



Teachers as organizers

Part-timers embrace political organizing this election year

THIS YEAR, part-timers have been active from the classroom to the state level in advocating for higher education funding and the rights of students. Lisa Chaddock, part-time instructor in Geography at San Diego City College and Cuyamaca Colleges, traveled to Sacramento in March to testify in the Assembly Higher Education Committee on behalf of AB 1826, which would limit full-time faculty overload to 50 percent of a full-time load.

Chaddock describes it as “an amazing experience,” but a particularly emotional one, as she had very recently been notified of a dramatic reduction in her fall teaching schedule and elimination of her summer assignment. “These things swam in my



Mustafa Popal says his mission in teaching history is to empower students.

head and caught in my throat as I was speaking, and I don't know if I've ever come so close to falling apart in public before.”

Commenting on the effects of

“... I discovered that the union needed to be a voice in shaping the fight to save education, working alongside students instead of leading or being led by them.”

— Mustafa Popal, History instructor, College of Alameda

budget shortfalls on community colleges statewide, which Chaddock described as “reprehensible,” she reflected on her action at the Capitol: “At least

we worked together to bring about some small steps toward change that will benefit part-time faculty, and perhaps will bring future change as we fight for more full-time positions on our campuses. If the legislators thought of us as ‘temps’ before, at least a few of them now are aware that this is not really the case.”

Part-time history instructor at Alameda College Mustafa Popal
(See **Political Action** page 4)

GENERAL ELECTION 2012 CFT says **Yes on Prop. 30** to fund education, **No on Prop. 32**

THE POPULAR CFT-sponsored Millionaires Tax merged with the governor's revenue proposal this spring to become **Proposition 30** on the November 6 ballot.

Prop. 30 will generate \$6 billion in vital funding per fiscal year. About 85 percent of the revenue will come from the highest income tax brackets.

The state budget has suffered huge cuts in every program, from education and childcare to public safety. Without new revenue, schools and colleges will face billions in additional cuts. The merged measure raises revenue in two ways.



Tax Millionaires and Stop Their Power Grab

- Single filers earning at least \$500,000 yearly will pay 3 percent more; those earning from \$300,000 to \$500,000 will pay 2 percent more. Individuals earning below \$250,000 and families earning below \$500,000 will pay no additional income tax.

- Prop. 30 also increases the sales

tax by a modest quarter percent.

These revenue increases are temporary, with the income tax lasting seven years and the sales tax four.

ANOTHER MEASURE on the November ballot is not what it seems. **The Special Exemptions Act, or Proposition 32**, claims it would stop corporations and unions from collecting political funds through payroll deductions but corporations almost never use payroll deductions to collect funds to support or oppose candidates or ballot measures. So let's take a closer look at Proposition 32.

- Prop. 32 exempts investment firms, hedge funds, real estate developers, and others from the ban on contributions, and specifically exempts insurance companies from the ban on payroll deductions.

- Prop. 32 creates special exemptions for millionaires, giving them even more political power, and exempts secretive Super PACs, which can raise unlimited funding.

What this measure does is limit the voices of everyday workers. Prop. 32 is a trick that simply gives corporate CEOs even more power to write their own rules at the expense of everyone else.

FIRST PERSON | Janell Hampton

Organizing faculty and students for action in Oakland

AS A PART-TIMER, I had become more involved in my local's actions and issues because a friend brought me to a union meeting. She is an old school organized labor wonk, and her invitation, offered years ago, put me in a strong position to apply to become an organizer in the CFT program called Political Leaders United to Create Change, or PLUCC. My local union applied for the shared grant-funded position and was awarded a grant.

"As a part-timer in particular, PLUCC gives me financial support to work hard to change the priorities in education."

In this position, I share ideas with other organizers, pooling information and insight on a shared agenda. That shared agenda is most exciting. We focus on basics like building membership, building awareness of the political responsibility of educators through COPE (Committee on Political Education), and unifying stakeholders in the education community through actions that extend

Part-timers as PLUCC Organizers

Galina Gerasimova San Francisco City College Federation of Teachers

Janell Hampton Peralta Federation of Teachers

Sadie Reynolds Cabrillo College Federation of Teachers



MINDY PINES

beyond the local: for example, campaigning for elected officials and state legislation, and organizing around trustee races.

Through the PLUCC program, I have learned about campaigning, worked to build support for ballot initiatives, appealed to and informed elected officials, and, most exciting of all, organized with the ever more aware student element in our labor struggle. I have also nourished relationships

with community advocacy groups like ACCE, which, along with a broader Anti-Swap Coalition, has aggressively acted to end a budget-draining interest rate swap the Peralta Community College District has with Morgan Stanley.

We part-timers often work side gigs in order to survive. As a part-timer in particular, PLUCC gives me financial support to work hard to change the priorities in education. What began as extra meetings in support of my local, the Peralta Federation of Teachers, has become an opportunity to supplement my income while serving a critical role in strengthening and protecting organized labor, education and students.

How to get grant funding

Tips for surviving cutbacks in the community colleges

LISA CHADDOCK, a part-time geography instructor in San Diego, offered part-timers survival tips in a workshop titled "Finding Funds to Survive Community College Cutbacks," at the annual CFT Convention. The following are some highlights from Chaddock's presentation about applying for grants to protect programs and supplement part-timer income.

- First, check with your department chair or dean about grant application processes at your campus. There may be a grant-writing group or committee with whom you must work. Find out the steps before you

invest time and energy writing an application.

- Look for a grant that will fit your college. Especially if your college is small, you will not qualify for a large grant. Look for other area colleges to collaborate with.

- The Department of Education may offer grants for which your college might qualify. Other government agencies give block grants to colleges (Title V, for example) so that many small amounts



Lisa Chaddock

of funding are shared across one campus. Check with your department and division leaders to see if your campus is already receiving any state grants for which you can apply.

- Attend conferences hosted by the granting organization to better understand its sensibilities and priorities. Look at the proposals previously granted to learn what the organization has funded recently. Talk to others who have received that grant.

- Thoroughly research grant requirements, making sure that your institution and the people who would work with the grant money truly qualify for it.

- Assemble your team: col-

leagues who would be committed to appropriate, accountable use of the grant money.

- Formulate the idea for your project and then think creatively. Create a book of poetry with you as editor and students as writers. Create a campus piece of public art while teaching students about grant funding and art licensing.

- Maybe a nearby national or state park, or local industry, would like your campus to run a special training that requires curriculum development or instruction.

Whatever your specialty, there is a way to turn it into a program that can be funded.



Local unions elect to offer part-timers State Disability Insurance

TO DATE, SEVERAL CFT locals have elected to implement State Disability Insurance for their members. Part-time faculty in particular could benefit from participation in this program in the event of partial or full disability.

If your local has implemented or is considering implementing SDI, you should know that

an integrated SDI and sick-leave program, such as the one put in place in the Peralta Community College District, “allows one to use a portion of one’s sick time while receiving SDI to get to 100 percent of their assignment pay,” according to Sara Connors, staffer for the Peralta Federation.

“For example, if one’s SDI benefit is 55 percent of one’s

gross semester pay, one could use a portion of one’s accumulated sick time to make up the difference (55 percent from SDI + 45 percent of accumulated sick time = 100 percent of regular semester pay).” According to Connors and others, it may be necessary to negotiate this integrated system to insure that members can rely on it.

GetConnected



Adjunct Nation: News, opinion, analysis and more for the Adjunct Faculty Nation adjunctnation.com

California Part-Time Faculty Association, CPFA: Professional association advocating for part-time faculty statewide cpfa.org

Coalition of Contingent Academic Labor, COCAL:

Integrated network of North-American activists for part-time and non-tenure track faculty cocalinternational.org

Local union contracts in the California community colleges:

Available as links or downloadable documents and regularly updated by Cabrillo adjunct John Govsky ccftcabrillo.org/links/locals.php

New Faculty Majority: The national coalition for adjunct and contingent equity newfacultymajority.info

San Francisco defends progress during accreditation crisis

THOUGH FACULTY and students at San Francisco City College are fighting to keep their college open following a report from the Accrediting Commission for Community & Junior Colleges, Local 2121 says changes such as reducing health benefits for part-time faculty are off-limits.

Alisa Messer, who serves on the Accreditation Response Team and is president of Local 2121,

told the *San Francisco Chronicle*: “We’re very concerned that this crisis will be used to roll back decades of gains for part-time faculty in ways that will damage the college.”

Part-timers who work at least half time for 18 months receive largely the



“I am City College” says part-time dance instructor Kathe Burick.

same benefits as full-time faculty. Messer said equitable benefits create loyalty and stability at levels unseen elsewhere.

“We’ve been a model in California,” she said. “The consistency benefits our students, and it’s all-around better for the college.”

Coalition on Academic Workforce says unionized part-time faculty fare better

THE RECENT RESULTS of an ambitious survey undertaken in 2010 of contingent academic workers provides a fuller picture of national trends affecting part-time instructors. The Coalition on the Academic Workforce designed its study to capture data about all contingent (non-tenure track) instructors but focused on part-time faculty working at post-secondary institutions.

“Numbering more than 700,000, this population represents more than 70 percent of

the contingent academic workforce and almost half the entire higher education faculty in the United States,” according to the report. “Part-time faculty members represent the largest and fastest-growing segment of the postsecondary instructional workforce in the United States.”

How are part-time instructors faring nationwide? Not so well, the survey found. For the roughly 9,100 part-time instructors who responded, median pay per three-unit course was \$2,700, with for-profit institu-

tions paying only about \$1,560. Part-time faculty are also extremely unlikely to receive adequate professional support or professional development, according to respondents.

Is there a silver lining? The study found significant differences in nearly all aspects of employment between unionized and non-unionized part-time instructors: “The presence of a union on campus . . . appears to have a positive impact on wages for faculty members employed part-time.”

Unionized part-time instructors also reported significantly higher rates of employer-provided health benefits and employer contributions to retirement programs, as well as a greater likelihood of being paid for office hours, class cancellations, and participation in department meetings. Salary increases and job security also rated higher among unionized part-time instructors.

>To read the full report, go to academicworkforce.org/CAW_portrait_2012.pdf



CFT bills limit overload, correct service credit reporting, and require rehire rights

IN 2012, CFT SPONSORED three bills that aim to improve the working conditions for part-timer faculty. What are the bills and how can they help you in the workplace? Find out in the recap below. Learn more from your local union leaders, or visit cft.org and click on Legislative.

Limiting full-time faculty overload teaching

AB 1826, carried by Roger Hernández, D-West Covina, set out to limit full-time faculty overload at 50 percent. AB 1826 passed on the Assembly Floor at the end of April, but after being heard in the Senate Education Committee, it stalled in the Senate Appropriations Committee.

Reporting part-time faculty service credit to CalSTRS

SB 114 (Yee, D-San Francisco) aims to correct misreporting of part-time faculty work to CalSTRS for the purpose of determining retirement service credit. SB 114 cleared the Senate in early 2012 and passed the Assembly on August 27, the last step before going back to the Senate for concurrence and then on to Gov. Brown.

SB 114 requires districts to submit their collective bargain-

ing agreements that contain the full-time equivalent for each class of affected employees, beginning July 1, 2013. SB 114 will allow CalSTRS to better understand how to help employers report accurate full-time equivalencies by referencing these contracts. Unions can monitor their contracts to help ensure that part-time instructors are accruing the correct amount of service credit, and that CalSTRS receives the up-to-date contract.

Rehire rights for part-time faculty

AB 852 (Fong, D-San Jose) initially required a community college district to offer a temporary faculty member the right of first refusal for teaching assignments provided they meet specified criteria. The Appropriations Committee passed AB 852 with unacceptable amendments that reduced rights for temporary faculty. CFT opposed the amended bill because current law provides better protections.

Political action

Continued from page 1

describes his advocacy work as rooted in the needs of his students. What led him to take part in many activities this spring advocating for affordable public higher education, including actions at the Capitol, are his core teaching philosophy and commitment to students. Popal describes his mission in teaching history as “empowering students to actively engage in the collective, conscious evolution of our shared reality,” meaning that the “overall design principle” for all classes he teaches is “creativity,

collaboration, and community.”

Taking his philosophy to heart, some of his students approached him in spring of 2009 during the first wave of significant budget cuts. “They basically came to me and asked me to put my money where my mouth was. ‘How are you going to help us take an active part in defending our access to higher education?’ they asked me. So I became faculty advisor to the Save our Schools student club.”

In spring 2010, he created a class on 20th Century American Protest Movements and launched a service learning project to help students apply and test in their own lives and

communities the theories and actions they had studied. This “dynamic experience” is now in its third year and, Popal says, “gives value to their learning outside of the frame of simply fulfilling requirements.”

It was these experiences that drew Popal to become an active member of the Peralta Federation of Teachers, as he realized that “there was a component missing to this student activism: greater faculty participation. I discovered that the union needed to be a voice in shaping the fight to save education, working alongside students instead of leading or being led by them.”



Part-Timer is published by the California Federation of Teachers, an affiliate of the American Federation of Teachers, AFL-CIO. The CFT represents faculty and classified workers in public and private schools and colleges, from early childhood through higher education. The CFT is committed to raising the standards of the profession and to securing the conditions essential to provide the best service to California’s students.

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