



CPFA JOURNAL



THE SECOND TIME IS A CHARM

By John Martin

In last fall's edition, I wrote in my Chair's Report: "One of CPFA's goal is to change the Ed Code to mandate districts... insure that our precarious situation, as part-time faculty—a super majority of the community college instructors—are to have a baseline for job security throughout the 72 community college districts in California this would ensure seniority, rehire rights and due process. AB 1010, authored by Assemblymember Medina (D Riverside), was the focus for our primary objective for this year's legislation."

This past January, Assembly member Medina (D-Riverside) authored AB 1690, attempting once again to change the Ed Code to give part time faculty some basic employee rights and a measure of workplace stability. AB 1690 begins its maneuver to passage with one major advantage, the support of statewide community college educational institutions (CCA, CCC, CCCI, UPTe, State Academic Senate and of course, your CPFA). While this support does not guarantee its eventual

success, it does mean that the bill begins its "life" with many friends and fewer enemies than AB 1010 had to contend with last year.

We still anticipate "significant" opposition from the Community College League of California - a self-proclaimed "non profit public benefit corporation" - which is, in fact, a "CEO 'union'" - when they weigh in on this beneficial piece of legislation by submitting their "knee-jerk" boilerplate opposition to same, saying that "this bill will cost the districts lots of money," or other negative response.

AB 1010 died in the Senate Standing Committee on Appropriations last August, a victim of the political process. We are hoping that our lobbying efforts will result in the passage of AB 1690. To that end we need our readers' support. Contact your own elected representatives in both the Assembly and Senate, and urge them to support AB 1690. Your support is critical. Writing letters and emails of support in committee hearings is a very potent way to garner support for this bill. Do this today - do not put it off. A "win" for AB 1690 is a win for all part time faculty! You cannot afford to



As a former teacher, adjunct faculty member, and California Community College trustee, I know the importance of high-quality faculty in the classroom. To that end, I have introduced two bills aimed at supporting part-time faculty. AB 1690 will help to ensure that part-time faculty have reemployment rights. AB 2069 aims to enhance part-time faculty office hours by requiring districts to report this metric as a part of student success. I appreciate the expertise of CPFA and thank them for being available resources as these bills move through the process.

Jose Medina, Chair
Assembly Higher Education Committee

sit on your hands this time around!

Finally, there is a resolution (See page 6), "Resolution to Improve Student Success and Retention by Providing a more Stable Temporary Part-Time Faculty Workforce," that is circulating throughout the state. CPFA is interested in having this resolution endorsed by District Boards of

Trustees, and to that end, we would strongly suggest that you take this resolution to your Boards and secure such an endorsement, and then email their endorsement to us at CPFA so that we can collect and tabulate their responses. Again, your help is greatly appreciated. Please send endorsement documentation to: jmartin@cpfa.org

WHERE DO YOUR UNION DUES (AND AGENCY FEES) GO?

By Margaret Hanzimanolis

The first thing to understand about your "union dues" (and the agency fees paid by non-members) is that they are deducted from your pay, in all California community college districts as a "percentage" of your pay. That percentage is set by the bylaws of your Local. However, most of the money collected from PTF is sent upstairs to the state and national level as a "flat fee," usually referred to as "per capita" payment. The per capita payment is only required if your local is affiliated with one of the three major Edu-unions in California (AFT, NEA, and CWA/UPTe). About 85% of the faculty in the state are bargaining unit members of large Edu-union Locals. The remaining roughly 15% are represented by "unaffiliated" independents.

But Part-time faculty (PTF) often do not understand exactly what happens to their dues. Some PTF do not even know how much in dues they are paying to their union or faculty association. And most of us are

unsure of how our dues are "working for us." Let's start with the "how much" question.

There are two ways to calculate the dues you are paying

Do the math. Divide the gross pay on your monthly paycheck by the amount deducted from your check (find it in the Deductions column): Presto! You can see that if your gross income (before taxes) is \$3000 and your dues that month are \$30, you are paying 1%!!

Do the research. If you are a member of the union or faculty association which has exclusive bargaining rights on your behalf, or if you are an agency fee payer, you have access to the bylaws of your local or your faculty association. This document, usually but not always available online, indicates how much you will pay to the union, in the form of a percentage of your pay.

However, the exact amount is sometimes hard to determine. Below you can see the dues section from the CCSF Bylaws, a local affiliate of California Federation of Teachers (CFT) and the

American Federation of Teachers, (AFT). The highest percentage of PTF teaching in the California community college system are in locals affiliated with the AFT/CFT, nearly half of the 40,000 PTF statewide, and around 40% of the 72 districts.

Article VII Dues Section 1.

Effective July 1, 1988, dues of this Federation shall be equal to .8 of 1% of annual District earnings plus mandated increases in required affiliation fees and insurance premiums.

Ok, so we understand the 8% of salary. But what are Affiliation Fees?

Once your district has deducted pay from your paycheck and transferred this deduction to your local union, your local gets to spend it, on the fight for your pay, benefits, rehire rights and working conditions, right? No, not right. Your local has to send quite a lot of money "upstairs" to the state and national level. While unions collect money from the worker according to a "percentage" of the member's (or agency

fee payer's) income, the local, if it is affiliated with a large "Edu-union," must then send a hefty "affiliation fee" or "affiliation tax" upstairs, to both the state and national in the form of "per capita" payments. This is a "head" tax.

The affiliation per caps are quite significant. The CFT bylaws indicate that "Regular rate members and regular rate agency fee non-members earning \$26,000 or more: [will be assessed an affiliation tax of] \$449.76 (12 monthly payments of \$37.48)." Let's see how that works out for a few levels of PTF who work in districts affiliated with CFT/AFT. (See Figure 1)

Here is where things get a bit confusing. The national level, the AFT, according to its constitution, also requires a "per capita" fee—approximately \$18 per month for a full per capita—for each faculty member in an AFT-affiliated bargaining unit.

The state level (CFT) has set an income threshold for paying full per caps at \$26,000. If the PTF pay falls below that amount, the local does not have to send so much money

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Censorship Is Not the Answer

By Keith Law

At the Community College Association's (CCA) February, 2016, Board of Director's Meeting, the Board voted to approve a motion to pull CCA's advertising dollars from the spring edition of the California Part-Time Faculty Association Journal (CPFAJ). CCA is the higher education affiliate of the California

Teachers Association (CTA), the largest and most influential professional association of educators in California, and CCA has traditionally supported CPFA's efforts by paying to advertise in the Journal. I brought a counter motion to the Board at the March, 2016, meeting in hopes of getting a reversal, but it was defeated. This was the case even though CPFA advocates for Part-time faculty (PTF) who are also

CCA/CTA members, and CPFA has been a fierce ally of CCA's in several key union battles.

The dispute that led to the motion was over an article published in the Fall 2015 issue by Dennis Selder titled, "Represented or Managed? Your Job: Negotiated Every Day." One of CCA's Board members made the motion not to fund the ad after claiming that the article contained false

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Raymond Brennan received the Margaret Quan Award at the Annual 2016 Advocacy & Policy conference on February 28th. FACC President Shaaron Vogel is handing out the award.

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Keeping a Watchful Eye on Your Annual CalSTRS Statement

By Deborah Dahl Shanks, FACCC Retirement Committee

There is nothing more important than tracking your CalSTRS account for correct information and to project when you will be able to retire and how much you will receive. This should be done through your My CalSTRS account where you can readily retrieve and read your annual member statements. For those with Cash Balance, this is nothing more than tracking the money that comes in with the interest and then using the DBS calculator information in the calculator section of the CalSTRS website. Remember your Cash Balance account can be rolled into an IRA, 403(b), or taken as a lifetime or time specific STRS annuity; and it may affect your Social Security benefit (WEP).

For those with the Defined Benefit Plan there is much more to track, understand and consider. The DB plan is a formula driven pension system based upon 1) service credit, 2) age factor, and 3) final 3 years averaged FTE earnable compensation. The first page of your annual statement will show your running total of service credit and what you have earned for that particular academic year (up to one year service credit if you work in multiple districts). Remember you can only earn up to one year of service credit for any given academic year (including summer and intersessions). Anything over the one year of service credit will go into your DBS (Defined Benefit Supplement) account.

CalSTRS has also made tracking and reviewing your work information much easier in recent years by separating the information from the various districts for whom you may concurrently work. By reading the employer information you will have a better idea of the earnable being reported as related to the service credit for which you are getting credit. The FTE (full-time equivalent) earnable is used by your payroll department to report service credit and does this by reporting monthly earnings divided by the FTE earnable. Typically, the FTE earnable is your hourly rate multiplied times the FTE annual hours for your instructional or work methodology as defined in your contract. The Ed Code minimum is 525 for instructional faculty and 1050 for non-instructional faculty. Make sure they are correct or at least as near to correct as possible. If you work office time separate from the instruction time you will

probably find those on separate line items.

As you approach retirement age (55 and above) CalSTRS will also give you a projected retirement based upon the current information they have on file and projecting future service credit based upon past patterns. This projection will not include unused sick leave hours (converted into days), which will add to the service credit. That said, a new problem has emerged which is being reviewed by CalSTRS staff.

It was recently noticed that when you look at the retirement projections that state what years are being used to figure the FTE

--- but in reality it could reduce one's final FTE earnable used to such an extent that the final pension benefit could be cut from \$50/ month to as much as \$200/month for a PT faculty member, that is huge.

It also clearly is treating PT faculty differently than FT faculty.

And it also clearly is treating PT faculty differently than FT faculty. If you work both regular academic semesters (Fall and Spring), the same as FT faculty, then your annual earnable needs to be fully credited (and not cut).

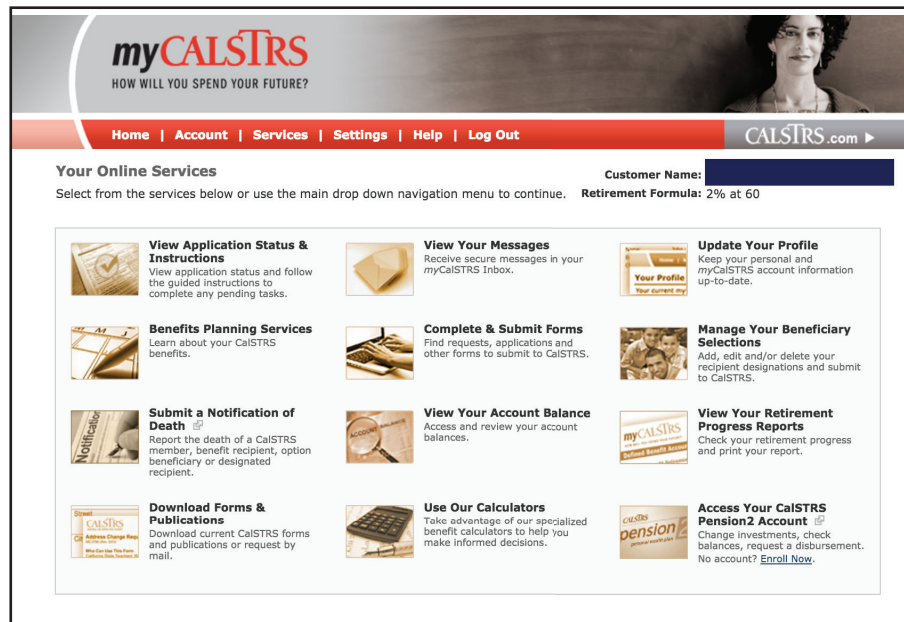
At press time CalSTRS is maintaining that this particular issue is not an issue with current law, but with the current pension administration system. It is being projected that this will be addressed this semester as CalSTRS reviews the process and that it would apply to anyone who retired at least back to 2014 when there was a law change. But it is also clear that the problem goes back much further and may require legislation to require a full retroactive fix. That is unknown at this time.

Also note that if you have a service credit history that pre-dates 1996 you will probably

fall under the AB1586 double computation (this information is in your CalSTRS account, but not in the annual statement). In short, a change in the law in 1996 changed the reporting hours that affected the FTE earnable rate for instructional faculty so that faculty would receive a more accurate reflection of earned or worked service credit, but caused a problem in the final retirement formula. So, anyone targeted as an AB1596 member will receive the better of two computations to ensure the fairest benefit possible.

So, pull out that annual statement or look on your My CalSTRS account and see what YOUR projected statement is using as well as checking district reporting numbers for correct earnables. Is it 3 or 4 academic years? If 4, then you know you are one of those affected by this problem. If only 3, then you are OK. This is all part of our responsibility to due our due diligence in reviewing our own retirement accounts and planning for our future. But always remember this, anything you see projected by CalSTRS in the annual statement is always the 'least' amount you can expect because there will be more information needed by CalSTRS to assure you an appropriate benefit.

The CalSTRS Website contains much information



earnable for the compensation part of the benefit formula, more than three years are often being used. The rule is that the final three years of employment will be the basis for final FTE earnable. That is defined by CalSTRS as the final 36 months of FTE work. But in reality it is not "actual" 36 months, but income earned during the full academic year of your district contract interpreted as 12 months. So, consider the fact that FT faculty earn an annual salary, but their actual employment time is 10 months or the months as negotiated and defined in the academic calendar.

For most districts, CCC academic calendars run from mid/late-August through May. However, CalSTRS has been interpreting a PTF members academic year as 'incomplete' if you do not work one day in June, therefore, the annual 12 months can be cut to 11 months. So, instead of your final three years based upon full-time equivalent being 12 months + 12 months + 12 months averaged for the final compensation earnable --- it is 11 months + 11 months + 11 months + 3 months --- thereby going back into the fourth year. That means that any sort of salary increases one received will be cut. This would not, however, affect someone working summer session. Now this may not sound like much

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CPFA Journal

(previously published as CPFA News) is published twice yearly by the California Part-time Faculty Association.

Circulation: 45,000.

Distributed to legislators, faculty, administrators, and boards throughout the California community college system.

Send address changes, manuscripts, and correspondence to: editor@cpfa.org, or Editor, CPFA Journal

c/o CPFA

Post Office Box 1836
Sacramento, CA 95812

Email submissions preferred.

Correspondence and articles may be edited or condensed due to space limitations. Letters are limited to 500 words and articles to 1000 words unless otherwise specified. Letters may be published. Op-ed pieces, news briefs on union organizing or contract negotiations particularly welcome. Human interest articles and opportunities to reprint items about the contingent faculty condition are encouraged. Unsolicited manuscripts submitted by mail should be accompanied by a stamped, self-addressed envelope. Signed articles express their authors' opinions and do not necessarily reflect the views of CPFA.

By mail subscription rates:

\$12 per year. Outside U.S. add \$6/year for surface, \$20 for airmail. CPFA Journal is copyright © 2015 by the California Part-time Faculty Association.

POSTMASTER: Send address changes to CPFA Journal c/o CPFA Post Office Box 1836 Sacramento, CA 95812

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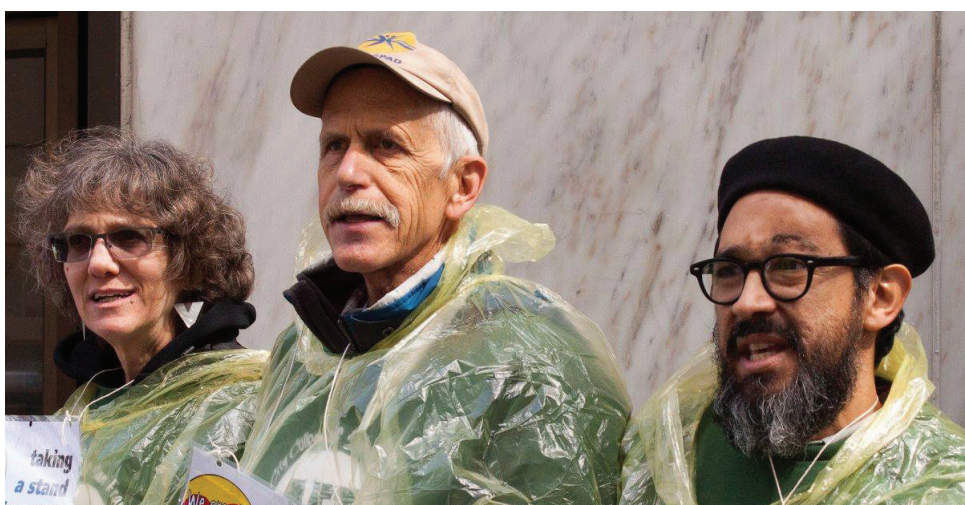
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Pictured: Wendy Kaufmyn, Allan Fisher and Marco Mojica, at the CFT demonstration

On Friday March 11, 2016, after AFT 2121 members' successful strike authorization vote, the California Federation of Teachers (CFT), United Educators of San Francisco, Local 2, the San Francisco Labor Council, Jobs with Justice, the California Faculty Association (CFA) at SF State, and other key community and labor allies organized together with AFT 2121 to take a stand for CCSF and public education! Hundreds of faculty from across the state marched in solidarity with twenty-five leaders and rank-and-file members who committed to civil disobedience as a tool to speak up for students, faculty, and our community.

Court of Appeals Rules in Favor of Part-Time Faculty Rights

By Peter Morse, President, SMC Faculty Association

A long running saga that could have undermined Part-time faculty (PTF) rights all across the state came to a resoundingly successful end in the Court of Appeal of the State of California on December 30th, 2015. The court confirmed the ability of local bargaining units to negotiate for rehire rights for PTF. First, a little background: Twenty years ago, the Faculty Association at Santa Monica College (SMC) negotiated additional job security for PTF that have been teaching at the college for five consecutive semesters with satisfactory evaluations. Given a number of conditions being met, our Associate Faculty (AF) are guaranteed first offering of assignments and some stability in assignment from academic year to academic year. We argued and convinced the administration that so much of the college's work is carried on the backs of these folks that not only is it only fair that they have some expectation of job security but it had tangible benefits for students and departments.

In March of 2011, the SMC Office of Academic Affairs sent a letter to three of our Part-time AF members informing them that because of unproven allegations against them their AF status would be terminated at the end of the Spring 2011 semester and that they would not receive additional assignments from SMC. Acting as prosecutor, judge and jury in these separate cases, the administration found these faculty members guilty and passed sentence on them. The Faculty Association filed a grievance in all three cases asserting the contractually agreed to rights of the AF were being violated by not providing

evidence to support the charges. The district asserted that they had the right, under Section 87665 of the Education Code (in place since 1977) to "terminate the employment of a temporary employee at its discretion" and refused to offer any evidence, even at the three binding arbitration hearings at the end of the grievance process. The Faculty Association argued that Section 87482.9 of the Ed. Code (added in 2001) explicitly states that "[t]he issue of earning and retaining reappointment rights shall be a mandatory subject of negotiation with respect to the collective bargaining process" as to "temporary [and]

therefore be fired whenever they wished. After first filing in the wrong court, and filing later than legally allowed, the district actually received a ruling in their favor. The trial judge asserted the primacy of the "at-will" section of Ed. Code over the section allowing for further negotiated rights. This was a disastrous ruling. It effectively said that negotiated re-hire rights had no legal standing, and implied that Part-time faculty in the state of California, regardless of their length of service, evaluation records, and local contractual rights, truly served at the whim of their college administration and could be dismissed at their district's

arbitrator's rulings. Further, they agreed that even if the initial filing had been made in a timely manner, that there were no grounds for a trial judge to intervene and vacate the arbitrator's' rulings. They found it to be irrational for a district to be able to assert guilt, use it as cause for termination of AF status, but then not be required to present some evidence of guilt. As they point out, " 'Guilty of misconduct' connotes a finding that misconduct actually occurred; otherwise it would be no different than a 'suspicion of misconduct.'" But the Court of Appeals went further and addressed the substance of the case, finding that it was indisputably the intent of California Legislature to introduce the ability for local bargaining units to negotiate on the topic of "earning and retaining of annual reappointment rights". Those are the explicit words used in Section 87482.9! They ruled that Section 87482.9 and Section 87665 are not irreconcilable, and that even if they were, the one enacted most recently (which also happens to be more specific) should hold. On every count, the Court of Appeals found in the Associate Faculty members' favor.

This case, dragging on for almost five years now, shows the importance of both strong representation and more extensive legislation. Part-time faculty are the least protected class of community college faculty and yet some districts appear willing to try to undermine even those few rights that have been included in the California Education Code. This is why pieces of legislation such as AB 1690 (Medina) - Part-Time Faculty Due Process and Seniority - are so important to support and to get to the Governor's desk for his signature.

PTF are the least protected class of community college faculty and yet some districts appear willing to try to undermine even those few rights that have been included in the California Ed Code.

Part-time faculty." Through our bargaining process, we had indeed reached agreement with the district as to the rehire rights of our Associate Faculty, but the district now wanted to ignore that.

The arbitration judges ruled that to be guilty of misconduct, which is contractually listed as an allowable cause for termination of AF status, there must be evidence of such guilt. A reasonable assumption, one might imagine, but not so, according to the SMC administration. They appealed the binding arbitration rulings to the Superior Court in Los Angeles County (apparently "binding" does not mean binding), repeating the claim that all PTF are "at-will" employees and could

discretion. The Faculty Association immediately appealed this ruling to the California Court of Appeal, and CFT, CCCI and FACCC jointly filed a "friends of the court" brief supporting the Faculty Association's appeal. Oral arguments were heard on December 16th, 2015, in downtown Los Angeles, with interested parties attending from across the state, including much appreciated support from CPFA leadership. Just two weeks later the appellate court ruling was released, comprehensively overturning the previous judge's finding. Procedurally, they agreed that the district filed too late and that the courts should not have weighed in on the

Absence of Empathy

By Jack Longmate, Washington Part-time Faculty Association, Olympic College

In the 2016 Washington state legislature, SHB 2615 was proposed. It would create an additional 600 full-time college instructors. Should the contingent faculty movement support SHB 2615 and efforts like it? Before deciding, at least three concerns should be reckoned with:

1. The year is not 1976, when the use of contingent faculty was a mere footnote in higher education, but 2016, when contingents make up the majority of instructors. If every one of the 3,744 full-time instructors employed in Washington colleges were to suddenly resign, those openings still would not be enough to accommodate the state's 7,315 part-time instructors. Thus, adding 600 new full-time positions in no way amounts to a solution to contingency.

2. The bill's attraction to demoralized and impoverished part-time faculty is based on the emotional appeal of the dream of tenure. Such dreaming is inspired by SHB 2615's rhetoric of "priority consider" (but no guarantee) to current part-time instructors, and is exacerbated by the failure of collective bargaining to have produced meaningful improvements. Dreaming aside, more full-time faculty means fewer part-time faculty jobs, especially if the new full-timers have an appetite for teaching course overloads (overtime), which displaces additional part-time faculty.

3. The bill presents challenges for a faculty union's duty of fair representation (DFR). As the exclusive collective bargaining agent for all those it represents, a union must be democratic and egalitarian, not elitist, and may not play favorites. A union should be promoting equality and fairness among its members.

A remarkable feature exhibited by proponents of SHB 2615 is a lack of empathy for the state's 7,315 part-time faculty. No effort was made to deny the substandard working conditions of part-time faculty; rather, as if to blame the victim, those very working conditions were mentioned prominently, not in calling for their reform, but as justification for more full-time positions.

The bill's prime sponsor, Rep. Gerry Pollet, alluded to his own experience as a part-time instructor to explain that, given the low pay, part-time instructors rarely stay on campus after their classes to meet and advise their student, but take off, oftentimes to another college to teach another class. Yet rather than solving this problem systemwide by improving part-time faculty pay and office hours, Rep. Pollet's bill presumes that increasing full-time faculty numbers is the solution.

Carla Nacarrato-Sinclair, chair of the Washington Education Association Higher Ed council, argued that the focus should be the correct ratio between full- and part-time faculty, expressing no concern about the need to improve part-time faculty working conditions. Similarly, Karen Strickland, president of AFT Washington, underscored the goal of minimizing the numbers of

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**Real Representation
for
Part-time Faculty**



**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 Burk, burkst@butte.edu

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

Mt. San Jacinto
Contact: Robert Melsh, rmelsh@msjc.edu, 951-276-0016



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Do Most Part-Time Faculty End Up Working Part-time?

By Kiran Malavade

I'm an adjunct, or Part-time, professor, but a full-time instructor. I typically teach 15-20 units a semester, two-thirds of which are developmental classes, some of the most labor intensive classes in the community college system. As part of my job, I hold regular office hours, teach in learning communities, work closely with other staff to support my students, and whenever possible, attend department and division meetings. I am not the only one who does this. In fact, many adjuncts are not the casual teacher of one or two classes, moonlighting for a little extra money, but rather full-time instructors who love to teach and do everything they can to ensure their students get an excellent education. Like many other Part-time faculty, I work not only Full-time, but most semesters I work way over a full time load.

I am not bothered by the use of the term "part-timer." I take issue with the assumption that "part-time" instructors are not as qualified, committed, experienced, or skillful as "full-timers." Or that they do not work "full-time" at the multiple districts they generally have to travel to in order to make a livable wage. Many of us hold the same or even higher degrees in our fields than our tenure-track colleagues. And yet, in some of our districts, we are not compensated according to the level of education we attained, as full-time faculty are. To make ends meet, we teach in multiple districts, and because of this, many of us teach more classes each semester and have more "contact hours" with students and more regular classroom experience than many full-timers. And most of us have been doing this for years. We are not "newbies" earning our chops, like medical school residents en route to advanced qualifications. We are permanent, but exploited, workers and professionals.

I am able to make ends meet while working in only two community college districts. Many of my adjunct colleagues work on three or four different campuses. Some, like me, travel between multiple campuses in a single day. We juggle different academic calendars (different start dates, semesters vs. quarters) which means that we rarely get more than a week off, even during the summer or winter breaks. With different school policies for offering teaching assignments to adjuncts, figuring out our schedules can be nerve-wracking. Sometimes we are asked to teach a class a few days before it starts. If we are lucky, we manage to work out schedules in which we are teaching 3, 4, 5, sometimes 6 or 7 classes, at a time in order to earn a living wage—which is still less than what most full-timers earn teaching 2 - 4 classes. We rarely request specific "pet classes" the way a full-timer might because we need to focus on simply getting enough classes to pay the bills. When classes are cancelled, sometimes at the last minute, we find our carefully planned schedules crumbling, and fears of not being able to pay bills become very real. Since different districts also have different health benefits for adjuncts, most dependent on our teaching load, many of us need to think tactically about how many classes and in which district we need to teach in order to meet the eligibility requirements for coverage and lower costs, so class cancellations can have real consequences for our own and our families' coverage. The uncertainty, the juggling, the travel with our bulging bags of materials—

all of these are standards of adjunct life. Why do we put up with it? Because our work is solely focused on teaching: in the classroom is where adjuncts shine.

Our classes are engaging and innovative. Through our work at multiple campuses, we are exposed to a different instructional methods, a range of technologies, alternate assessment techniques, different campus cultures, and different student populations. This variety keeps us sharp and creative. Many of us share vibrant office space with fellow adjuncts in other disciplines and routinely discuss assignments, challenges, and triumphs "across the curriculum." For example, after a discussion I had with a colleague in anthropology, I was able to adjust my developmental level English curriculum to better prepare students for the types of essay exams she uses. These informal meetings across disciplines allow for collaboration that transfers directly into the classroom. My fellow adjuncts and I hold office hours, tutoring sessions, stay after and come early to class to support our students in all the various ways they need support, spend countless hours preparing lesson plans, and attend conferences and workshops to grow professionally. And don't forget, much of that is unpaid.

Yet in spite of our commitment and professionalism, I see a culture on many campuses that divides part-timers from full-timers and belittles Part-time faculty work and qualifications. Being evaluated by or told to get advice from a full-timer who happens to be less experienced than us is a common occurrence for many part-timers. This is galling and frustrating. The fact that we teach at other campuses should be seen as an asset, rather than a limitation. Want to explore other ways of

does not feel that those hired as part-timers are actually qualified instructors, then why hire us? If departments want more say in adjunct hiring, then full-timers must put in the work to be involved in interviewing and assessing adjunct pool candidates, to maintain a pool that they value, rather than letting deans hire without their approval at the last minute. And if departments want a justification for creating more full-time positions, maybe they can consider: "we need this new full-time position because we don't want to continue to exploit our highly qualified adjunct labor force and risk losing them to burn out." I would love to see a shift in the culture on campus to one that actively acknowledges the qualifications, experiences, commitment, and professionalism of adjuncts who put their heart and soul into serving our students so well every day in spite of low wages, no job security, and paltry benefits.

One significant problem is that there is very little data about part time faculty—while the Chronicle of Higher Education (CHE) Almanac, the National Center for Educational Statistics (NCES), the AAUP, and the unions that represent us have very good longitudinal data on pay and working conditions of Full-time faculty, and on their "experiences" as professionals via well-funded national surveys, the understanding of Part-time faculty issues is often, as I have outlined above, based on personal or close associate knowledge. CPFA's Part-time faculty survey, which can be found at CPFA.org, is an important first step in collecting valuable information on the actual working conditions of Part-time faculty in the state, and will assist us in understanding the range of circumstances that affect the ability of Part-time faculty to perform their critical services. to our abi

Perhaps, like the undocumented activists, we need to imagine "a day without an adjunct." What would our colleges look like then? Some say that the current state of affairs in which administrations

"save money" by relying more and more on adjunct faculty and limiting full-time positions is unlikely to change. I wonder.

Writing in the Chronicle of Higher Education five years ago, Steve Street, long-time non-tenured faculty in the CUNY system, implored us to reject the divisive hierarchical wedge created by administrations. He asked us to imagine a different collective strategy: "We can continue to play the myopic game of those who created the two tiers in the first place by focusing on the differences between faculty members.... But what if, instead, we were to insist—in our requests to deans, in our contract negotiations, and, yes, even in our casual conversations at lunch or elsewhere—on...the same standards for pay, benefits, security, and professional advancement as well as for credentials and performance? What if we refused to speak the two-tiered language at all—except to insist on equivalent compensation for equivalent work? Wouldn't equity rob management of the incentive to rely on adjuncts anymore? Of course it would." What Street is suggesting can only happen if we see each other as equals. Hierarchies serve those at the top the most.

According to the California Community College Chancellor's website, the Datamart, in the Fall 2015, there were just 1900 tenured faculty and 40000 "temporary" Part-time faculty employed in the California Community College system.

The numbers need to change, but so does the mindset that divides us.

Absence of Empathy

Continued from p 3 «

part-time faculty, but not improving their working conditions, saying, "There's no way that we want to get rid of all part-time positions. We do need a little bit of flexibility and the expertise that part-time faculty can bring." One tenured faculty member from South Puget Sound Community College, Anna Mary Fitzgerald supported the bill on the grounds that it might possibly help some of impoverished part-timers.

But Keith Hoeller, on behalf of the Washington Part-time Faculty Association, opposed SHB 2615 and asked legislators to instead consider measures that would remedy the working conditions of all part-time instructors. The motive behind the WPFA's opposition to SHB 2615 was NOT to oppose full-time faculty interests, as is sometimes reported in some quarters, but to call for improvements to the working conditions of part-time faculty in moving toward the goal of the Vancouver Model.

At Vancouver Community College in British Columbia, equality for all faculty has been achieved and is distinctly from the spirit of elitism that dominates the two-tiered full-time/part-time faculty labor system. At VCC, all faculty, whether full-time or part-time, whether permanent or probationary, are paid according to the same salary schedule, and part-time faculty are not hired to "just teach" but to perform the full range of teaching and non-teaching duties on a proportionally reduced scale, which can include functions like student advising. Unlike the perpetual probationary status of contingents at U.S. colleges, VCC part-time faculty who satisfactorily complete a probationary period are automatically granted permanent status, called regularization, which, while not tenure, offers the job security of a civil servant. All faculty accrue seniority, with seniority being the chief determinant of workload, not full- or part-time status, and, incredible as it seems to those of us accustomed to the two-tiered system, there are VCC part-timers who are senior to full-timers.

If being a member of the contingent faculty movement means supporting the creation of more tenured positions, involvement by contingent instructors in the movement and like-minded faculty unions is apt to be infrequent and lackluster. Part-timer instructors whose intentions are to curry the favor of their tenured colleagues may be involved, but few others.

If, on the other hand, the contingent faculty movement were led by U.S. faculty unions that follow the example of the Vancouver Community College Faculty Association and other locals of the Federation of Post-Secondary Educators of British Columbia, that take seriously their duty of fair representation by fighting for equality for all their members, entities within the contingent faculty movement could then all work together and real progress could be made.

We should support each other, collaborate and believe that we do this work because we care about the students and love to teach.

"Hierarchies serve those at the top the most"

doing assessment? Learn about successful student engagement programs? Why not ask the adjuncts? It seems unfair to be disqualified from certain tasks because of our "status." For example, a student asked me to be the faculty advisor for a new club she wanted to start but, as a part-timer, I am not allowed to do this. Sometimes I'm shocked to hear about the slights that occur. Recently, a well-respected adjunct's fully-enrolled class was "hijacked" when a full-timer needed to fill an equivalent class. A faculty member from the department came into the classroom and announced to the students that they might want to drop that class in order to take the other instructor's class. What message does this send, to the students and to the instructor?

I am dismayed when comments are made, often at meetings with very little adjunct representation, blaming part-timers for low success rates. Creating these kinds of divisions between us is not helpful. Faculty are faculty. We should support each other, collaborate and believe that we do this work because we care about the students and love to teach.

Based on my conversations with both tenured-track and adjunct faculty, this is true of us all. Yet, more than once I have heard justifications for full-time positions that essentially state that we need to ensure student success by having more full-time faculty because "all those part-timers" endanger student success and can't be trusted to do a good job. This is insulting and undermines our work. If the college

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WHERE DO YOUR DUES GO ?

Continued from p 1 «

to the state level of the union and can keep more of it to fund the bargaining of the next contract and other local activities. There is a different annual income threshold for the national level of an affiliation tax. The threshold for “full” per capita payments at the AFT national level is \$18,500. If a PTF earns at least \$18,500 per year, then the local must “pay” a full per capita affiliation “fee” or “tax” to the national organization, the AFT.

You might say that the local level has a significant financial incentive to “not” promote a salary schedule wherein most PTF reach or exceed the thresholds. Instead, the local is financially incentivized to keep PTF pay just below the state and national income thresholds--so that they can “keep” more of the dues money collected. And the state and national levels, who earn a flat fee rather than a percentage, have a strong financial incentive to “move” PTF annual pay above the thresholds, but once PTF pay has gone “just over” the threshold, the state and national level have no incentive to push for pay increases via legislation that addresses pay inequality.

The threshold at both the state and the national level for a quarter per capita affiliation tax lines up fairly well. The threshold below which the local must only

revenue from PTF that increases in line with pay increases, up to a point. The important takeaway is the huge dip in income that the local sees every time it reaches and goes barely above the per cap thresholds. Although the trend lines are symbolic only (that is, not graphed mathematically), they indicate that there is along period of time the local has to push the PTF pay up--in order to recover the revenue lost by the increased per cap tax assessed when PTF reach the threshold. (See Figure 1)

What is important to understand, in looking at the three levels of a typical union’s revenue stream(s), is that 1) most of dues paid by PTF go upstairs to CFT, or AFT. 2) the local pays a huge price every time that the PTF annual income exceeds a state or national per capita threshold in lost revenue. 3) It takes years or even decades of contract improvements before the PTF annual income (and, thus, the dues percentage) has grown sufficiently to cover the much greater per cap affiliation payments to the state and national level.

The most dramatic loss of income for locals is when the PTF in a bargaining unit go over \$14,500 a year--as both a higher national and a higher state per cap kicks in, and the local revenue drops precipitously. Luckily, this moment is largely past and most

- If you earned \$30,000 and were assessed dues of 1.5%, your district payroll department would collect \$450 from you, as a deduction, and convey it to your local.
- Your local would send \$450 to the state level of the union on your behalf.
- Nothing is left over for the national and local levels, if CFT’s affiliation fee, or head tax, is honored.
- If you earned \$20,000 and were assessed dues of 1.5%, the district would collect \$300 from you and convey it to your local.
- Your local would send “half” per capita payments upstairs to the state because your income fell below the threshold for “full per capita payments: \$225.
- About \$75 left over for either the national or the local levels (\$75), assuming CFT’s required affiliation fee, or head tax, is honored.

Figure 1: Sample distribution of dues

pay a one-eighth per capita is around \$14,000 and incomes of under \$8,500 trigger a very small, 1/8 per capita payment. (These figures adjust slightly every year, based on the public sector Employment Cost Index published by the U.S. Department of Labor--around .5% a year and there is a slight income threshold difference between the state and the national at the one-quarter per capita threshold).

Incentives

If the local “keeps” the average PTF annual pay under the full per cap thresholds (at all levels--the full per cap, half per cap and quarter per cap threshold), then the local must only transfer “half per caps” to the state level and “half per caps” at the national level, thus holding back more of the faculty-paid dues contributions for its local needs.

It is fairly obvious that various levels (the local, state and national levels of the unions) are “incentivised” differently, to say the least, regarding the pay that the PTF receives. The local can keep more of its collected dues if PTF annual income falls under the full per cap trigger: \$26,000 for the state, and \$18,500 for the national level. The national, on the other hand, is incentivised to have all the PTF in the US earning at least \$18,500, and CFT has an incentive to see the all statewide PTF’s annual actual pay at least reach the \$26,000 threshold.

However, neither the AFT nor the CFT, in this example, have any incentive--that is, any financial incentive, to assure that PTF earn “more than” the threshold amount. The national level of the AFT makes “as much” money from the PTF teaching nationally whether they earn \$18,500 or \$100,000. Likewise, CFT collects “full per caps” from the local representing any PTF who earns \$26,000 or over. The following chart shows the income trend lines for three levels of the union structure. The local level receives

districts in California have moved most of their PTF over this threshold.

What about PTF who work in three districts?

Though some unions have a mechanism, allegedly, for making sure that PTF don’t pay affiliation taxes from each of the two, three or four of the districts where they work: it is unclear “how” they know about multiple district employment. Per caps are paid based on “heads” without names, so the state level can’t tell if Local 2222 sent a full per capita payment (or fee or tax) on behalf of the head attached to Adjunct X, and if Local 3333 also sent full per capita payment (or fee or tax) on behalf of the same head on the same Adjunct X.

And, if a PTF works in a CTA district, a CFT district and an independent, he or she will be paying (assuming his or her income meets or exceeds the full per cap thresholds at each of these workplaces) close to TRIPLE union affiliation per caps to the statewide Edu-unions or independent associations. That means for an income of \$78,500 (less than the average statewide FTF annual income), the PTF is paying nearly three times the representation fees, is teaching at least twice as many classes for slightly less income as the average FTF, and is receiving little to no representation at the legislative level. That is a three-part, composite disadvantage that amounts to much more than the single metric comparison that shows statewide PTF earning on average around \$35,000 for a FTE workload, and FTF earning on average around \$90,000 for FT load. (2014 figures. California Community College’s Chancellor’s Office Datamart).

Statewide PTF dues (and agency fees)?

There are three main Edu-unions, and several independent associations. The 40,000 PTF in California, at a low estimate of 1% of union dues and an average pay of (let’s say) \$30,000, are contributing

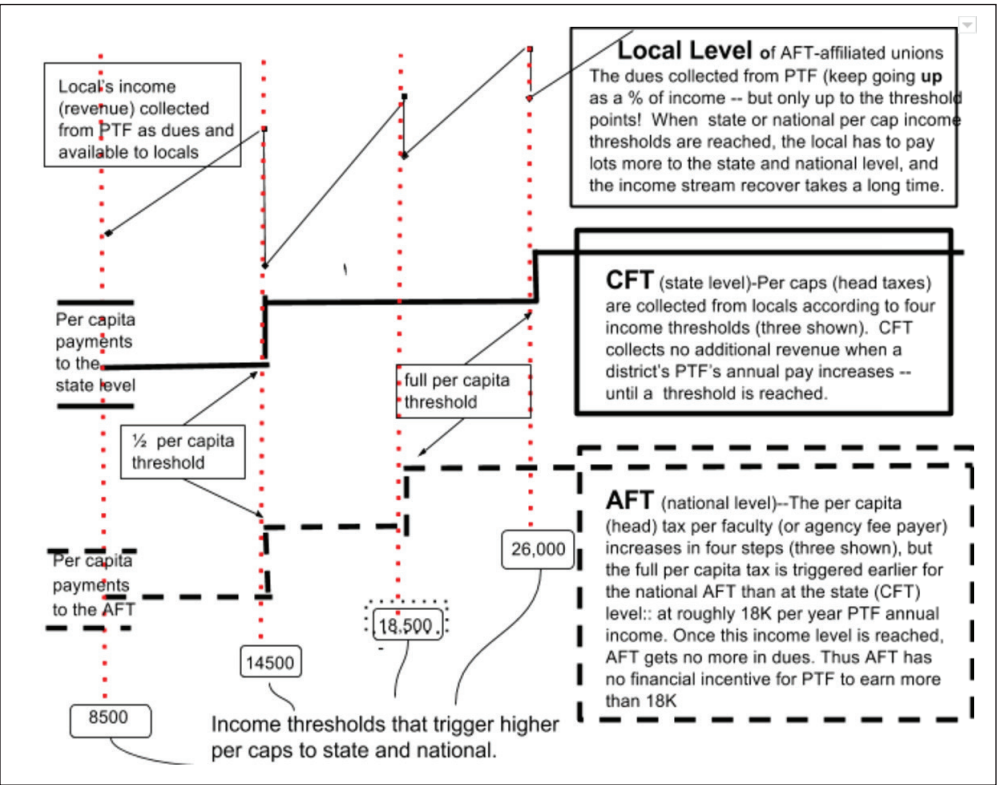


Figure 2: Per capita income thresholds as they affect Locals' income.

somewhere around 40,000 X 30,000 X 1% to their unions in the form of dues. That’s \$12,000,000 dollars. If the average dues were 1.5%, that would be 18 million dollars annually, paid by PTF to their unions or associations, in California alone, and from Community College PTF).

It is important to note that both the national and state levels of the three Edu-unions turn money “back” to the locals in terms of grants, via such programs as innovation funding, legal defense funding, and organizing seed money, but from year to year, local to local, grant category to grant category, it is not always easy to walk these revenue streams back and determine if they are “benefiting” the underclass sector of the union from which much of this “returned” revenue was originally generated: the PTF. It is fair to say, however, that none of the grant streams flowing back down to the local level appear to be directed explicitly to PTF issues.

So, what happens to these dues?

Since it looks as if most of the dues collected from PTF in California end up going upstairs to the state and national level, it is no surprise that we should want to know what the state and national levels of our unions do with the money we have contributed. Most of the laws having to do with academic employment in public higher education are enacted at the state level. One of the primary functions of the state level of all unions is legislative lobbying and advocacy. The three major Edu-unions, and the independent faculty associations are all strongly engaged in trying to influence state policy on issues of importance to their members, primarily pay and benefits.

But, what legislation, and what kind of legislation, has been put forward in California that has been “financed” by PTF dues? We have not seen a bill increasing the statutory load limit. PTF are now legally barred from teaching more than 67% of a Full-time faculty load, although there is no statutory limit on FTF overload. This “statutory” load limit at the state-level seems to be at odds with Governor Brown’s stated preference for “local control.” Regarding pay, benefits and even the new language in the 2016 proposed bill covering evaluations and job seniority (AB 1690)--much is left to “local control.”

The limit of 67% of a full time faculty’s load is the most obvious (negative) statutory influence on our work life, and forces many of us to work at 2, 3 or even 4 districts, contributing to excessive gas consumption, massive traffic congestion in our urban areas, and pollution, to say nothing of individual PTF’s frayed nerves. This fracturing of teaching obligations across multiple districts

also increases per cap contributions to the state and local level, as I discussed above.

Let’s look at what has been done legislatively, in the past eight years, including the last two years which saw substantial influx of new money into the CC system: There has been no effort to raise the course load limitations, no movement driven by our union dollars to attain statutory parity funding, no appropriation for parity repair language in the budget, no effective PTF representative at the budget meetings at the state level, and no bill or proposal, for obligatory health coverage for PTF working over 50% of load.

We have not seen a law proposed for required office hours paid at the instructional rate, or strong job security or rehire rights language (last year, a weak, possibly even damaging, job security bill was introduced, followed by a somewhat stronger seniority bill this year, but one that still has problems). So in the thirty or so years that PTF have been dutifully paying around \$12,000,000 or so annually into the various California state affiliates and independent association groups, we see no significant legislative efforts. The notable parity progress (such as what has been accomplished at Foothill-De Anza, CCSF, and Marin) has been made “despite” the lack of state assistance or statutory accelerators. The same story is found at the national level: Millions of dollars, billions over the last thirty years, has been sent “upstairs” to the AFT and the NEA, for two instances, from PTF, and very little, in terms of lobbying efforts, legislative agenda-setting, or support for PTF, has been secured with this money. PTF are almost entirely absent from national union leadership, from the agenda setting or the resolution creation and debates--and this has been the case for the 30 years that PTF have been sending an affiliation tax or fee upstairs to the national levels of their unions.

What if CPFA or some other independent group of faculty put forward legislative ideas?

Our dues money may be financing legislation or legislative roadblocks that are hostile to our interests, or it may be financing political efforts extraneous to our urgent needs for fair working conditions and equal pay. If the Friedrich’s Supreme court case, one that most of us have been following quite closely, challenges the union on the basis of the union spending for lobbying on political issues extraneous to the working conditions of the bargaining unit members), union money being used in “hostile” efforts--that is, used to lobby against PTF interests--seems to be a much stronger violation of the principle of union advocacy and unity.

Report from the Chair: IMHO

By John Martin

If you are reading my Chair's Report, ask yourself whether you are a member of CPFA. If not, you should not only seriously consider joining this organization and its goals for equal treatment of full-time faculty and part-time faculty, but also to be part of our movement.

CPFA sees itself on the cutting edge of pushing-the-envelope when we publish our ideas and analysis in this Journal. Nowhere in the state do you get to read what CPFA has to report. Nowhere. Our ideas about who we are and what we write on carries a progressive message. In order to continue our radical voice, our calling out the powers that be, our speaking truth to power, and our efforts to educate our part-time colleagues, we'll need to expand our efforts. In order to continue our efforts and magnify our message, we need your dollars!

CPFA needs more dues paying members. We have already increased our membership significantly since last fall with the formation of the San Diego Adjunct Faculty Association (SDAFA). This was a significant move by part-time faculty coming together to educate and to enhance their presence on their own campuses and by so doing, increase their

influence within their local bargaining units. These local bargaining units and their respective statewide umbrella affiliations (such as CCA-CTA) are feeling the pressure of the impending US Supreme Court case, *Friedrichs v. California Teachers Association*. (The decision should be made early this summer – despite only having 8 justices on the Court at this time.) CPFA is no different. While other faculty unions are pushing to increase their membership because their members dues are automatically taken out through the "agency fees," sometimes known as a "fair share" CPFA is at a disadvantage. Part-time faculty, for the most part, don't even know whether they are a member of their unions. Yet the local units receive their monthly agency fee, no matter what. What separates us from them is that we are NOT a union, and we are solely supported by good-hearted and like-minded folks who believe that we represent their voice.

What also separates CPFA from the larger Edu-unions is that CPFA is organized by PT activists for PTers. (We even have a few full-time faculty members who are dues paying members). CPFA represents the interests of part-time faculty in California's community college system, many of whom are marginalized within their own local bargaining units. (There

are a few exceptions: UPTE-CWA Local 9119 represents three other part-time only faculty units, and there are other part-time units as well, such as can be found at Long Beach CC and Mira Costa).

A major difference between CPFA and the others is that we publish our Journal twice a year; we have our own website and our own Blog. CPFA has its own listserv. Among other useful information found on the blog and listserv is the current conversation on retirement issues, whether Part-timers fall under CalSTRS' defined benefits retirement.

CPFA also travels to different campuses to speak to our colleagues. We walk the halls of the Capitol in Sacramento to push for bills that support our needs, and often, we push against bills that undermine part time interests. All this requires a bank account to cover our expenses. CPFA's Executive Council members do what we can, with the limited resources and talent we have. There is always more to do, which is why I am asking you to join CPFA today. (If you have something to offer – please contact me at jmartin@cpfa.org)

To join our efforts is easy. There are two ways to do this. One, go to our website which will take you to our online application where you can pay via credit card-\$40. Or you can go to the actual membership form

The Council of Faculty Organizations (COFO) recently agreed to put forth a resolution to support AB 1690 (Medina-Riverside). Take this this Resolution to your Board of Trustee and get them to adopt this spring. Please send CPFA your results at jmartin@cpfa.org. Thanks.

Resolution to Improve Student Success and Retention by Providing a more Stable Temporary Part-Time Faculty Workforce.

Whereas, temporary part-time faculty now comprise 75 percent of higher education instructors in the United States; and

Whereas, temporary part-time faculty are required to hold the same academic qualifications and credentials as their full-time colleagues; and

Whereas, at most colleges full-

time instructors are paid significantly more than temporary part-time faculty for the same duties of preparation, teaching, and grading/assessment; and

Whereas, due to poor prospects for career advancement and inadequate pay many qualified temporary part-time faculty leave the profession annually; and

Whereas, the retention of qualified instructors supports institutional viability and directly contributes to student success; and

Whereas, recent studies have shown that a stable faculty workforce contributes to student success and retention; and

Whereas, most community college districts in the State provide little or no job security to their temporary part-

time faculty; and

Whereas, there currently exist uniform statewide standards in the Education Code regarding evaluation of faculty and due process procedures for full-time faculty; and

Whereas, the cost to Districts and the State to implement a job security program with due process for temporary part-time faculty is negligible;

Therefore, be it resolved, that the Board of Trustees of the Community College District supports AB 1690 (Medina), and directs its Chancellor or President/Superintendent to communicate this support to the Community College League of California, Assemblymember Medina's office, and the Assembly Committee on Higher Education.

CPFA 2016 Annual Conference

Saturday April 23, 2016

9am to 4:30pm Mesa College, San Diego



- **FACCC: The State Budget and Community Colleges**
- **PT Legislation: AB-2069 PT Office Hours and Student Success and AB-1690 Seniority and Due Process Rights for Part-time Faculty**
- **Sharon Hendricks: Know Your STRS Retirement!**
- **Contract Language -What can help & hurt you!!**
- **Equity Pay – The Myth and the Reality!**

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Optional: PT Dinner Buffet 6pm-9pm - \$25

Guest Speaker:
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Former 76th District Assembly Member

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The IA is a member of the California Community College Independents (CCCI)

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Jeffrey Gray, jgray@sbcc.edu
Adjunct Faculty Representatives

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

Censorship Is Not the Answer

Continued from p 2 «

and misleading information, and that it was disparaging to the Board member's local and unions generally.

As I argued before the Board, this action sets a bad precedent on two counts: it is an indirect form of censorship of dissenting views that contradicts our academic calling, and it is an attempt to shut up those who have legitimate criticism within our own union ranks.

Selder's piece was the last article in an eight-page newsletter. Much of the article shares recent history of other unions' struggles, specifically auto and supermarket unions, in which divisions were set up that favored older members' benefits at the cost of those same benefits for newly hired employees, which is stating a well-known fact. One might add that in many cases these divisions were created based on false claims of hardship by management, who laughed all the way to the bank with their increased percentage of the American pie. In Selder's opinion something akin to this occurred at Southwestern College when a recent MOU was signed giving a greater percent of COLA to health care benefits for full time faculty (FTF) over and above PTF, which also appears to be the case. To be fair, it should be mentioned that most of the PTF working in the state community college system do not have any health care negotiated for part time faculty, so Southwestern's local deserves kudos on that account.

So far there does not appear to be a problem, unless we don't want to receive any criticism from our members of perceived problems with unions generally or regarding specific union activity. Of course union leadership should not be hostile to criticism, as the history of unions suggests they are not beyond reproach, and criticism is necessary to learn and

improve. My reading of Selder's article suggests he wished only to offer criticism in the hope of moving his union toward better decisions for PTF.

The Board member's main dispute occurs in one paragraph, the last, wherein Selder argued that the injustice was due to procedural disparities that gave an edge to full timers. Assuming for the sake of argument that Selder was wrong on this point, it seemed to me both that his overall argument could still be reasonable, and that it is overly draconian to punish the entire CPFA Journal for one paragraph by one author.

Instead of appealing to procedural disparities, the author might have reasoned that when pointing out injustice we shouldn't hide behind procedures, just as those with the power to determine laws might then hide behind the law. For one example, at my local, as I assume with most, it was primarily FTF who wrote all of our standing rules and bylaws, and who are more likely to vote. We can argue the virtues and vices of these practices, but not the fact that they tend to favor the interests of FTF, and PTF have a right to argue that point.

There are no doubt claims in Selder's article that one could dispute, but that is the case with any number of articles by any number of authors. This does not warrant raising the specter of offendedness and advocating indirect censorship by pulling advertising dollars at the last hour. This is no different from corporations that control editorial decisions within the "news" sources wherein they advertise. Instead, those in opposition should debate the author; to which end, CPFA Chair, John Martin invited any member of the CCA Board to submit for publication in the Journal a refutation of Selder's article.

This is more consistent with the academic freedom that we fight to protect.

Attending my first Board meeting nearly six years ago I became disappointed by the comments of a few of my FTF colleagues who took issue when a PTF Board member brought up limiting FT overload as a way to stabilize or increase PTF workload. Rather than argue their point these FTF members argued that the part timer should not be causing dissent in the ranks in the first place; in other words, he should shut up.

The incident referenced above occurred while CCA was engaged in a major effort to transform their wall-to-wall locals so that all PTF would become fair share fee payers, and we had recently made this transformation at my local. So I asked the following question, which I asked the Board during the debates over the issue of Selder's article: How in good conscience can CCA force PTF to become fee payers, and hopefully full-paying members of CCA, and then try to shut them up when they bring concerns to the table that happen to conflict with the interests of full timers?

As a matter of fact there will be conflicting interests between full and part time faculty; further, while defending our diverse interests any one of us might be guilty of an error in reasoning, especially when passions are high. This should not result in an attempt to censor and shut-up our union brothers and sisters; rather, we should want to hear them out, debate their issues, and correct any errors in reasoning with counter-reasons. To do otherwise is contrary to our academic calling and it is taking advantage of our most vulnerable part time colleagues by exploiting them for their money, and isn't that someone else's job?

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News Briefs

March 21, 2016: The California CC Board of Governors passed a resolution critical of ACCJC and commits to moving toward selecting another accreditation agency.

2016 Presidential Platform Sanders' higher education plan includes "an assurance that not later than five years after the date of enactment of this act, not less than 75 percent of instruction at public institutions of higher education in the state is provided by tenured or tenure-track faculty." Read it closely: our favorite presidential candidate is giving a green light to massive FTF overloads! Yes, it is better than the other HE plans. No, it is not what we want. Equal pay for equal work is better.



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Figure 1: Improvement in PTF pay parity, 1990-2013.

District	Parity rate in 1990	Parity rate in 2013	Change in parity rate over 23 years
Allan Hancock	30.20	36.14	5.94
Antelope Valley	38.11	45.24	7.13
Barstow	24.29	29.58	5.29
Butte	31.76	34.99	3.23
Cabrillo	45.81	56.92	11.11
Cerritos	34.51	48.2	13.69
Chabot-Las Positas	31.91	48.92	17.01
Chaffey	33.91	38.12	4.21
Citrus	33.86	37.05	3.19
Coast	37.18	37.27	0.09
Compton	32.70	27.59	-5.11
Contra Costa	40.56	42.30	1.74
Copper Mountain	27.91	31.16	3.25
Desert	27.91	28.15	0.24
El Camino	35.56	52.03	16.47
Feather River	31.67	34.56	2.89
Foothill-De Anza	42.62	59.25	16.63
Gavilan	32.91	41.07	8.16
Glendale	35.76	37.34	1.58
Grossmont-Cuya	36.70	41.01	4.31
Hartnell	33.34	36.63	3.29
Imperial	25.81	34.68	8.87
Kern	23.46	36.51	13.05
Lake Tahoe	25.97	28.99	3.02
Lassen	21.71	25.45	3.74
Long Beach	31.43	38.70	7.27
Los Angeles	38.74	48.15	9.41
Los Rios	43.21	45.60	2.69
Marin	39.74	55.96	16.22
Mendocino-Lak	27.76	36.04	8.28
Merced	23.68	32.17	8.49
Mira Costa	34.49	39.46	4.97
Monterey	39.85	38.92	-0.93
Mt. San Antonio	31.82	39.64	7.82
Mt. San Jacinto	31.25	29.74	-1.51
Napa Valley	29.72	37.08	7.36
North Orange	32.06	25.19	-6.87
Ohlone	30.58	35.81	5.23
Palo Verde	29.24	35.81	4.38
Palomar	30.50	33.73	3.23
Pasadena	33.23	34.83	1.6
Peralta	45.70	48.13	2.43
Rancho Santiago	29.99	28.39	-1.6
Redwoods	31.87	38.56	6.69
Rio Hondo	34.78	43.14	8.36
Riverside	34.18	35.82	1.64
San Bernardino	33.34	34.49	1.15
San Diego	36.07	41.10	5.03
San Francisco	34.65	62.11	27.46
San Joaquin D	36.36	37.94	1.58
San Jose-Evergr	36.44	43.11	6.67
San Luis Obispo	41.85	43.08	1.23
San Mateo	42.33	53.46	11.13
Santa Barbara	32.90	33.4	0.5
Santa Clarita*	30.05	32.16	2.11
Santa Monica*	39.30	46.89	7.59
Sequoias	31.72	30.44	-1.28
Shasta-Tehem	31.14	28.82	-2.32
Sierra	37.42	40.33	2.91
Siskiyou	29.38	33.69	4.31
Solano	38.16	41.17	3.01
Sonoma	35.42	52.41	16.99
South Orange	38.85	38.27	-0.58
Southwestern	35.79	43.98	8.19
State Center	25.28	27.21	1.93
Ventura	34.34	52.27	17.93
Victor Valley	27.44	30.38	2.94
W. Valley/Mission	40.66	53.54	12.88
West Hills	29.01	32.54	3.53
West Kern	28.31	32.89	4.58
Yosemite	28.84	40.84	12
Yuba	32.99	38.36	5.37
STATEWIDE PARITY average	33.44	39.01	5.63
	1990 Parity (% of FTF annual salary earned by PTF (annualized)	2013 Parity (% of FTF annual salary earned by PTF (annualized)	

Source: California Community Colleges Chancellor's Office Management Information Systems Data Mart (districts' hourly pay X 525 and Full-time Faculty average annual salary). <datamart.cccco.edu>

Parity, Again

By Margaret Hanzimanolis

Parity is the relationship between the Average FTF annual salary and the Average PTF annualized salary in a single district. To arrive at the PTF annualized pay, I have simply multiplied the published hourly rate by 525 hours—the number of hours typically used to denote a Full-time Equivalent load). All data for these charts can be found on the Chancellor's Office datamart site. A parity rate of 30.20 (Allan Hancock, in Figure 1) indicates that PTF in that district, on average, earn—on an annualized basis—just over 30% of a FTF annual salary. This calculation is pay only and does not including sabbatical value, superior benefits value, increased retirement benefits, OPEB sequestering on behalf of FTF, the value of superior working or office space, the provision of computers, or other calculable values accruing, in most districts, only to FTF.

The chart in Figure 1 shows parity percentages in 1990 and 2013 for all districts in the California Community College system. The third column indicates

the “change’ in parity between 1990 and 2013. PTF in the grey highlighted districts, on average, LOST parity –that is by 2013 PTF average annualized pay fell below the ratio of PT to FT pay enjoyed in 1990. The statewide average parity gain was only about 5%, and the the districts that reduced the gap in average pay between the FT and PTF in their districts saw large gains: with the City College of San Francisco having the greatest parity gains in this period (27.46% change in parity).

Notable progress was also seen in Ventura, Sonoma, Marin, Foothill-De Anza, El Camino, and Chabot Las Positas. And a number of districts started out quite high and so they typically did not see as dramatic gains: Contra Costa, W. Valley/Mission, San Luis Obispo, San Mateo, Foothill-De Anza, Los Rios, Peralta, and Cabrillo all started out with greater than 40% parity rates in 1990.

How do you double check these numbers? Consult the Chancellor's office datamart. If something doesn't look right check with your districts' research department!

News Briefs

January, 2016: UC-AFT has a new contract: Significant new provisions include a 5% annual stipend in lieu of retirement benefits for certain lecturers teaching between 25% and 50% FTE who are neither enrolled in Social Security payroll deduction nor in the university pension plan (UCRP). It sunsets in three years. Access to continuing appointments after 6 years has been strengthened.


March 8, 2016: City College of San Francisco (CCSF) faculty vote to strike, if necessary. In the highest turnout AFT 2121 has ever seen, over 800 faculty cast ballots to authorize the union's executive board to call a strike, should contract negotiations fail. That was a 92% pro “strike” vote, folks.

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