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THE PARITY FAIRYTALE

By Margaret Hanzimanolis

Fairy tales comfort us, after they have mapped menace and danger. “Happily ever after” endings resolve contradictions and reinforce cultural norms. Yes, things were bad, but then everything gets rosy again. In California, we have built up a bit of a fairytale to try to explain differences in pay, institutional status, and benefits enjoyed by the two tiers of faculty. Parity is one part of this fairy tale—and discussions of parity—progress toward it and obstacles to it—often imply that everything will “come out alright” in some future time.

In the California Community College system “Parity” is an index term, indicating that part of an average Full-time Faculty’s (“FTF”) duty that is teaching and thus equivalent to the duties of a Part-time Faculty (“PTF”). If a district has defined “Parity,” for instance, at “80%” that means that the district has determined, as part of the collective bargaining process, that an average Full-Timer in that district spends 80% of his or her time doing what PTF do: Teaching.

And that means that if PTFers in that district were receiving equivalent pay for equivalent work, they would earn, on average, 80% of a Full-time Faculty (“FTF”) salary. Here’s the math: a FTF earns \$100,000 for a FTE load. A PTF earns .80 of that, so goes the fairy tale! Oh happy Part-time faculty. But no! A PTF earns .80 of a FT load, further reduced by

.67%! Because of the statutory limit on load, a PTF can only work up to 67% of an FTF Full-time equivalent (FTE) load.

These numbers indicate that the PTFer who

FTE Full time equivalent (FTE) load	\$100,000
PTF (annual income reduced by 67% max load)	\$67,000
PTF (annual income reduced by 80% parity)	\$53,600

is teaching the statutory maximum load in a district at the high end of defined parity, does 67% of a Full-timer’s work, but earns 53.6% of the pay (assuming that the district in question has achieved its defined parity rate and used honest calculations to do so).

For instance, some districts include PTF office hour pay in their parity calculations, but unless the PTF office hours are (i) mandatory, (ii) payment for the office hours is on the salary schedule, (iii) the hours are utilized in load calculations for retirement benefits at the annualized rate for teaching (called “earnables”) and (iv) utilized in calculations made to determine sick leave and health benefit eligibility, they should be considered payments made to faculty “outside” the scope of “defined parity.” CPFA is strongly committed to office hour pay, but is also strongly in favor of these office hours being folded into the earnable annualized pay, at the teaching rate, as it is for FTF, and utilized in all pay-related calculations, such as load factor, health benefit eligibility and retirement.

It is important to separate pay limitations

from load limitations. The low pay that PTF earn across the state is entirely a consequence of union-negotiated contracts. The 67% limit on load (60% until 2008) is perpetuated by an array of lobbying forces that are, in general, hostile to the legitimate aspirations that PTF have for equal pay (for equal work).

A Brief History of Parity

Due in large part to CPFA efforts, the California legislature became interested in “closing the gap in pay” between FTF and PTF in the early 2000s. Why was there sudden interest? Perhaps the legislature at that time considered that the CC system was practicing a form of discrimination against a class of worker essential to the success of the CC mission—a form of discrimination that was pedagogically unsound, and, if uncorrected, would erode the high quality of community college services for which California was still, at that time, known. Who knows?

Whatever the case, in order to provide a remedy, the legislature appropriated 60 million dollars annually to close the pay gap. This was part of “categorical” funding (which also included funding for paid office hours and health benefits). Categorical funding for closing the pay gap was never increased, as was planned, and there is some doubt that the parity component of the categorical funding was utilized to “close the gap” in all of the districts that applied for and received parity money. In the peak years of reliance on PTF, the 72

Community College districts in California employed about 45,000 PTF. It was this army of instructional staff who were meant to be the beneficiaries of the funding earmarked for “closing the pay gap.”

What happened, then, between 2000 and 2013 (the last year for which we have comprehensive statewide data about pay?) Did this influx of categorical funding for several years make a difference, at least?

The answer is, mostly no. The full spreadsheet of 27 years of data can be found at cpfa.org.

The Methodology

We have calculated PTF “average annualized pay” as the full-time equivalent (FTE) average annual pay that PT faculty would earn if they were working a full-time load (525 contact hours) at the PTF rate of pay. Although a few courses, or disciplines, are loaded greater than 525 hours, the 525-hour designation is an excellent proxy for an annual work requirement; it captures almost all of the load designations for credit-bearing courses, statewide. Corrections for variant loads, if it was possible to do so, would not appreciably skew the overall averages. See Education Code § 53309 and § 58003.1. Full-time Equivalent Student; Computation. Every year, the research office from each district supplies the Chancellor’s office with data, including the “average hourly pay” for PTF, and the Chancellor’s office publishes it online, at Datamart. This information has been publically available for almost 30 years.

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News Briefs

Picket, Just Picket: In the highest voter turnout ever for AFT Local 2121, City College of San Francisco (CCSF) faculty voted overwhelming (93%) last month to create a Strike Hardship Fund. Faculty will be picketing outside negotiations in the next few weeks, or months, to urge the district to restore cuts made to FT and PT pay during 2008-2013 when nearly 16% was lost, overall. The district has proposed a tiny move toward restoration,

1.1% for Full-timers only. Part-timers would get no restoration and no increase beyond COLA. The 900+ PTF teaching at CCSF are “quite likely” to reject this (as well they should) if it comes to a ratification vote.

Big Win: Foothill-De Anza PTF get a big raise in latest contract: an additional salary step and parity growth to 87% of FTF. The additional salary step, the funded increase in parity combined with an across the board

raise, will provide up to a 14% raise for those PTF who flatlined at the highest seniority step years ago.

Things to keep up on: Friedrichs v. CTA. The Petitioner Brief was filed on September 4, 2015, followed by nineteen *amicus curiae* briefs on September 10. For those just tuning in, this case asks the Supreme Court to rule on the “constitutionality” of agency fees. If SCOTUS rules against agency fees,

then unions as we know them will be gone. Google the case for more information.

Just Say No: In a September 23, 2015, press release, San Diego Adjunct Faculty Association (SDAFA) urged adjuncts to reject a new contract: the language on seniority, load, and assignments would significantly erode the little job security that PTF have. This is surely the beginning of a California style “Just Say No” campaign.

A Powerful Advocate Steps Down from PTF Leadership

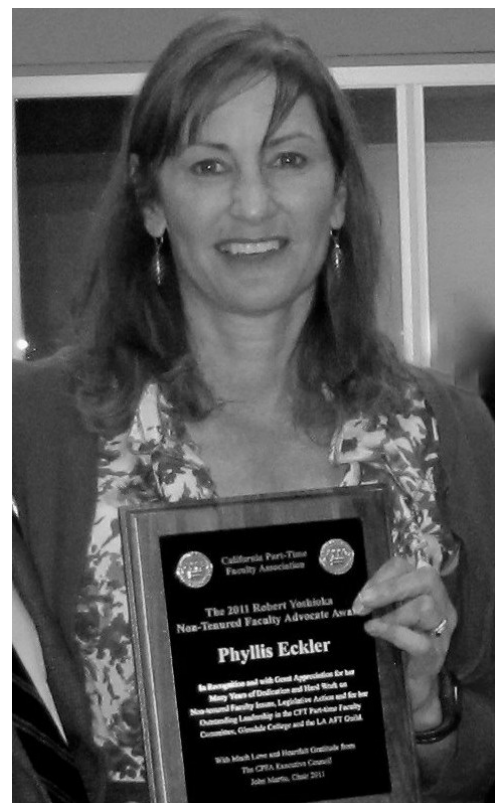
In an interview, Phyllis Eckler, Chair of CFT PT Committee and the 2011 recipient of the CPFA Robert Yoshioka PT Advocate Award, said, “I find that the Great Recession has changed local unions, and adjunct union involvement. The Recession really put a chill on adjunct activism in a way that I never anticipated. Adjunct faculty were let go in huge numbers or had their assignments drastically reduced. They became cowed and fearful of speaking out- even to their union leadership who were sometimes the same full-time faculty who could influence which assignments they received.” After more than 20 years of experience in PTF advocacy, Eckler is well

positioned to make such an assessment.

She continued to map out what has happened post recession, saying that “Adjunct faculty have actually fallen behind in terms of a livable wage, ability to improve their income over a career, access to affordable benefits, office space, and targeted professional development. If the local unions, as advocating and protective institutions, are going to survive and flourish, they need to take care of their most vulnerable and least fortunate members. I don’t know what will happen if unions ignore 40-50% of their members over a long period of time. Goodwill can run thin, and we may have

a difficult time getting these grassroots part-timers to engage with union goals. There are new up and coming union leaders with vision. I believe that the union can promote an agenda that pulls in the people at the bottom for the work that needs to be done on campuses all over the country.”

Phyllis Eckler is an associate adjunct professor of Kinesiology at L.A. City College. She has served as the 2nd V.P. of the Glendale College Guild, as co-chair of the L.A. Faculty College Guild’s Adjunct Faculty Issues Committee and as co-chair of the C.F.T. Part-time Committee.



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San Diego Adjunct Faculty Association Established

By David Milroy

What do you do when you've had enough and you just can't take being ignored and exploited anymore? You get organized! That is exactly what a group of PT faculty in San Diego did in August of 2014. They met and first created a listserv for SD PTERS, SDAAdjunct. The founder of that initial group was former Sierra College PTER, Scott Douglas; famous for having driven his car up onto the Capitol steps during a CPFA Rally back in 2000! It soon became clear that in order to make real concrete improvements to the working conditions of the thousands of adjunct faculty working in the five districts and eight colleges located in San Diego County, a physical organization was needed. The group looked back in San Diego adjunct faculty history and discovered a group named SDAFA, which was originally founded in the early 1990's by a group of adjunct faculty at San Diego Mesa College who saw a need to increase the voice of adjunct faculty. Over time, that original group became inactive, but has now been

reborn! After 6 months of constitutional meetings to hammer out the Bylaws and mission statement, the San Diego Adjunct Faculty Association, SDAFA, was established!

SDAFA is now a non-profit organization by, for, and of community college adjunct faculty who work within San Diego County. The new SDAFA is an official association with a Constitution, Bylaws and an elected Board of Directors, including representatives from each of the eight San Diego County Community Colleges: Cuyamaca College, Grossmont College, MiraCosta College, Palomar College, San Diego City College, San Diego Mesa College, San Diego Miramar College, and Southwestern College, as well as representation from non-credit and Continuing Education programs.

Each of these Districts has its own union, either CFT/AFT or CCA/CTA. The degree to which adjunct faculty are included in the

unions range from excellent at MiraCosta, an adjunct only union, to minimal, where adjunct dues or Fair Share Fees are collected, but no real communication or actual representation of PT faculty interests takes place. The mission of SDAFA is to organize adjunct faculty to make certain that thousands of PTERS are not left out of the conversation. While adjuncts are the majority of the faculty at each college, they are often not members and are left out of elections



SDAFA Leadership (L-R) Rear: George Gastil and Ian Duckles
Front: Carlyne Allbee, Arnie Schoenberg, David Milroy

for union officers and rarely participate in the process of contract ratification. The combination of limited adjunct involvement and minimal concern by the union leadership makes adjunct faculty prime candidates for being at the bottom of the list of priorities... after everyone and everything else!

It is SDAFA's goal to promote union membership and participation to all adjunct faculty. The isolation of many adjuncts is also detrimental to our own well-being. If one PTER is mistreated, it is often overlooked. However, if all of the adjuncts who suffer from the same problem are sharing their ideas and energies, a solution can be proposed and hopefully the attention necessary to make concrete changes will be brought to bear.

Since its creation, SDAFA has held monthly meetings at Mesa College, sponsored a CalSTRS presentation for part-time faculty by STRS Board member Sharon Hendricks

at Palomar College and co-sponsored a CalSTRS presentation for part-time faculty by Deborah Dahl-Shanks at Grossmont College. The SDAFA Board held its annual retreat at the historic and socially relevant landmark, the Ché Café on the UCSD campus, a site which has come to symbolize freedom of speech and the power of the down-trodden to take a stand against oppression. SDAFA is currently preparing for a two-week education and membership tabling campaign on each of the college campuses in San Diego County. On Friday November 13, SDAFA will hold its first annual membership meeting at Mesa College featuring a presentation on "Adjunct Parity in San Diego County" by Margaret Hanzimanolis of CPFA. In Spring 2016, SDAFA will be co-sponsoring the CPFA Annual Conference to be held in San Diego.

SDAFA has already started work on proposals for inter-district adjunct healthcare agreements based on the exemplar program agreed to by the Los Rios and Sierra College districts whereby part-time faculty are able to qualify using their employment at both colleges to obtain

fully paid healthcare benefits. SDAFA has also met with several adjuncts with issues regarding correct contract interpretation and implementation and have met with union leaders around the county to try to find a solution to these issues. SDAFA has a website at SDAFA.ORG and the SDAFA Facebook page, San Diego Adjuncts, provides up-to-the minute news about local adjunct issues as well as a forum for sharing ideas.

SDAFA also serves as a model for other regions like the Bay Area or Los Angeles where there are tens of thousands of adjunct faculty who may also feel left out of the conversations which affect their lives. Maybe the adjuncts at the community colleges in your area would benefit from being able to communicate with each other across district and union lines. Have you had enough and you just can't take being ignored and exploited anymore?

Support, Watch, Oppose, Or . . .

By Robert Yoshioka

Ever since the passage of AB 420, the so-called Part Time Bill of Rights, many of us in CPFA have been diligently analyzing legislative initiatives that have come down the pike that directly or indirectly affect us. Until recently, we have only been in the position to "support, watch, or oppose" these "bills in process." Nobody thought to include us in the development of these bills - save for our pioneering work on [AB 420 \(Wildman\)](#) and [AB 591 \(Dymally\)](#). For years, we have been effectively sidelined when bills that directly impacted our ability to work within the community college system were offered up by Full-time Faculty-controlled unions and organizations and touted as legislation designed to further our cause. In truth, these bills were often thinly disguised efforts to keep us "gainfully" underemployed, but docile and beholden to those who routinely exploit us.

Engaging our attention and channeling our energy through Full-time Faculty controlled "Part Time Committees," we find ourselves sequestered within the

governance structure of the unions and advocacy groups, and often marginalized. In spite of the fact that, as an electorate, we have superior numbers and could theoretically take control of the unions, we have been kept out of significant decision-making positions, sidelined within our unions if we are insistent on legitimate grievance processes and improvements to our working conditions and pay. Our input into legislation has been relegated to pro-forma "support" appearances at hearings and committee meetings.

All this is background to our growing realization that not only are we considered expendable, but that more often than not, entities involved in legislative initiatives are hostile to our input, perspectives, and insights. We are conveniently ignored by big-player stakeholders in the community college system, all of whom are concerned with moving their FT-dominant agendas forward at the expense of part time faculty. While it is true that the statewide organizations, including unions, have rallied to combat hostile accrediting actions through what has

been very effective legislation, legislative efforts related to PT-faculty has been less successful. So when we step forward and evaluate bills that have some bearing on our situation, it is not enough, any longer, to decide whether we should Support, Watch or Oppose other people's work.

Taking a Support or Watch position is useful, sure, but after nearly 40 years of PTF-focused organizations like CPFA merely weighing in on and often falling in line on positions that others have crafted, our opinions are hardly key to a particular bill's eventual passage into law, or its defeat. When we have had the temerity to actually Oppose others' bills, our views are dismissed, and we are sometimes cajoled into changing our position to Support or Watch.

If we dare to originate a bill, individual activists engaged in legislative lobbying are discredited, at times not rehired, or, in the most common iteration, simply ignored. The League routinely sends off one of their "boilerplate" responses, saying that whatever bill we support will end up costing

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Retirement and You

By Deborah Dahl Shanks

Retirement may be the last thing you want to think about, depending upon your age or where you are in your career. In fact, most faculty members never even talk to a retirement counselor until after they reach the age of 50. But for part-time faculty (PTF), that could be too late. So, whether you are just starting out your teaching career, unsure of the future, or closing in on what you perceive to be the end of your teaching career and also unsure of the future, NOW is the time to take stock of your retirement picture.

Unlike full-time faculty (FTF) members who are required by law to participate in the California State Teachers' Retirement system (CalSTRS), part-time faculty have choices. Choice is typically good, but not always. Diversification of an investment portfolio is usually good, but not in the case of retirement plans. So where are you?

Every district is required to offer CalSTRS' Defined Benefit (DB) plan (that is the one all FTF are enrolled in) as an option to part-time faculty members. Then districts are required to offer either Social Security or some other alternative(s) to Social Security. The most common "other" plan is CalSTRS Cash Balance (CB).

So, what plan(s) are you in? And what other plans does your district offer? It's time to find out.

Starting with the basics: If you are a freeway flyer or see yourself as a career teacher in for the long haul or are hoping to be full-time someday—then the CalSTRS Defined Benefit (DB) plan is for you. First, it is the only plan offered in all districts, and second it is the plan for full-time, career teachers as it is designed to give a livable, lifetime benefit based upon a 'defined' formula. This formula is enhanced by service (years teaching at a FTE load), age (factor), and FTE earnable salary. This plan requires the faculty member to 'vest' in the plan to gain all the benefits of a lifetime pension. Vesting requires five (5) full-time equivalent years of teaching service (not calendar). The DB plan is also the only plan that allows you to roll your unused sick leave into service credit to enhance your retirement benefit. There are also many other great benefits to this plan. Yes, it costs more in contributions (about 4% more out of your paycheck)—but districts are also putting around 4% more into your retirement benefit in the DB plan. Remember, more in, means more out. It is a safe and guaranteed-for-life pension benefit. For younger faculty, freeway flyers and people who see themselves with the workload and time to vest—this is a great option.

Some districts offer Social Security, and for faculty members who also have a job in the private sector. Sometimes this is a good option because it would avoid the Social Security off-set of benefits known as WEP (Windfall Elimination Provision). This would be especially true if one's Social Security benefits are from work of a more part-time nature or one has fewer than 20 years of work

history or if one is expecting a substantial spousal Social Security benefit.

Another plan that is typically available for PTF is the CalSTRS Cash Balance Plan (CB) which is not designed to be a retirement pension, but acts more like a tax-sheltered savings account (such as a 401(k), 403(b), 457 or IRA). This account is strictly cash in and cash out and does not require vesting. Typically, this plan is good for faculty with a FT job in the private sector and/or the faculty member teaches sparingly (one class per semester or as needed).

Some districts have also contracted with insurance companies and other subsidiary retirement vendors. These typically are very similar to the CalSTRS CB plan and are cash in/cash out. If one is in CB or another plan to which the district also contributes, typically, 4% or less, then any proceeds from these investments may also affect a Social Security benefit, and the amount of the benefit is typically not a livable one.

So what is a part-timer to do?

1. Take stock of your position: Career teacher, freeway flyer, FT wannabe, or truly part-time, casual, evening teacher with a private sector career or dependent upon a spousal benefit. What plan(s) am I in? Not sure—ask!
2. Pick the plan that suits your needs and stick with it. If you are a career-oriented teacher and find yourself in DB in one district, CB in another district and something other in a third district—then move to DB in all three districts and consolidate your plans. A single DB account will give you more bang for your buck. Note that a consolidation will cost you money if you want to capture any previous service credit—but in some cases it is worth it. You may need a financial counselor to help you with that. The purchase of previous service credit can be a good investment in your retirement future and can be funded through a variety of means (IRA, 401(k), 403(b) or other).
3. Note that all retirement plans to which the district contributes (STRS DB, STRS CB, other) may have a Social Security off-set (WEP/GPO). There is no off-set if one's previous employment or private sector job included 30 years or more of substantial earnings. (See the Social Security website for the chart of substantial earnings by year or to use their WEP calculator).

So, now it is time for you to do your homework. This is a pass/fail course, so it is imperative for you to get all your facts straight. Go to workshops offered by STRS, FACCC, CPFA, or those offered by your Union or Senate. Talk with a STRS counselor if necessary, and/or talk with a financial advisor who understands the unique perspective of teachers. You can also consult the CalSTRS website (Set up a MyCalSTRS account if you are a member.) and the Social Security website (set up a MySocialSecurity account). And don't be afraid to ask questions. Isn't that what you tell your students?

This will be the rest of your life—make it the best it can be.

Possible Reductions to Your SS Benefits: Many California teachers are affected by the dreaded [Windfall Elimination Provision](#) (WEP) and the GPO (Government Pension Off-set) which influence how Social Security benefit calculations are made. California is one of twenty-six states affected by some form of Social Security off-set. California residents who do not pay into Social Security and instead pay into STRS or other district-supported pension plans at the same time are the workers who may be affected. Those who do not pay into social security because their job offers a pension program are subject to a reduction, called an offset, in the social security benefit that they would have otherwise been eligible for, based on earnings throughout their working life.

So, if you are a part-time CCC faculty member who is contributing to CalSTRS Defined Benefit (DB) or Cash Balance (CB) plan (or another non-Social Security plan to which your district also contributes) you may face a significant off-set to your Social Security benefit. The rule is that if you have fewer than 30 years of substantial earnings (as per the Social Security earnings chart) and will receive a California teacher pension, your Social Security benefit will be reduced. The first tier of your average monthly (lifetime) earnings (\$0-826 per month) will be reduced. The reduction formula allows you to keep from 85% to 40% of your first tier earnings, depending on how many years of "substantial" earnings you had. Your second tier average earnings are not affected by

WEP. (The SS benefit calculations process already reduces 2nd tier earnings by 32%, to calculate your SS benefit).

If you have 30 or more years of substantial earnings—there is no off-set: you get a benefit calculated as anyone else would (90% of the first \$826 average monthly lifetime earnings, 32% of the second tier of average monthly lifetime earnings, and so on).

The WEP/GPO situation is actually quite confusing and convoluted as are most government plans. Twenty years or fewer of substantial earnings triggers the full impact of the WEP, and the GPO spousal benefit reduction is dollar for dollar. There is a limit, however, on how much the WEP or GPO can reduce your benefits: The reduction cannot be more than ½ of your teacher pension up to the maximum off-set amount set by Congress each year (in 2015 the maximum WEP off-set is \$413). (The GPO off-set has no such protection).

Why do the WEP/GPO reductions exist? The purpose is to "prevent a windfall to people who would unfairly benefit from provisions aimed at low-income workers. Social Security benefits replace a percentage of a worker's pre-retirement earnings and the benefit computation formula includes factors that make sure lower-paid workers get a higher return than highly paid workers." Of course, even millionaires receive Social Security—while we 'part-time' workers—who are not paid a livable wage nor receive a livable pension when we retire—are having our Social Security reduced based on 'other' work we did simultaneously in the private sector. This is a real disadvantage.

News Briefs

Who's Afraid of ACCJC? More than 50 individuals or entities sent 3rd Party Comments that were critical of ACCJC to The National Advisory Committee on Institutional Quality and Integrity (NACIQI); these comments echoed the findings of the Chancellor's Office Taskforce on Accreditation (cpfa.org blog has a link): namely, that ACCJC is non-compliant with federal regulations and that the commission's policies, procedures, and decisions are not accepted by other

educators and institutions. Commentators complained about the unfair accreditation decisions that have been made about California Community College districts under its jurisdiction. CPFA has written what may well be the only 3rd party comment focused on the effect of a manufactured accreditation crisis on PTF in California. In fact, this letter may be the first formal letter to the accreditation bureaucracy about the systemic discrimination that PTF face. You can read the letter in full at cpfa.org.

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Parity Fairytale ... » continued from p 1

Mapping Parity

The average parity, for most districts, was in the 30-35% range in 1985. This means that the PTF annualized income for FTE work was about 30-35% of their FTF colleagues. Only a few districts, such as City College of San Francisco and Peralta, had achieved parity of 45% and 47%, respectively, in the mid-1980s. Remember, the "parity" number refers to the part of the average FTF annual pay that PTF, on average, receive in that district. The worst relationship between the earnings of FTF and PTF were in Lake Tahoe CCD, where the average PTF's annualized earnings amounted to only 26.9% of their FTF colleagues. Merced came in at 20%, in 1985, but that is a probable data fail, as it is so far below the other low end districts. The following charts have been derived from a motion graph that can be found "in motion" on the CPFA Youtube channel, and as a manipulable open-sourced graph, on cpfa.org.

Each bubble in **Figure 1**, and in the following screenshots of a "motion" chart, represents a Community College district. The X-axis tracks average PTF annualized pay (published average hourly rate X 525). The Y-Axis represents parity (the relationship of average annualized PT pay to FT annual salary). Even though the parity money became available in

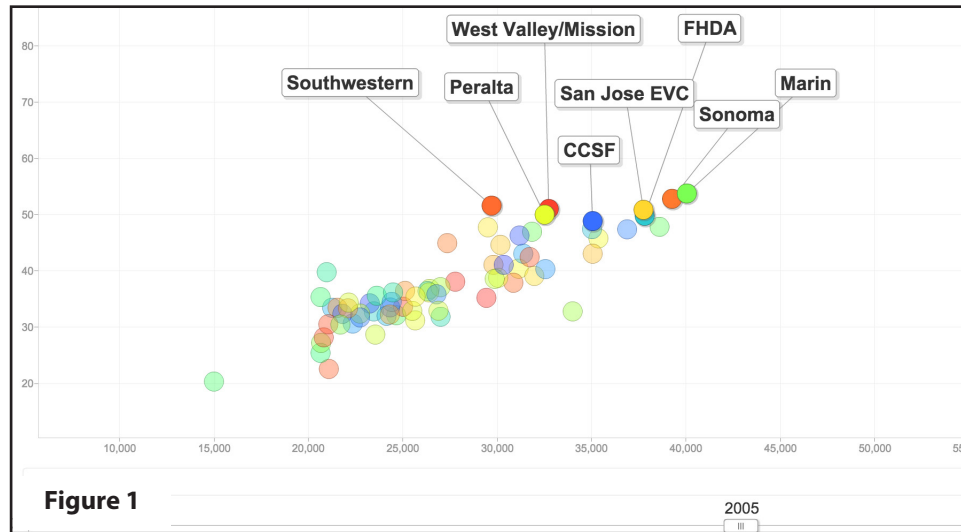


Figure 1: Districts with the best parity in 2005

2002 or 2003, the story of the statewide progress on parity really comes into sharp focus in 2005, when a few districts crossed the 50% line. Marin, Foothill-De Anza, San Jose/ Evergreen, Peralta, WV/Mission and Southwestern evidently used the parity money from the state categorical funding to address the gap in pay between PTF and FTF, as they all crossed the 50% parity line between 2000 and 2005.

By 2013 the state spread had widened, with the best performing districts pulling away from the majority of the districts, and a few districts losing ground. Peralta, Southwestern, and San Jose/ Evergreen, for instance, all dropped below the 50% parity mark, by 2013. **Figure 2** shows that San Mateo and Cabrillo had pulled above the 50% parity mark by 2013, and CCSF, Marin and FHDA approached or passed the 60% parity mark. For the last year for which we have full data, eight (8) districts had achieved higher than 50% parity for their PTF and three (3) districts had raised PTF pay to 60% of FTF pay or slightly above.

The low end is another story. These districts were all in the 26-32% parity rate cluster. That is, the PT Faculty average annualized earnings are 25-32% of the average annual salary of FTF. **Figure 3** shows the lowest end of the state in parity, in 1985.

Shasta, Barstow, and Compton had joined the districts with the lowest "actual average parity" (around 25-29% after 27 years of so-called progress) by 2013, and Santa Barbara had moved out of the lowest tier (See **Figure 4**).

The lowest parity rates in the state are nearly the same in 2013 as they were in 1985. Lassen had an average PTF/FTF parity of 28.2%, but fell to 22.6% in 2005, before recovering to 25.5% in 2013—still lower after 27 years. The average North Orange

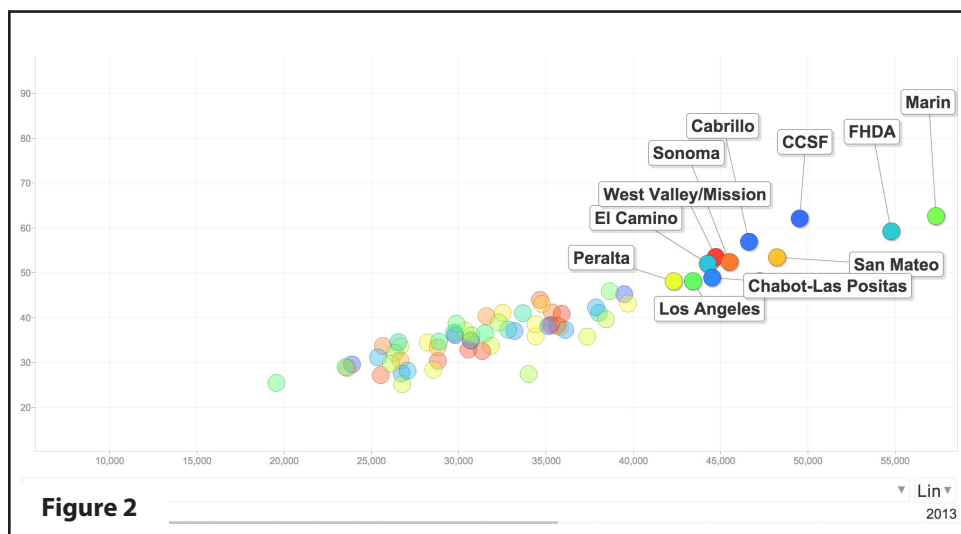


Figure 2: Districts with the best parity in 2013

PTF earned 35% of the FTF in 1985 and only 27% in 2013. State Center was at 27% actual average parity in 1985 and 27% in 2013. PTF working in districts at the low end have seen virtually no gains in parity for 27 years.

The median percentage gain in parity for the top ten districts is around 11% in 27 years. For the entire state, the median parity rate was about 32% in 1985, 36% in 2005 and 37% in 2013. Verdict: No meaningful progress.

What happened at the top end? **Figure 5** shows the top parity districts in 2013. (They range from Cerritos' 48% to CCSF and Marin's 61.2% and 61.7%, respectively).

Chabot-Las Positas showed the biggest jump, from 32% in 1985 to 49% in 2013. CCSF was in the top spot in 1985 and fell one spot, to slightly below Marin, in 2013. Foothill-De Anza and San Mateo continued to make steady progress although they were relatively strong even in 1985. Cerritos, Sonoma, El Camino, and Ventura all made very strong parity progress, and although their "rate of growth" has been excellent, they started out quite low, and so are ending up around 8-10% lower than the districts with the best parity ratios.

See **Figure 6** for the distribution of parity in 1985. If PTF pay did not see a "parity bump" in the early 2000s, what happened to all that parity money? One problem with the "appropriation" funding model for parity repair is that there were no compliance mechanisms. That means districts could, and presumably did in some cases, apply for and

accept this categorical funding and fail to make significant parity progress. The failure to make a good faith effort to comply with the directive to define parity early in the game is one problem, clearly. Another problem is the misuse of the money. Although no one has done a statewide forensic analysis of "what became of the parity money"—anecdotally it appears that some districts distributed the money as one-off bonuses and made no lasting "on schedule" pay changes; some districts upped FT faculty overload pay, and some districts just took it and ran. It may be time for the Joint Legislative Audit Committee (JLAC) to do such a forensic analysis—so that next time the pay gap is addressed by a budget appropriation or mandate, or statute, we do not reproduce the "black hole" funding model.

Another problem? The appropriation designed to close the pay gap was tied to the collective bargaining process under the auspices of respect for "local control." Districts were supposed to "negotiate" a parity index—that is, management and unions were meant to sit down and arrive at a percentage figure that defined that part of an FTF load that was "teaching only" or teaching and office hours, if the office hour pay for PTF was "on schedule." This would (i) allow PTF pay and FTF pay to be more meaningfully compared, (ii) make districts explicitly aware of the size of the gap, and (iii) give districts important base data to begin to close the pay gap between these two classes of academic staff doing exactly the same job for most of their workload.

Throwing the parity repair onto local control yielded a predictable result: uneven utilization of parity money to improve the pay of PTFers, relative to their FT colleagues. When "local control" is a covert invitation for entities to perpetuate forms of civil discrimination against a

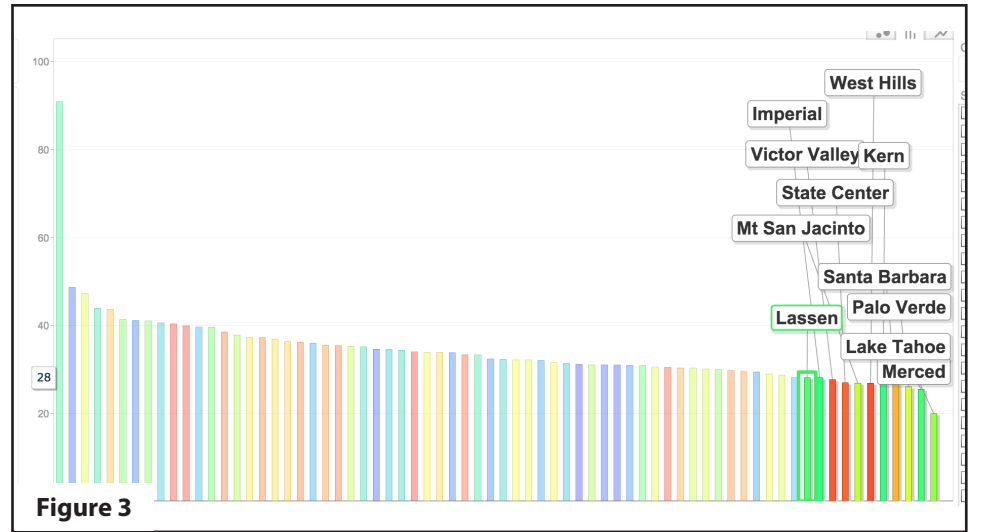


Figure 3: Districts with the worst parity in 1985

particular class of workers, we might be reminded of the idiocy of allowing school districts to integrate "on their own" after years of segregation. In theory, localities that have designed and maintained a discriminatory two-tiered system founded on discriminatory premises might well be considered to have forfeited their right to "local control," until such time as they have demonstrated their ability to make meaningful, data-driven reform of their discriminatory practices, most especially in terms of the legitimate call for "equal pay for equal work."

Parity and Negotiations.

We at CPFA, after looking carefully at these numbers, recognize that "surrounding districts" comparisons—the usual comparison that bargaining teams use—will yield predictable—and predictably bad—metrics for pay improvement. If local negotiators would track parity between FTF and PTF within their own districts more closely, and then create goals and timetables for remedy—they would arrive at a "fairer" framework for reaching equitable pay rates. We have pointed out elsewhere that "across the board raises"—a phenomena that often flies under the banner of "fairness to all" is one of the primary tools used to consolidate civil discrimination, at least in terms of pay parity between classes of faculty. When the floor conditions are unequal, any "across the board raise" will merely perpetuate that inequality.

In districts that did negotiate parity, what was the result? In the early 2000s, districts who did define parity via "negotiations" pegged the "teaching" component of an FTF load somewhere around 82% (the lowest, a wild outlier, was 53%).

However, within six years of that first appropriation to "close the pay gap," just over half the districts had complied

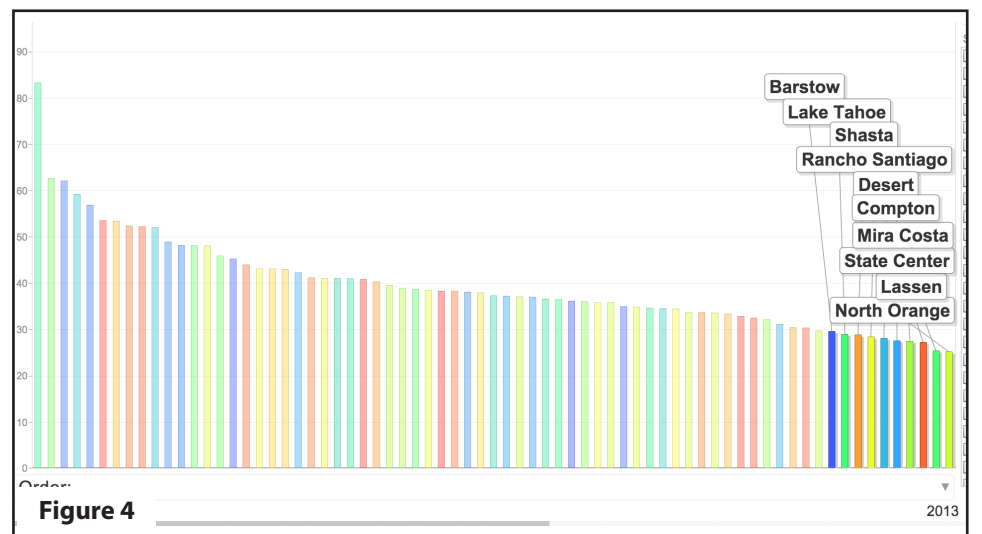


Figure 4: Districts with the worst parity in 2013

with the first step called for by the language of the appropriation act (defining parity).

The roughly 40% of districts who had not defined parity by 2007 presumably used the money for purposes other than closing the parity gap, or in some cases, did not "apply" for parity funding. The last year that a concerted effort was made to identify the "negotiated defined parity" rates adopted in individual districts across the entire state was done by Chris Storer, the former Chair of CPFA, in 2007. The districts that declined to negotiate parity, but evidently were allowed to apply for, and receive, the parity money, might be liable to a charge of "misuse" of state appropriations—although the law may well have allowed payments in the absence of a "defined parity" rate.

When districts first defined parity, their calibrations were largely aspirational. However, because non-uniform methodologies were used to arrive at a "locally-defined" parity index, cross-district comparisons of "defined" parity need to be examined closely, and warily.

Comparison of the two tiers of faculty in terms of their "actual average parity," however, yields more useful information. The comparison of "actual achieved average parity," that CPFA has undertaken, is a preferable analysis, but one that has not routinely or effectively been used, judging from the poor statewide progress on closing the gap

between the two statuses of faculty. Because the legislature deferred to local control in setting up the parity part of the categorical funding, those districts who had no PTF on their bargaining team, or a PTF not able to advocate successfully, were more likely to “eat” the parity money instead of using it for closing the parity gap.

If a district has a “defined parity” of 82% but has only achieved an “actual average parity” of 61%, what accounts for the difference?

“Defined” parity rate is eroded primarily by step and column differentials (not all of these step / column differentials below apply to all districts, but most do):

- Most, if not all, salary schedules include fewer PTF steps, so there is earlier flat-lining of pay.
- Many districts include fewer pay grade columns available to PTF for educational level.
- All contracts include inferior step advancement (for instance, FTF go up a step every year, even for as little as 75% load; PTF go up every 18 months or two years, if at all).
- Many contracts include discriminatory initial step placement language: FTF earn more step advancements (typically 4 or 5 steps) for teaching in other districts or states, but PTF must start at the first step.

There’s another set of differentials. If “true parity” were an across-the-board relationship based on full-spectrum equivalence it would take into account, and quantify, the following factors:

1. Other Post Employment Benefits (OPEB) that are sequestered on behalf of FT employees only, including all FTF and no PTF (between \$2000-6000 annually/faculty member).
2. Superior health and life insurance benefit value received by FTF.

3. Superior overload opportunities for FTF (coupled with discriminatory load limits on PTF).
4. The value of uncompensated professional activities many PT faculty perform, such as recommendation writing, upskilling in various technology platforms, committee meetings and research in their fields.
5. The value of sabbatical benefits, release time opportunities and off schedule professional development payments only available to FTF.
6. A career-long retirement loss in the hundreds of thousands of dollars per career PTF that is a secondary loss cascade tied to unfair and unequal pay grades, pay steps, benefits and other calculable economic differences.

Were these additional factors considered, the “full-spectrum” parity rate for PTF (using 2013 data) would be roughly 48% (of the pay and benefits of FTF) in the best districts. In the worst districts,

PTF “cost their district” only 20% of what the district would provide in terms of “full spectrum” compensation for FTF.

The 20-year career loss of earned and deserved pay and benefits for a PTF comes in at around \$1,000,000, in straight parity loss in the worst paid districts, and for a 30-year career at around \$1.6 million (using PTF pay rate for a FTE load). Since the average load for the 40,000 PTF is close to a .5 load, in the California community college system, that means the districts (and state) are saving a minimum of \$20 billion every twenty-year cycle on the “negotiated” pay and benefit gap that has been put in place, and kept in place, by a set of interlocking forces that have perpetuated this situation:

- district administrators blind to the full impact of their decisions,
- indifferent or poorly informed legislators,
- lobbying organizations insufficiently tuned to the

discriminatory mechanisms embedded in every level of policy,

- the California Community Colleges Chancellor’s office for its failure to do the sort of research contained here (a Parity scorecard!), and to lobby aggressively for a remedy,
- a corrupted accreditation system that has ignored the implications of a two-tiered faculty for decades,
- philanthropies that are determined to influence public policy in order to set up a future raid of higher education,
- unions that have failed to live up to their legally-enforceable representational obligations.

Remedy

Unions, districts, the Chancellor’s Office, lobbying organizations such as FACCC, the Academic Senate, the League of California CC, the edu-unions, and the legislature, all need to use their considerable research resources to build the kind of analysis and calculations not yet done on the six (6) factors listed above and to further analyze the existing data on the [Datamart](#). Then districts and unions need to be persuaded, in such language and with such tools as are available, that they must set clear parity goals, based on comprehensive and fair data analysis, and then they must formulate reasonable timetables to reach equivalence in work/pay for all sectors of the community colleges’ instructional staff. This “movement toward equivalence” must have appropriate reporting and verification mechanisms and clearly-stated and meaningful penalties for non-compliance. Maybe we don’t need a fairytale anymore. Maybe it’s time for a Scorecard.

If a data point does not appear to be accurate, concerned individuals should visit the research department of their district and ask for an explanation. If the data is wrong, it might be useful to request a correction.

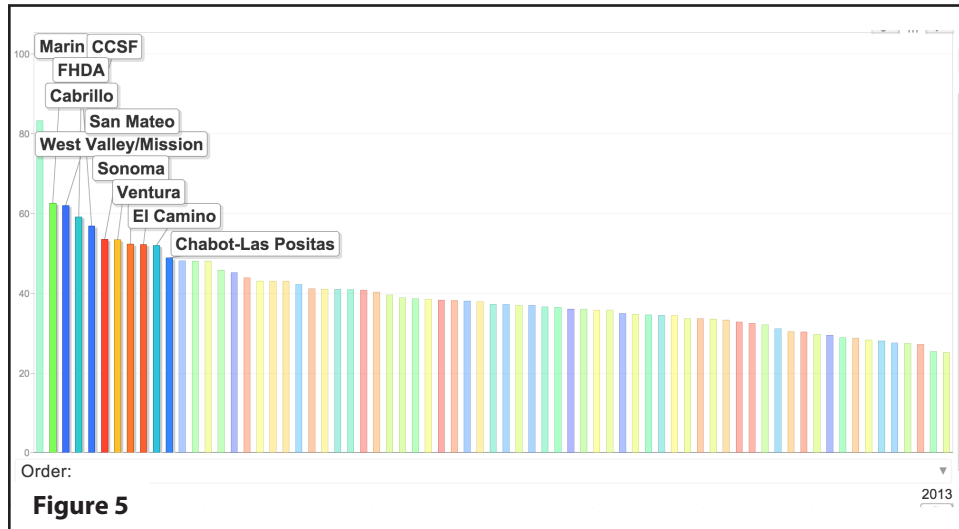


Figure 5: Districts with the best parity in 2013

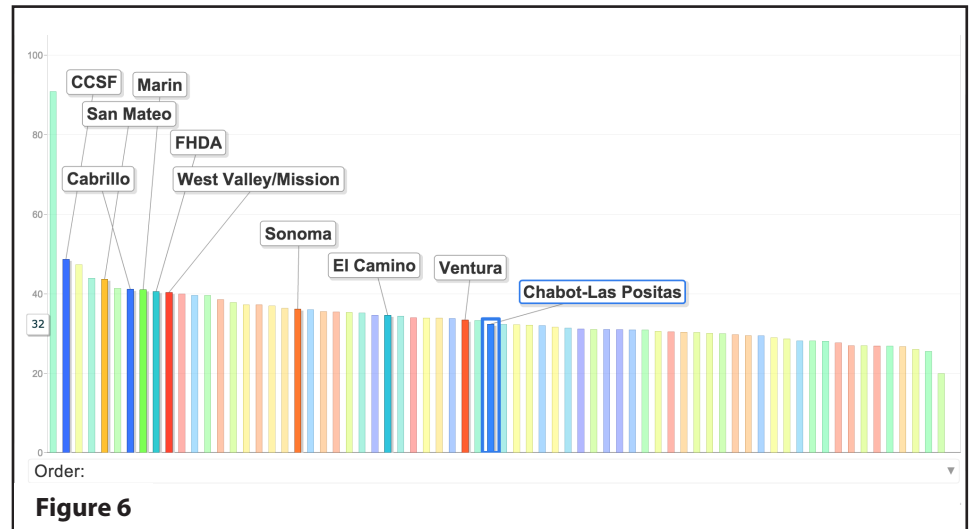


Figure 6: Where the “best parity” districts were in 1985

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Report from the Chair: IMHO

By John Martin

One of CPFA's goals has been to change the Ed Code to mandate that all 72 community college districts (113 colleges) negotiate baseline job security provisions – seniority, rehire rights, and due process – that would benefit all Part-time faculty who constitute a supermajority of all community college instructors. AB 1010, authored by Assemblymember Medina (Democrat - Riverside), was our focus to achieve these goals during this 2014-2015 legislative year. It is vital also to emphasize here that the other statewide institutions also supported this bill: CCCI, CFT, CTA, FACCC, and UPTe.

Our efforts to support AB 1010's passage into law failed at the end of August, 2015. Our collective advocacy efforts failed to muster enough support to move the bill out of the Senate Appropriations Committee, and so the bill died there. AB 1010 was not about securing "tenure" for Part-timers, nor would this bill have cost the state much in additional funds to implement. In fact, many, including CPFA, argued that it would incur no additional cost, and in hindsight, it seems we all should have more vigorously challenged the Department of Finance's bizarre acceptance of The League's (The League is a group that represents Community College administrators) findings that it would have cost California \$7.2 million dollars (\$100,000 per district!) to implement AB 1010.

In fact, along with others, CPFA worked on similar legislation in years past. In 2010, we supported AB 1807, and in 2011, we worked on and supported AB 852. Both bills failed in

the Senate.

So, our third attempt, our third strike was – AB 1010 –our latest effort, and it too failed. Do we see a pattern emerging here? All of the above efforts were a source of extreme disappointment to me and presumably to the thousands of contingent academic laborers in the California Community College system.

What can we conclude from these three failed legislative initiatives? I am going out on a limb to offer my opinion here. The leaders of the Senate Appropriations Committee (and my sources have told me that the Governor may also have had his hand in the decision making) and its current chair, a Democrat from Long Beach, must be totally indifferent to the issue when it comes to the legislature supporting the majority of faculty who teach under precarious conditions— Part-time or contingent faculty. What is it with our legislators who, in continuing to ignore our situation, are failing to represent the people, their constituents? It has been well-documented that over-reliance on PT faculty has an adverse effect on students and deleterious consequences on efforts to prepare workers in the communities where we live. More specifically, why is it these Senate Chairs continue to ignore our working conditions and pander to the will of those few who claim that the bill would be too expensive to implement or argue that it would interfere with local bargaining units?

True, there are plenty of districts out there that do not want to provide job security, rehire rights, and due process to their part time faculty. Even more disheartening, many local

bargaining units do not seem to care about part time faculty issues because they make no effort to bargain seriously for them—as Dennis Selder's article "Represented or Managed" makes abundantly clear. These two realities are why CPFA and other part-time faculty activists – and those statewide affiliations mentioned above – continue to push this issue in Sacramento and try to force these institutions to do what is necessary and right.

What is next? Will there be a fourth attempt? The word is that there will be another attempt. But in the meantime, perhaps playing nicely is no longer in our best interests. Instead, as during the Civil Rights Era of the 1960s, perhaps actions that are more drastic are needed!

In a collective and organized effort, we need to engage in direct actions such as picketing the various powerful politician's offices or homes, or we need to consider using other time-honored strategies from the Civil Rights Era as a model.

We could conceivably "occupy" a Senate Appropriations Committee meeting, or we could occupy the Senate Chair's office; better yet, we could use sit-in tactics at his district office in Long Beach! We can do the same to the chair of the Senate's Education Policy Committee or the president pro-tem as well. Furthermore, since The League made itself heard at the hearings throughout the legislative process, perhaps we should "sit-in" on one of their meetings? This list of possibilities goes on and on, and these actions make sense if the powers that be continue to deny any efforts to obtain fair



compensation and equal treatment so that Part-time faculty may earn more than a meager living and secure basic job security and due process rights. We have been told repeatedly that success can only come if we play as "nice insiders" within the political system. Well, we have done that and to what effect?

The Senate leadership in Sacramento is unwilling to acknowledge our issues, let alone work with us to better our circumstances. IMHO, there is not much hope for success if we continue to play by others' rules.

If there is enough motivation among ourselves, if there is the critical mass out there to disrupt the "business-as-usual" in the Capitol or elsewhere, then perhaps next February's National Adjunct Walkout Day (NAWD) can be used as a springboard for trying new and more radical strategies.

National Adjunct Walkout Day and CPFA Membership

By Dennis Selder

I was recently watching a Noam Chomsky video on Youtube (Yes, I'm a geek), and he made an interesting observation about Occupy Wall Street (OWS). Most people think of it as a failed movement, but Chomsky says a better analysis is to consider it a tactic.

As a tactic, OWS changed the conversation. The public began to look seriously at how wealth concentration is eroding everybody's quality of life. It got people thinking together instead of feeling isolated and helpless, or in academic lingo, atomized.

The same criticism of failure has been levied at National Adjunct Walkout Day, which also evaporated into a multiplicity of unfocused tweets once the day had passed. But Chomsky's observation also applies here: NAWD was a tactic, and for a while it focused

the conversation on how higher education is failing both its teachers and students.

Thanks to one of our very nimble members, CPFA was able to fully participate in NAWD and see how it worked from the inside. We are excited by the potential, and as an organization, we are doing our utmost to make ourselves open to the next great idea that comes along. Hopefully, one of you reading this has a great idea and wants to act on it—your great idea does not need to be the next organization; the next tactic would be just fine.

If so, CPFA is here to support you. The most recent example of this is a new adjunct movement in San Diego, which CPFA is supporting with fundraising, organizational expertise, and networking. This new organization, the San Diego Adjunct Faculty Association (SDAFA) is doing a great job of—



need I say it—raising awareness among part-timers not just about their current working conditions, but more importantly, what those working conditions should be.

So if you are feeling atomized, want to start something, visit CPFA's membership page. Join up, get the ball rolling, and ask us to help you. We will.

Support, Watch, Oppose, Or ... » Continued from p 2

all districts immense amounts of money to implement, and would spell the end of "locally bargained" and "local control" over this or that educational issue. These unsubstantiated and exaggerated claims are usually enough to scare off legislators who serve on the Appropriations committees in both houses of the legislature, or such scare tactics prompt the sponsors of such bills to quietly withdraw the bills from further consideration.

Finally, because the major Full-time faculty-dominated education unions are major campaign supporters of legislators, virtually every elected official will begin his or her discussion with members of Part-time Faculty advocacy organizations like CPFA by asking whether we have the full and complete support for our bills from these same labor and faculty advocacy groups that have been, in the recent past, the authors or major supporters of legislation that is unfriendly to, or even hostile to, the

legitimate aspirations of PT faculty. Without FT-faculty controlled organizational support, these duly elected officials will neither sponsor nor support PT-Faculty-led efforts, regardless of the soundness of our reasoning.

We do not want to absolve the legislature from its duty to repair discriminatory frameworks and to build a more equitable civil society. Nor do we want to cede power to entities that have demonstrated year after year an indifference or hostility to PT-Faculty efforts and needs. Those who have permitted through inaction, or have worsened the situation deliberately, such as those who have pressed to maintain the 67% load limit on PTF, are responsible, in part, for the perpetuation of a massive civic discrimination. These entities should have no statewide credibility on PT-faculty issues and no role, or a supportive role only, in the legislative arena when it comes to legislative provisions meant to address Part-time Faculty needs.

Support, Watch or Oppose, therefore, has become, in many ways, an exercise in frustration and futility, but CPFA continues to submit ideas for legislation that would result, if passed, not only in fundamental changes to the way we are treated as professionals, but also in the ways that community colleges could be more responsive to the needs of students, could support student success and improved retention more fully, and could improve transfer and graduation rates—because making things better for ourselves and our students, ironically, will make things better for students, tenured Full-time faculty parents, taxpayers, and administrators.

Each legislative season brings with it new challenges, newly-elected legislators, and new hope that we will find one or two willing, public-spirited, clear-thinking, and innovative representatives to carry a piece of our agenda forward. We have learned a great deal over the past 40 years and put

these lessons into practice. Substantive legislation must incorporate this simple mantra: Trust, Verify, and Penalize Severely for Non-Compliance.

This year's crop of bills waiting to be turned into law was not unique, or with the exception of the defeated AB 1010, useful. Let's hope that next year's crop will be grown from more robust seed stock. This is our yearly challenge, and we do not take this task lightly. We are getting better and better at educating well-meaning but unschooled legislators regarding our plight and the steps that need to be taken to reverse historical oppression, exploitation, and maltreatment at the hands of all the vested players in the community college game. Until now the game has been rigged, and we have been kept off of the playing field. But this is now changing.

How Much Longer, Part Timers? We must all work toward taking back the night!

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Represented or Managed? ~ Your Job: Negotiated Every Day

By Dennis Selder

When I first started working as a part-timer, the job—with its duties, working arrangements, and responsibilities—felt natural. I figured people smarter and more experienced than I had figured out an equitable working arrangement for everyone, and “things”—meaning specifically, my hoped-for middle-class existence—would work out over time. When the middle-class existence failed to materialize year after year, I started to take a harder look at the working arrangements I had agreed to. I began to realize that rather than being etched in stone, my job description, my duties, my responsibilities, and my compensation were all being negotiated, every day. And this is what got me interested in my union because, of course, the union is the one negotiating. And because my union is renegotiating my pay, working conditions, benefits, and responsibilities every year, I became interested in the question of how my interests were being represented.

Understanding Representation: Your Interests

The question of representation is an open one such that one critique of unions of late has been that rather than actually representing the workers for whom they are responsible, they manage them. Put another way, the typical critique implies that unions have taken on the job of HR managers for administrators, while—to keep up appearances—doing their best to look like defenders of workers when some problem presents itself. The union can defend the worker in the individual case while simultaneously, as a collective

agreeing to working arrangements that favor the interests of the managers or of a privileged class within the union. If this critique is accurate, then one has to admit it's a pretty good snow job.

But what's the difference between being managed, as opposed to represented? Well, as working human beings we all have rights, interests, and responsibilities. To represent means to understand what the rights, interests, and responsibilities for a group of workers are and advocate for them. To be managed, on the other hand, suggests that when contracts are negotiated some other group's interests are foregrounded. In Orwellian doublespeak: “What's Fair is Fair.”

I first heard this critique from a Union Edge podcast after the workers for Volkswagen in Tennessee decided not to unionize in 2014. The discussion on the Union Edge was about why the workers didn't want an independent body to represent their interests. That's when the idea of managed versus represented came up. In the case of auto workers, some unions in Detroit had agreed to multiple tiers for their workers, with each successive tier agreeing to lower pay and poorer working arrangements than the previous one. According to the Union Edge analysis, the Volkswagen workers figured they were better off dealing directly with management instead of settling for tiers.

But what are tiers? Under this arrangement, the later you are hired, the less your interests have been represented—the lower your pay and smaller your benefits. This is also what happened at my local Safeway in La Mesa (now Vons). In Wikipedia, the event is referred to as the “Southern California Supermarket strike of 2003-2004.” As the article points out, both sides “claimed victory,” but in fact, the union agreed

to tiers, signaling the shift from represented to managed.

Health Care Illustration

To illustrate the case for managed vs. represented, I offer as an example negotiations that occurred this summer (2015) at my community college.

Like most community college districts in California, in the case of Southwestern College, the faculty union represents both full-timers and part-timers. With regard to health care, the arrangements for the two groups are different.

Part-timers are provided with a percentage of health care coverage that corresponds to the percentage they teach. For instance, if one teaches fifty percent of a full course load, the district pays fifty percent of the health care insurance cost, and the part-timer pays the rest. This is typically an additional cost the part-timer pays out-of-pocket, somewhere around \$350.00/month. The college provides no funds for family members.

Full-timers have a different arrangement. For Full-timers, individuals are covered for all insurance payments. In the case of Full-timers with families, the district covers their health insurance under a sliding scale, depending on whether it's just one other person or two or more people. Under the worst arrangement—a family of three people—a full-timer currently has to pay \$712.00/month (as a percentage 53% of the cost of insurance). Significantly, the same arrangement applies to full-time classified staff and administrators.

So what happened this summer in negotiations? The union decided it wanted to improve the benefits for full-timers who are now on the hook for \$712.00/month. From

57% coverage, part-timers would go to 80% of coverage costs. To do this would require 1.2 million dollars—conveniently the same amount as the Cost of Living Adjustment expected from the state. In the past, the COLA money has been used to slightly increase everyone's benefits or wages. This year, however, COLA went almost entirely to the benefits package of full-timers, classified staff, and administrators.

To make the part-timers feel better about their lot, the negotiators threw \$25,000 into an account to help lower the amount an individual part-timer would have to pay for his or her medical benefits. As a percentage, this works out to 2% of the COLA money. In contrast, the full-timers, classified, and administrators reserved the other \$1,175,000 for themselves. Those who have families will enjoy a benefit worth about \$350 a month. There is some logic to the idea that had the money been distributed equitably, it would not have had much effect on part-timers, who would have only seen an increase of the same \$350, but once a year rather than once a month. (As George Orwell puts it, “some animals are more equal than others.”)

Union members did not get to vote on the arrangement because the leadership codified the deal as a Memorandum of Understanding rather than a Tentative Agreement. To pass the MOU, union representatives voted during a summer meeting. It was not on the agenda as a voting item at that meeting. At the same time, members were told they had to vote in order to meet a deadline, and as far as I know, there were no dissenters, not even from the part-timers. So they voted without consulting or informing their constituents.



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Earlier in the day, another instructor is sure to schedule meetings with students in the four hour gap between their classes because it would be a waste of gas to go home, then return to campus. Choosing to meet with students at a table just outside his classroom, we find our instructor passionately engaged in conversation with a student, even though it has begun to drizzle.



In a shared office space elsewhere on campus, another instructor has just consoled a frazzled student amidst jolly office banter from the nearby water cooler. Fearful of reprisal, this instructor did not wish to be photographed. Nonetheless, the sign on the PC in the back says it all, "Out of order."

The Professor Is (Still) In...

In a well known Massachusetts Community College Council ad published in the Boston Globe, a part-time faculty member sits inside the rear compartment of her hatchback, next to a filing cabinet, while consulting with a student. The scene takes place in a snow-covered parking lot, outside of a nondescript college. "The Professor Is In... Welcome to my office!" ad argued for the hiring of a majority of full-time faculty in service of student success.

While colleges continue to freely tout their commitment to student success, many refuse to pay the majority of their work force (part-time faculty) for the necessary hours spent with students outside of class. To add insult to injury, few colleges make private office space available to part timers in which to conduct student consultations, accomplish grading and to prepare for classes. This, in spite of decades of research clearly demonstrating that faculty/student interaction outside of class is vital to promoting student success, particularly for those students who need the support most. (Kezar, Adrianna and Daniel Mazey. "Faculty Matter: So why doesn't everybody think so?" NEA Higher Education Advocate, November 2014: 12.)

Governor Brown, the State of California can do better!
COMMUNITY COLLEGE ASSOCIATION OF CALIFORNIA

News Briefs

Late Breaking News: In San Francisco, September 25, Judge Karnow denied ACCJC's motion to throw out the CFT lawsuit against ACCJC. Karnow **did not agree** with ACCJC's contention that the case was moot because the City of SF (CAO) lawsuit had been decided and that the CFT case was duplicative of the CAO case (Res Judicata).

Not So Fast: A bill introduced last summer looks like it isn't going anywhere, but let's "write letters"! S.1556 - Adjunct Faculty Loan Fairness Act of 2015 would amend section 455(m) of the Higher Education Act of 1965 in order to allow adjunct faculty members to qualify for public service loan forgiveness. We ARE doing public service, every day.

Say it Loud: Leslie Beggs reports that "Two adjunct history instructors at Modesto Junior College - Paul Muncy and Monique Vallance - took the unusual step of writing public resignation letters in hopes of drawing attention to the hardships and second-class status endured by part-time instructors." See article in the Modesto Bee, August 20, 2015, for more coverage on this courageous pair.

Wise UP: Sources for PTF/adjunct/contingent faculty news. El Chorro listserv; Adj-L listserv; Faculty Forward webpage, New Faculty Majority webpage, Chronicle of Higher Education, Inside Higher Education, Facebook pages; COCAL updates provided by Joe Berry, AdjunctNation.com, and your all-round friend, Mama Google. Wise up!

Keep Tuned For: *National* ~ Campus Equity Week Oct. 26 - 30. Make your own joyful noise. <http://www.campusequityweek.org/> *California* ~ FACCC Part-Time Faculty Symposium. Nov. 7, 2015 - Laney College, Oakland; FACCC Policy Forum, Jan. 29, 2016 -- Orange County; FACCC Advocacy and Policy Conference - Feb 28-29, 2016. - Sacramento. (<http://www.faccc.org/>). *International* ~ COCAL in August 2016 Edmonton Canada (<http://cocalinternational.org/>).

**SBCC
Instructors'
Association**



The collective bargaining agent for faculty at Santa Barbara City College

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

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CFT
is the voice for
part-time and
non-tenure track
faculty in California

Members of the CFT Part-Time Faculty Committee

- Linda Chan Co-Chair, Citrus College Adjunct Faculty Federation
- John Govsky Co-Chair, Cabrillo College Federation of Teachers
- Hugo Aparicio San Francisco Community College District Federation of Teachers
- Ian Duckles AFT Guild, San Diego & Grossmont-Cuyamaca Community Colleges
- Cheryl Elsmore Part-Time Faculty United Federation
- Lynne Glickstein Part-Time Faculty United Federation
- Greg Laskaris AFT Guild, San Diego and Grossmont-Cuyamaca CC
- Cynthia Mahabir Peralta Federation of Teachers
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- Annapurna Pandey UC-AFT Santa Cruz
- Jory Segal San Jose/Evergreen Faculty Association
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- Linda Sneed Los Rios College Federation of Teachers
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- Kookie Williams AFT College Staff Guild
- Juliann Wolfgram Glendale College Guild
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Part-timer representatives to the CFT Community College Council

Linda Chan • John Govsky • Amy Roberts • Linda Sneed

CFT Vice Presidents

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