly Member Medina --at his Riverside Office at Tel: (951) 369-6644, tweet him at @AsmJoseMedina, write on

his facebook page @ <http://www.facebook.com/AsmJoseMedina>, and/or call directly to his office in Sacramento at Tel: (916) 319-2061 --and Assembly Member Mendoza at his Cerritos office at Tel: (562) 860-3202, and/or his Sacramento office at (916) 651-4032 for their combined efforts to improve the CCC system for current and future CCC instructors and students alike.

While these legislative accomplishments undoubtedly represent a significant achievement for CPFA in its ongoing on-going for equitable working conditions for all California part-time faculty in the CCC System, it is now up to part-timers throughout the state to pick up the baton and ramp up the fight for rehire rights at their respective district's bargaining table. There is no better time than now to make your voice heard!

For more on this bill regarding the creation of a seniority process by defining and upholding rehire rights and ensuring due process, go to www.cpfa.org to find the previous CPFA Journal issue (Winter 2017) where you can read the article, Governor Brown to part-timers: negotiate!◇

WHY OVERLOADS ARE A BAD DEAL FOR ALL FACULTY

By Jeff Baker

The word *overload* can have more than one meaning to higher education faculty. It can mean increasing class size or adding additional course sections to the faculty member's required minimum teaching load. While many full-time faculty welcome overloads as an opportunity to increase income, they are usually a bad deal.

Adjunct faculty are often frustrated by college and union policies on overloads. At most institutions, full-time faculty have the right to choose additional sections as overloads before adjunct faculty receive assignments. In some schools, full-timers who want to teach overloads can even bump adjuncts who have already been assigned to classes. This limits the teaching opportunities for adjuncts and often results in last minute surprises that include unexpected reductions in what is already a meager income. It also leads to animosity between tenured and part-time faculty. But are overloads a good deal for full-timers?

In most schools, teaching classes larger than the usual size limit is voluntary. While

sometimes no compensation is offered, the incentive for doing so is often a small pay increase or the allocation of professional development funds. This compensation is often at a disproportionately low fraction of regular pay. In some cases, such as large lectures where TAs are doing much of the grading, it may not matter to the faculty member, but in a small intensive writing class, it may mean much more work for very little reward.

Teaching of additional sections is often paid at the adjunct rate which is typically one half or less of the full-time faculty member's usual compensation on a per-class basis. Yes, faculty have many other responsibilities, and their primary compensation reflects that, but still, this is a lower rate. Faculty unions accept this, even though unions in other fields demand time and half or more for additional effort. For example, nurses working a weekend 12 hour shift at a local hospital are paid for 20 hours.

Beyond compensation, there is another issue that is often overlooked. If the institution's administration finds that a large number of faculty are teaching overloads, it may decide that the required base teaching load is too low and pressure faculty and their unions to increase it in return for relatively small pay increases. At some community colleges, base loads are 12 – 3-credit courses per year. At some for-profit institutions, they are as high as 16 per year along with administrative duties such as adjunct supervision. A look at schedules on the websites of several community colleges shows that some faculty members routinely teach 16 to 18 classes per year. An administrator may think, "If those faculty can do it, why can't all of them?"

Overloads are part of an unfair system

Continued on Page 4

THE MARCH GOES ON!

By CPFA Journal Staff Writer

For part-time faculty across the state of California, Labor Day is much more than a day of commemoration. It is also a day to carry on the march for the universal right to live free, happy, and productive lives. Most importantly, this means fighting for equality in the workplace which should not just be a common ideal, but also common practice.

This May Day, CPFA members David Milroy and Carol Whaley were out on the streets carrying the banner for the San Diego Adjunct Faculty Association (SDAFA). They joined thousands from all over the state to convey a joint message

from workers, students, and teachers alike; ALL people have the right to live free, happy, productive lives in full equality and free from exploitation and persecution. Bringing the struggles of adjuncts to May Day helps reclaim the day for worker justice.

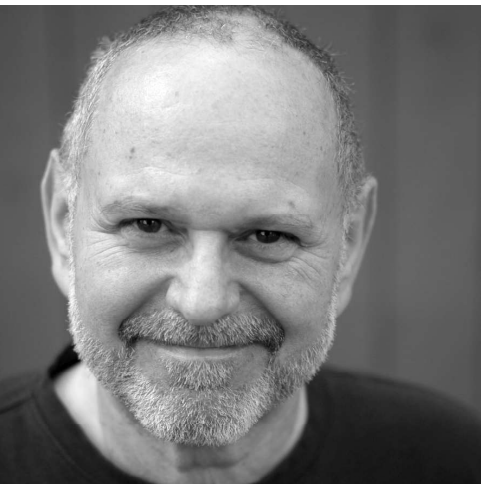
The San Diego Adjunct Faculty Association (SDAFA) is a non-profit organization by, for, and of community college adjunct faculty who work within San Diego County. SDAFA is dedicated to promoting the professional treatment, economic welfare, and equitable rights of adjunct faculty

and their students, SDAFA is also committed to speaking out on adjunct

Continued on Page 4

Below David Milroy (left) and Carol Whaley (right) march for fairness in the higher education system for all faculty: "Whose streets? OUR streets!" CCO Public Domain





Douglass Dildine

Doug has been a contingent Theatre Arts professor at Contra Costa College, Diablo Valley College, and Los Medanos College for over sixteen years. He served as the interim Drama Department Chair at Contra Costa College (2013-14). After completing nine years as the Faculty Senate Part-time Representative at Diablo Valley College, he continues to work on the Academic Senate for California Community Colleges Part-time Faculty Caucus. Doug is on the Executive

DOUGLASS
DILDINE:
2017
ROBERT YOSHIOKA
AWARD
FOR SPECIAL
RECOGNITION OF
A NON-TENURED
FACULTY ADVOCATE

Board of the United Faculty of the Contra Costa Community College District—which is one of the fourteen Districts in California Community College Independents (CCCI)—as the district-wide Part-time Faculty Advocate. He also serves with the California Part-time Faculty Association meeting with the State Chancellor’s Office to develop a dialogue addressing contingent faculty issues. He is a longtime member of the Faculty Association of California Community Colleges (FACCC), and he currently serves as the Part-time Faculty Governor for Northern California and was awarded the FACCC Part-time Faculty of the Year Award in 2014 for his outstanding advocacy on behalf of part-time faculty. He graduated from UC Berkeley, SF State University, ACT [American Conservatory Theater] (where he also worked), and he has also worked/performed with the SF Mime Troupe. He has also directed local community theater. Currently Doug has put “Introduction to Theater” online and is working on putting Theater History and Theater Literature online.◇

In Recognition of your Many Years of
Dedication and Tireless Work on Non-
Tenured Faculty Issues.Your Analytical
Insights and Iconoclastic Solutions Have
Greatly Advanced the Cause of Part-Time
Faculty. You have been Instrumental in
Making CPFA the Organization we are Today!
With Many Thanks and Deepest Gratitude,
CPFA Executive Committee

KAREN
ROBERTS:
2017
CCA PART-TIME FACULTY
AWARD
IN HONOR OF DAVID
MILROY

Karen Roberts, a Long Beach College part-time art history professor and president of CHI Long Beach City College, received the 2017 CCA David Milroy Part-time Faculty Award.

The award, named for another longtime, now retired, faculty activist, David Milroy, honors faculty who have struggled to improve working conditions for part-time faculty.

Roberts, who primarily teaches at Long Beach City and El Camino Colleges, has taken an active role in her association Long Beach City College since 2008. Roberts previously served as Member at Large, lead negotiator, and grievance chair in her faculty association. She and her leadership team rebuilt her chapter by organizing from scratch, calling all bargaining unit members to personally invite them to join the union, holding workshops and social events, visiting faculty on campus, and making strides at the bargaining table. As a result, the membership of the union has increased more than ten-fold over the last eight years.

Her colleague, Cindy Frye, said this about Roberts on her nomination form.

“To describe Karen Roberts, who has led the part-time faculty union at Long Beach City College through years of budget cuts, program cuts, part-time instructor cuts, and



Karen Roberts
CC0 Public Domain

a number of other issues that seem to affect fellow part-time faculty at just about every college in the country, the one word that immediately comes to mind is simply CALM.”

Karen has said that she has been surprised that others portray her as calm because she admits that inside she has felt fear, anger, frustration, annoyance, and discouraged. But on the outside, she emits a calm demeanor and projects a sense of decorum that can get a colleague through a contentious sit down with a department head or administrator. When at the bargaining table listening to the heartbreaking stories of part timers losing their classes, or not having health insurance to see them through a major illness, or having to eat rice and beans to get by, she acknowledges she feels like she’s hitting her head up against a wall. Yet she remains calm as she goes about encouraging and supporting each person’s idea of commitment, even when part-time colleagues seem to be apathetic and reluctant to offer their time and energy to help promote the union’s vital causes.

Karen looks for no recognition or applause as she goes about the arduous tasks requiring years of effort to make working conditions better for the 700-plus part-time faculty at LBCC. Her efforts have garnered salary and step increases, better evaluation language, and she continues to work with the college district in hopes of soon reaching an agreement on re-hire preference rights. Karen so rightfully deserves recognition. She is an inspiration to all of those, on both sides of the table, who know and work with her. This award couldn’t go to a more deserving person, a woman who continues to demonstrate her integrity, her altruism, her humanity, and above all else, her undeniable calm.”

Roberts worked to strengthen her skills by attending CCA’s Academy for Building Strong Locals and NEA’s Emerging Leaders Academy. Along with her Emerging Leaders colleagues, she played a major role in organizing the NEA Higher Education Conference.◇

JOHN
MARTIN:
2017
CCA JERRY BROWN
ADVOCACY AWARD

By Kristie A. Iwamoto

At its 2017 spring conference on April 22nd, the Community College Association bestowed the Jerry Brown Advocacy Award on John Martin. The award is given to the CCA member who has shown excellence and leadership in legislative advocacy. This year, CCA was pleased to give the award (and I was very pleased to present it) to my dear friend John Martin.

I first met John Martin in 2010. I was a relatively new part-time instructor, and he recruited me to be part of CCA’s Part-Time Issues Committee. This is one of John’s many specialties: the ability to energize people and make them excited about changing the system. Since then, we have worked together on the Part-Time Faculty Issues Committee, the CCA Board of Directors as its Northern California Part-timer Director, and the CCA Communications Committee.

During his time as CCA’s Northern Part-Time Director, John has worked tirelessly for every part-timer in the state of California. [Note: John Martin received the David Milroy PT Award in 2014.] His work involves



John Martin, MA, CPFA Chair
CC0 Public Domain

countless trips to Sacramento where he walks the halls of the capital and pushes for legislation that will improve the lives of contingent faculty. He and I stood side-by-side in 2012 and testified in favor of AB 852, an early version of the part-time rehire rights bill. This bill went through many iterations until it eventually became SB 1379 and was

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TIME AND MEANINGFUL WORK

The issue of time figures prominently in modern debates about the structure of work. The words that we use to talk about time in these discussions are important. The word ‘flexible’ can sometimes be used to describe the character of contingent positions, including adjunct or part-time faculty positions. Now this word has a generally positive connotation – for instance, I think of health and being able to perform a challenging stretch. But, of course, involuntary contingency is not something positive: indeed, to be put into a contorted position against one’s will is not to be flexible, but to suffer pain. A part-time or contingent position that is involuntary, in that one would prefer full-time hours with stability, is best described with the word ‘precarious’. And the term ‘flexible’ should be exclusively reserved for referring to voluntary contingency. Many contingent faculty in situations of precariousness face significant and undesirable time burdens – including having to prepare a wide variety of courses to remain ‘marketable’, constantly looking for and applying to jobs, and engaging in research and service without remuneration. Those who are involuntarily part-time and in contingent positions know that time is a key stressor in their lives.



Meaningful work is work that involves opportunities to develop one’s skills and capacities, coupled with a sense that one’s work benefits the surrounding community.

The precariousness associated with involuntary contingency in part-time or adjunct positions has the effect of harming the sources of meaning in academic work. Meaningful work is work that involves opportunities to develop one’s skills and capacities, coupled with a sense that one’s work benefits the surrounding community. Part-time faculty members build meaning in their work by developing their abilities to teach and research and by deriving satisfaction from the success of their students. Indeed, pedagogical activities – developing and modifying courses, designing and using active-learning exercises, grading assignments, meeting with students, etc. – require a significant amount of time to do well. But contingent faculty in situations of precariousness do not generally have their time adequately compensated or recognized, and they also have to deal with

the additional time pressures of not having stable work. Contingent faculty bring high levels of intrinsic motivation to their work; however, the time stresses associated with insecurity can make it difficult to sustain this motivation. It is fairly obvious, for instance, that faculty members who adjunct at multiple institutions, constantly search for work out of necessity, and regularly face uncertainty concerning when and where they will teach, are less able to focus on the sources of meaning in their work than if their positions were stable.

Good institutions are those that promote and sustain these sources of meaning and, as a result, have high levels of employee engagement.

The relationship that faculty have with their academic institution overlaps with the sense of meaning in their work. Good institutions are those that promote and sustain these sources of meaning and, as a result, have high levels of employee engagement. One of the key predictors of employee engagement is recognition of and compensation for the time required to carry out that work. From the perspective of faculty and teaching, this looks like time provided for professional development and adequate compensation for coursework. A lack of these supports at a workplace can lead to a lack of employee engagement. Contingent faculty, most of whom are disposed to be highly committed to their institutions, report high levels of

stress associated with commitment to their workplace; in the midst of time stressors and a lack of security, one coping mechanism may be to disengage from one’s institution. But this has the effect of harming the meaningful practice of academic work from the perspective of both contingent faculty and the institutions they serve. Academic institutions should have an interest in ensuring that they do not compromise the meaningfulness of academic work through labour practices involving precariousness. This would involve keeping the number of contingent positions low relative to stable ones. A key step in demonstrating this interest would be to give contingent faculty a voice by supporting collective bargaining and by including them in governance. The time stresses facing contingent faculty need to be taken seriously by academic institutions. On a broader level, it is also worth supporting social policies that provide security to those in precarious situations. One such policy that has been gaining traction in recent years is the idea of a basic income, which proposes that all citizens in a given area are entitled to a sum of money that enables them to have a living income. This kind of policy would reduce some of the insecurity and uncertainty that comes with trying to live from semester to semester. In the end, it is worth trying to find solutions both inside and outside of the academy to problems associated with precariousness, and to give contingent faculty a better sense of being in control of their time and their work. ◇

Elliot Rossiter
Probationary Regular Faculty
Department of Philosophy and Humanities
Douglas College
New Westminster, BC

Q&A: UNEMPLOYMENT AND RETIREMENT FOR PART-TIME FACULTY

Far too many part-time faculty are confused about their retirement plans and their ability to collect unemployment when they are not working between sessions. Not knowing this basic information could cost you thousands in income each year and mean the difference between no retirement and a retirement you can live on for the rest of your life! These are questions which have come up on the CPFA El Chorro list-serve and the answers come from veteran part-time faculty advocate Deborah Dahl-Shanks, an expert in both CalSTRS and EDD.

1. Am I qualified to collect Unemployment Insurance from the EDD (State Employment Development Department) when my teaching assignment at my community college ends after each semester? What if I also have another teaching assignment in K-12?

If you are ONLY earning money as a PT CCC instructor, then you may collect unemployment benefits after the end of every term (winter/fall and summer). The benefit will be based upon all PT CCC income and any other income from other “Part-time or temporary employment” you may be doing.

If you have a full-time K-12 job, then you are under contract and have reasonable assurance of returning to work. That contract and the income generated from that job will make you ineligible for EDD benefits for the PT CCC employment work. If you are a K-12 substitute teacher, that would be considered part-time and temporary as one is not under contract to do substituting with a guarantee to return to work after employment breaks or recesses.

2. If I retire from CalSTRS and continue teaching part-time at my community college, can I collect my STRS pension and will it affect my EDD payments?

Yes, you can retire, work PT and still apply/receive EDD benefits. The EDD benefits will be based upon your earnings from employment and not from retirement benefits. It is important that the retirement funds come from a pension into which you contributed, like your STRS or Social Security accounts. Retirement accounts into which you did NOT contribute are considered delayed income or “salary” by EDD and would disqualify you for EDD benefits. I would remind people, however, that the EDD forms do state that to collect benefits one is engaged in looking for FT employment in your field.

3. What if I am working less than I am normally assigned? Can EDD help me if I am not totally unemployed?

EDD can make a determination that you are “under employed” based upon past employment history. That said, the maximum EDD benefit is \$450/week (which can change depending on the state legislature). So even if you are underemployed, you would have to be making less than \$450 a week and EDD would only pay the difference. But it never hurts you to apply and then let them make the determination. You might get a windfall. This would be the same if you were unemployed during the summer, started benefits, then returned to work at a lower load; you would continue to submit forms and put what you earn each week and EDD may continue to pay you smaller, gap benefits as under employed until that runs out or you start to earn more.

Also, all PT faculty need to know if their district participates in SDI (State Disability Insurance). That program is also administered through EDD. SDI can kick in if you are on unemployment and cannot look for work or work due to a temporary disability such injury or maternity. SDI

Continued on page 4

Real representation
for part-time faculty

UPTE


CWA 9119
AFL • CIO

UPTE-CWA – over 15,000 members strong – represents
part-time faculty at these community colleges:

Butte College
Part-Time Faculty Association (PFA-UPTE)
Contact: Stacey Burks, burksst@butte.edu

College of the Sequoias
Contact: cos@upte-cwa.org

Mt. San Jacinto
Contact: Thom Milazzo, tmilazzo1@yahoo.com



UPTE fights for
part-time faculty
rights

University Professional & Technical Employees
Communications Workers of America, Local 9119
510-704-UPTE ♦ www.upte.org/local/cc

ARE YOU OR IS SOMEONE YOU KNOW A PART-TIME UNION REP SELLOUT?

(Overloads, continued from page 1)
that seeks to exploit both full time and adjunct faculty by staffing classes at a lower cost. As part of that system, many adjunct faculty need to make a living by teaching at multiple institutions—in some cases with equally onerous course loads. At the same time, it puts downward pressure on salaries for full-time faculty who have in some cases reported that when negotiating pay, a low offer was justified by the institution because faculty have the opportunity for extra money by teaching overloads. It is a recipe for faculty burnout and a system that short changes students when overworked faculty are unable to respond to their needs.◇

(March Goes On!, continued from page 1)
issues.
Members have brought our concerns to State and Federal legislators, including Congresswoman Susan Davis, State Assemblymember Lorena Gonzalez, chair of the Assembly Appropriations Committee, and State Assemblymember Jose Medina, chair of the Higher Education Committee.
Another significant part of SDAFA's mission is educating adjuncts on their rights. SDAFA advocates for continued improvements to job security and workplace conditions during contract negotiations in the various districts in San Diego County. SDAFA has also held several workshops on CalSTRS Retirement and Social Security featuring speakers from both organizations.
The 2016-18 SDAFA Board consists of Carol Whaley, Chair, David Milroy, Vice Chair, Carlynn Allbee, Treasurer, and Arnie Schoenberg, Secretary. SDAFA maintains a blog, "The Adjunct Voice," on their website at SDAFA.org, and has a Facebook page (San Diego Adjunct Faculty Association). For more information, contact SDAFAchair@gmail.com.◇

- Every year, many locals set out by recruiting a whole new group of "good PTers" who will sell out their part-time (PT) colleagues in the hopes of getting a full-time (FT) position, or at least gain employment security by dutifully following the orders of the FT powers. There are far too many of these types in positions of "power" and have representation on union boards. They are part of the plan by union leaders to maintain the status quo by ignoring the real voice of PT faculty. There are far too many of our elected PT representatives who act as the mouth piece of their union boards, and not as they should be, which is as the voice of PT faculty!
- But how would you know if you are unconsciously (or consciously) selling out fellow PTs? Take this quick test to find out if you are or someone you know is a PT union rep sellout:
- If you agree with everything your FT leaders say...you may be a sell-out!
 - If you vote YES on everything your FT leaders put to a vote...you may be a sell-out!
 - If you only talk about non-PT issues...like fast-food worker salaries, federal clean air legislation and the working conditions at the chain market 10 minutes from your campus where employees are treated as badly as your PT colleagues....you may be a sell-out!
 - If you avoid talking to and working with your PT colleagues on PT issues...you may be a sell-out!
 - If you gleefully get re-elected on a slate full of FTers who mistreat PTers...you may be a sell-out!
 - If all of your complaints about the PT condition are aimed at the legislature or the Governor ...and NEVER at the union contract your FT union leaders have imposed...you may be a sell-out!
 - If you serve on a union committee which is closed to all of your PT colleagues and filled only by PTers chosen and appointed by your FT leaders...you may be a sell-out!
 - If you stand by and watch your union flagrantly ignore the rights of PTers under your contract because your FT leaders tell you that nothing can or should be done...you may be a sell-out!
 - If you sit back and watch as contracts are bargained with little if anything to help PT equity and fair employment...you may be a sell-out!

So that is the question:
Are you a PT sellout?

Of course, many sincere thanks to those PT reps who can honestly answer "No" to all of these questions! If you don't feel your union rep can honestly answer "No" to all of these questions, you might want to think about running yourself or nominating a new colleague to represent you on your union board!

CPFA - California Part-time Faculty Association

MEMBERSHIP APPLICATION OR RENEWAL

PLEASE PRINT LEGIBLY

NAME	(first)	(middle)	(last)	Home Phone
ADDRESS	(street)	(city)	(zip code)	
EMAIL ADDRESS	Renewal? Y N	Application Date:	/	/
COLLEGE / DISTRICT	DEPARTMENT			

Select either OPTION ONE (Payroll deduction) or OPTION TWO (Payment by check)

NOTE--Districts with CPFA payroll deduction are:

Butte

Cabrillo

Contra Costa

Foothill-DeAnza

Hartnell

Glendale

Grossmont-Cuyamaca

MiraCosta

Palomar

Riverside

Santa Monica

Shasta

Solano

Southwestern

West Kern

Contact CPFA or your college's payroll department to set up payroll deduction.

OPTION ONE: 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 the California Part-time Faculty Association or me.

SIGNATURE (for payroll deduction)

LAST FOUR (4) DIGITS OF SOCIAL SECURITY NUMBER or EMPLOYEE ID NO.

Please check one: ☐ Regular Memberships \$4.00 per Month (10 Months) ☐ Sustaining Membership \$10.00 per Month (10 Months)

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

Please check one: ☐ Annual Membership ☐ Regular \$40 ☐ Sustaining \$100 ☐ Annual Institutional Membership ☐ Institutional \$500

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Visit our website at www.cpfa.org Questions? Contact Director of Membership at membership@cpfa.org

With either payment option, mail the entire application to:

CPFA Membership

PO Box 1836

Sacramento, CA 95812

(John Martin Recieves CCA Advocacy Award, continued from page 2)
passed into law, due in no small part to John's tenacity and time spent advocating on behalf of all part-time faculty in the California Community College system.
John has always been a political activist, a position for which he has never been apologetic. He has pushed everyone around him to demand more because he demands more. In my speech on the night I handed John the Jerry Brown Advocacy Award, I said, "John is never satisfied. He is never content. With every loss, and with every win, he always asks, 'Okay, so what's next?'" As activists and leaders, this is the mantra we must all have. There is always more we can do. We must always demand more.◇
[Editor's Note: The Jerry Brown Advocacy Award was recently renamed, the John Martin Advocacy Award.]

(Q&A, continued from page 3)
typically pays more than EDD and as such one also does not need to look for work during that period. If your district does not participate in SDI, lobby your union to have a faculty vote (only PTers) to do so. Only PT faculty may participate in SDI.
4. I think I signed up for one many years ago, but I forget which one it was! How do I know if I am in a retirement plan?
By law you must be in a retirement plan. Pre-dating 1986, you might not have been in one as it was not required. To know which plan(s) you are in (and you could be in a variety or more than one if you work for more than district) you need to check your paystub.
• If it says CalSTRS (or just STRS) and 4% is being taken out, then you are in STRS Cash Balance (CB) plan.
• If your stub says CalSTRS (STRS) and around 10% is being taken out, then you are in the STRS Defined Benefit (DB) plan.
• If your stub says FICA, then you are paying into Social Security.
• If it is some other "plan", then it may state MetLife, IRA, PEAR, PARS, or similar.
It is important to know which plan you are in and to be in the same plan in all districts that are K-14. If you work for CSU or UC, then those are different plans. If you work for a private university you are probably in Social Security, but you should check.
For further questions, contact CPFA Chair, John Martin, at jmartin@cpfa.org ◇

DO YOU KNOW A PT

ACTIVIST WHO SHOULD

BE RECOGNIZED IN THE

NEXT EDITION OF THE

CPFA JOURNAL?

Please let Us Know.

Contact John Martin, CPFA Chair

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