



Community College Council of the California Federation of Teachers  
American Federation of Teachers, AFL-CIO

# Perspective

Volume 38, Number 1 ■ October 2006



## An AFT apple

New local president is no stranger to community college unionism.

page 3



## November 7 General Election

CFT's recommendations, a closer look at Props 1D and 88, and the importance of being active in the election campaign.

page 4



## GASB 45 and your health

Districts are trying to jettison retiree health care coverage. Looking behind this acronym helps us to understand why, and what to do about it.

page 7

## Respecting community service

an interview with Phil Angelides

page 4

California Federation of Teachers  
One Kaiser Plaza, Suite 1440  
Oakland CA 94612

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## Taking the Lead

Marty Hittelman, CFT Community College Council President

# And miles to go before we sleep

AFT community college faculty membership in 1974 stood at just under 3,500. Today our membership exceeds 20,000 and we represent more than 30,000 community college employees—the majority of community college faculty in California. The AFT is the largest higher education union in the country. Our locals have made progress on a number of fronts. Working conditions are better, rights are better protected, and we are a partner in policy development in most districts. But some things have not changed much.

I recently ran across some old Community College Council minutes from the early 1970s. I found that the battle for part-time equity and increased full-time employment has been going on for at least thirty years. In 1974 Jeff Kerwin, a part-time faculty member from Laney College, spoke at the CCC meeting in support of the inclusion of part-time faculty members in AFT locals. He said that “The current separation and ghettoization of part-time faculty within the colleges has created a second-class economy teacher, program, and student,” and concluded that “quality cannot be protected in one class and allowed to deteriorate in another.” His words are as applicable today as they were back in 1974.

In September 1974 the *Community College Legislative News* reported that “One of the primary problem areas within the California community college system is the plight of the part-time teacher. No longer is the part-time teacher always a person who has another, full-time job. The part-timers are paid less than pro-rata wages, are denied fringe benefits, and are not protected from arbitrary dismissal. To begin to correct these problems the CCC has undisputed leadership in the advocacy of the needs of part-time teachers by

Angelides has proposed to increase educational expenditures by taxing the upper income brackets and closing the loopholes used by corporations to avoid paying their fair share of taxes.

the introduction of two important bills.” AB 2998 (Howard Berman) called for pro-rata pay and fringe benefits for part-time community college teachers. AB 3979 (Cory) called for the same hearing rights as those afforded to contract faculty with regard to dismissal (i.e. only dismissal for cause and the right to a hearing). Both bills passed the Assembly but died in the Senate.

In 1975 AB 430 was introduced calling for pro-rata pay for part-time teachers and again the effort was defeated. Under Democratic Governor Davis some progress was made with regard to pay equity, pay for office hours, and medical benefits for part-time faculty. No equity progress was made under any Republican governor including Governor Schwarzenegger, who went out of his way to veto small increases in office hours and benefits allocations. Phil Angelides has publicly come out in favor of

pay equity for part-timers.

In 1975 the average wage paid to part-time instructors was \$12.50 per each instructional hour. The average salary for full-time faculty was \$18,006 per year. Using a pro rata calculated at 15 hours per week for 37 weeks for part-time salary compared with an 85% workload for full-time faculty (subtracting out office hours and committee work), the pro-rata rate was at about 45% in 1975. Today the average hourly rate is about \$55 per per instructional hour and the average full-time salary is about \$71,000. Using the same calculation as before, this equates to an average pro-rata rate of 50.6%. This year we will seek legislation to fund increases in part-time pay and benefits for part-time faculty.

In November of 1975, the California Community and Junior College Association (which has morphed into the current Community College League of California) representing administrators in the system prepared a paper entitled “Part-Time Faculty: Who, Why, When, and Where?” The report stated that as of fall semester 1974, there were approximately 15,000

full-time and 27,000 part-time faculty teaching in credit programs. Today the number stands at approximately 19,000 full-time and 35,000 part-time faculty—no progress after all these years.

This year we will again seek funding directed at increasing the number of full-time faculty in the community colleges. An original investment was made in 1989 and 1990 to increase the number of full-time faculty but no other monies have been specially earmarked for increasing the full-time/part-time ratio since. With Schwarzenegger we have little chance of any directed funding toward employee needs. Angelides is more receptive to the needs of labor (including community college employees). He has proposed to increase educational expenditures by taxing the upper income brackets and closing the loopholes used by corporations to avoid paying their fair share of taxes.

On January 28, 1976 the legislative committee of the Board of Governors of the California Community Colleges held a conference on the status, benefits, and rights of the part-time teacher in the community colleges of California. Hy Weintraub, president of the Community College Council (and father of current AFT Local 1603 president Debbie Weintraub) and Jeff Kerwin were two of the panelists. The current Board of Governors has requested in their “2007-08 Budget Change Proposal” an additional \$12 million for part-time office hours and health insurance, \$45 million to increase the full-time/part-time ratio by 2%, and \$50 million as a second installment of the funding for compensation equity for part-time faculty.

What have we learned from all of this? Progress is often slow. Vigilance is often not enough. Democratic majorities in the legislature mean little if they are paired with an anti-labor Republican governor. Local unions can win local victories but some victories can only be won at the state level. We must work for the election of someone who has his heart with labor. That someone is Phil Angelides.

## MARK YOUR 2006-07 CALENDAR

November 7	Election Day
December 2	Community College Council, Hilton Oakland Airport
January 19	Deadline to submit constitutional amendments for CFT Convention
January 27	CFT Committee meetings, Burbank Airport Hilton
February 2	Deadline to submit resolutions for CFT Convention
March 16-18	CFT Convention, Wilshire Grand, Los Angeles



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On front cover: Phil Angelides marches for education funding during CFT convention in March, 2006. ANGELIDES FOR GOVERNOR CAMPAIGN PHOTO

## Perspective

The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO.

The CFT represents over 120,000 educational employees working at every level of education in California. 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.

**President** Mary Bergan

**Secretary-Treasurer** Michael Nye

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### COMMUNITY COLLEGE COUNCIL

**President** Marty Hittelman  
Los Angeles College Guild, Local 1521  
2550 North Hollywood Way, Ste. 400  
Burbank, CA 91505  
Email [martyhitt@aol.com](mailto:martyhitt@aol.com)  
Direct inquiries regarding the Community College Council to Marty Hittelman.

**Southern Vice President** Jim Mahler  
AFT Guild, San Diego Community College  
Local 1931  
3737 Camino Del Rio South, Suite 410  
San Diego, CA 92108

**Northern Vice President** Dean Murakami  
Los Rios College Federation of Teachers  
AFT Local 2279  
1127 - 11th Street, #806  
Sacramento, CA 95814

**Secretary** Donna Nacey  
Los Rios College Federation of Teachers,  
Local 2279  
1127 - 11th Street, #806  
Sacramento, CA 95814

**Editor** Fred Glass  
**Layout** Design Action Collective

**EDITORIAL SUBMISSIONS**  
Direct editorial submissions to:  
Editor, *Community College Perspective*,  
California Federation of Teachers  
One Kaiser Plaza, Suite 1440  
Oakland, California 94612  
**Telephone** 510-832-8812  
**Fax** 510-832-5044  
**Email** [cftoakland@igc.org](mailto:cftoakland@igc.org)  
**Web** [www.cft.org](http://www.cft.org)

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California Federation of Teachers  
2550 North Hollywood Way, Ste. 400  
Burbank, CA 91505  
**Telephone** 818-843-8226  
**Fax** 818-843-4662  
**Email** [CFTMikeNye@aol.com](mailto:CFTMikeNye@aol.com)  
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# An AFT apple falls close to the tree

Debbie Weintraub

Hy Weintraub's daughter has just taken the reins as president of the Peralta Federation of Teachers, AFT Local 1603. Elected to succeed Michael Mills, who retired in the middle of his second two-year term, Debra Weintraub's apprenticeship for the PFT leadership post began before she was employed by the Peralta Community College District.

"As a kid you don't particularly pay attention to your father's work," she observes. But her father's work was harder to ignore than most. In the 1960s he ran the largest community college faculty union local in the state from their home.

Debra Weintraub started tutoring in the Peralta district in the mid-70s. Then she went back to school and earned her teaching credential and master's degree in education with a specialization in teaching reading. She was hired as a part-time instructor at Laney College in the early 80s, teaching basic skills English and developmental reading and writing.

She wanted to teach full-time. But during the last decade of the twentieth century very few full-time positions were listed by the Laney College English Department. When the department finally advertised for a full-time position in 1999, it hired four within a few months. One was Weintraub.

"When I was a part-timer, I was minimally involved," she says. "I went to some meetings, but like many part-timers my life wasn't centered on campus. I

**"My dad was a union activist, and very instrumental in helping bring collective bargaining into California's schools. He was devoted to AFT and CFT. He was always going places for the union and bringing home work for us kids to do; we were always stuffing envelopes."**

went to meetings to hear about contract developments."

Besides, she was a mother, raising two children with her husband Jim, who is a Senior Manager at Lawrence Berkeley National Lab.

#### One problem

After becoming full-time, and with her children older, she was elected co-chair of her union

chapter at Laney with business instructor Ron Jones. A few years later she ran for union vice-president. "And then," she says, "after Michael decided to retire, he asked if I would fill in the remainder of his term." She ran unopposed. "That's one of our problems," she acknowledges, "getting people to serve. There aren't too many vying for power."

Thanks to her lineage, Weintraub is quite clear about the importance of activism. Her father Hy was a leader in the Los Angeles Community College Faculty Guild, AFT Local 1521, starting in the early 60s. The meeting of the AFT Local 1021 committee that decided to split off community college instructors from their K-12 colleagues to form their own union was held in his living room. He was the founding president of the CFT's Community College Council in 1971—not to mention the editor of the *CCC Perspective* in its earliest days. He received the CFT's highest honor, the Ben Rust award, when he finally retired.

"My dad was a union activist, and very instrumental in helping



Newly elected president Debra Weintraub of the Peralta Federation of Teachers, AFT Local 1603, is on the move to represent faculty.

bring collective bargaining into California's schools," Weintraub notes. "He was devoted to AFT and CFT. He was always going places for the union and bringing home work for us kids to do; we were always stuffing envelopes." He imparted to his children the lesson "that teachers must have a voice, have rights, have protections, and therefore, a strong union. Consequently, one of her goals is to "get more members to do more things and get the union to be more visible on the campuses."

#### Building bridges

She hopes to build bridges between entities that seem to function as islands: "It's almost like union and senate are two different bodies," Weintraub laments. "They're not well connected. It's not that they're antagonistic, but more that they're off in different worlds. I'd really like the faculty to feel that these are two bodies that represent us in harmony with one another." She wants to forge a strong connection with the other district unions, and would

"love it if the district could figure out how to hire more part-timers as full-timers, and more full-timers in general."

She detests how "the employment system divides people into different interests."

She cites a conversation with a full-time instructor nearing retirement as an example of the difficulty of the tasks in front of her. He had been a Teamster before going into teaching, felt a keen identity with unions, and believed in fairness in the workplace. He told Weintraub how unfair he thought it was that two people teaching the same courses were making different amounts of money simply because of different academic experiences.

"But you're working side by side with part-timers doing the same work, and making much more than they do," she pointed out. He said, "Oh, that's a different situation."

Says Weintraub, "I'd like faculty to recognize we're in this together; we're all in the same boat."

Fred Glass

## Los Rios AFT stands up to PAP

The Los Rios College Federation of Teachers (LRCFT) is fighting a serious threat to its bargaining unit members that has broad academic freedom implications. Using the California Public Records Act as its authority, a private corporation doing business as "Pick-A-Prof.com" (PAP) recently requested that American River College in Sacramento hand over the grades of all students in each class with an enrollment of ten or more students.

According to its track record at other public colleges and universities around the country, PAP (colloquially referred to as "Pick-on-a-Prof") places the information on its web site. It solicits "subscriptions" from student associations and individual students for the "privilege" of accessing the information. Students use the information on the PAP Web site to shop for instructors based on the leniency of grading practices.

The LRCFT viewed the PAP

information request as a shameless assault on its members' freedom to protect their system of grading and determine the level of academic rigor in their classes, without fear of diminished enrollment as a result of students migrating to instructors with more lenient grading practices. According to one professor at the University of Texas, Austin, "there were clear and definite enrollment patterns that emerged from the Pick-A-Prof reviews based on grading percentages."

#### Legal maneuvers

The LRCFT's first response was to demand the district "negotiate the release of such aggregate information...." Next it asked the district's General Counsel and the union's attorney, Bob Bezemek, to discuss the possibility of denying the request for information. The LRCFT's objective was to provide the district with a rationale to either refuse to provide the information to PAP or at least inform

It does not require much prescience to recognize that if grade percentages are disclosed, students might avoid "tough" graders with high standards. Thus, one can easily imagine that part-timers, many of whom have worked for many years, will lose their jobs, or lose units.

PAP continued on page 6

An interview with Phil Angelides

# Respecting community service

**California State Treasurer and Democratic candidate for governor Phil Angelides kindly agreed to an interview with the CCC Perspective in September. The following exchange with the Perspective has been edited.**

*Perspective: The Master Plan for Higher Education in California put in place a tuition-free community college system, so that all Californians might have access to higher education. Under George Deukmejian, fees were introduced, and they have been increasing ever since. Currently they are at \$26 per unit. What is your position on student tuition and fees in the community colleges?*

**"I support salary equity to ensure that the state of California can continue to attract and retain talented and dedicated people. I grew up in a generation and in a family that told young people the best thing that they could do was to serve their community."**

Angelides: Unlike Governor Schwarzenegger—who increased student tuition and fees by over 44%, cut state financial aid, and tried to eliminate all the funding for programs that help disadvantaged students to prepare for college—I believe affordable higher education is essential to build California's competitive strength and expand the middle class, the bedrock of the economy.

As Governor, I will work to broaden college opportunity and

make it truly accessible and affordable for low-income and middle class families to give their children the education they need to succeed. I will immediately roll back college fees to the level they were before Arnold Schwarzenegger took office. These lower fees will cut the cost of a two-year community college degree by about \$120; of an undergraduate degree at California State University by nearly \$2,000 and at the University of California by almost \$5,000. Also, I will boost rigorous career and technical courses by increasing by 50 percent the number of California Partnership Academies for high school students seeking work or community college certificates upon graduation.

*Perspective: If you reduce fees and tuition, how would we properly fund the community college system?*

Angelides: Though California faces a \$4.5 billion deficit, I have proposed a responsible plan to balance the budget and increase Prop. 98 funding by \$400 million above the projected base. This will include funds to backfill lost fee revenues for community colleges. Arnold Schwarzenegger, on the other hand, has no plan to balance the budget, and therefore will return to his practice of cutting Prop 98 funds and increasing student fees.

California once excelled at providing unparalleled higher educational opportunity. The investments we made in education made California an economic powerhouse and made the California middle class the envy of the nation. I will pay for renewed investments in college opportunity line by line, dime by dime, within my responsible, balanced budget by closing wasteful loopholes for big corporations, which help a favored few at the expense of the overall economy.

*Perspective: There are twice as many part-time community college instructors as full-time instructors in California. Hiring policies in higher education have been shifting for the*



**Phil Angelides marches for education funding during CFT convention in March, 2006. Angelides is flanked (from left) by CFT/CCC President Marty Hittelman, AFT national President Ed McElroy, and CFT President Mary Bergan**

*past few decades toward contingent employment, just as in so many other areas in the economy. Community college administrators seem to want to hire faculty without permanent status, without health benefits, without defined benefit retirement rights. What do you think is the impact on quality education of such a reliance on contingent faculty?*

Angelides: While I am aware of the quality of teaching that community college part-time faculty provide, I am also concerned that overly relying on this workforce will be detrimental to the educational experience of our students. We need a full-time, committed faculty—who are granted job security, a fair wage, full benefits and a secure retirement—as our core teaching force and augmented with part-time faculty. Without such recognitions, I am afraid the college's teaching ranks will dwindle, and the commitment of the faculty to the institutions they teach at will be sacrificed. A growing reliance on contingent faculty will also mean that students will be without instructors who are given the full respect they deserve, and this can only dampen faculty participation and meaningful input affecting the educational health and learning environment of their college.

I applaud the community college system for implementing a 75 percent ratio for full-time faculty, and I will continue to support this measure as Governor. Furthermore, I will fight for part-time pay parity and compensation for [the same] work performed by their full-time counterparts, including health and retirement benefits, and will

remain unequivocal in my support for a stable and funded defined benefit pension program. Additionally, I support professional development, along with other categorical programs, such as matriculation, which have suffered cuts in recent years.

*Perspective: What is your position on the importance of paid office hours for part-timers? Pay for faculty committee work? Pro-rata pay?*

Angelides: I believe contingent faculty should be paid fully for their teaching duties—including paid office hours, committee and governance work—whatever duties their full-time faculty counterparts are paid for. I believe the growing reliance on part-time faculty is primarily an economic issue for the campuses. And until we remove the economic incentive, the diminishing ranks of full-time, tenured faculty will continue. I support salary equity to ensure that the state of California can continue to attract and retain talented and

dedicated people. I grew up in a generation and in a family that told young people the best thing that they could do was to serve their community. My parents were both public employees—my father was a State mechanical engineer and my mother was a para-educator in the Sacramento school system. They instilled in me a sense of respect for community service.

As Governor, I will invest across the board in educating our children and will fight to ensure that California has the best and most affordable colleges and universities. Unlike Governor Schwarzenegger, I will be a governor who stands up for our children and works to expand—not limit—educational opportunity and funding for students. For all young Californians who study hard, make the grades, and want to go to college, California must do its part by helping them achieve their dreams, because in the achievement of their college dreams lies California's hope in the decades ahead.



## CFT ELECTION RECOMMENDATIONS

### BALLOT PROPOSITIONS

Proposition 1A	YES	Transportation Funding
Proposition 1B	YES	Highway Safety, Traffic Reduction, Air Quality and Port Security
Proposition 1C	YES	Housing and Emergency Shelter Trust Fund
Proposition 1D	YES	Kindergarten-University Public Education Facilities
Proposition 1E	YES	Disaster Preparedness and Flood Prevention
Proposition 83	NR	Sex Offenders
Proposition 84	YES	Water Quality Safety and Supply
Proposition 85	NO	Protect Teen Safety
Proposition 86	YES	Health Funding/Tax on Cigarettes
Proposition 87	YES	Alternative Energy Research/Tax on California Oil
Proposition 88	NO	Education Funding/Parcel Tax
Proposition 89	NO	Political Campaigns/Public Financing
Proposition 90	NO	Government Acquisition, Regulation of Private Property

### STATE CONSTITUTIONAL OFFICES

Governor	Phil Angelides (D)
Lieutenant Governor	John Garamendi (D)
Attorney General	Jerry Brown (D)
Secretary of State	Debra Bowen (D)
Treasurer	Bill Lockyer (D)
Controller	John Chiang (D)
Insurance Commissioner	Cruz Bustamante (D)

### BOARD OF EQUALIZATION

District 1	Betty Yee (D)
District 2	No Endorsement
District 3	No Endorsement
District 4	Judy Chu (D)

For all senate and assembly races, go to [www.cft.org](http://www.cft.org).

### NO ON 88

Prop 88, on the face of it, should be a no-brainer for educators. Its language says that it would impose a \$50 tax on each real property parcel in the state to pay for K-12 programs, including school safety, textbooks, and extending class-size reduction beyond K-3. It would bring in several billion dollars for public education. Sounds great, you say. It seems egalitarian and supports education.

But Prop 88 hits poor people for the same chunk of money as the wealthy. This is not an equal levy. If you're Bill Gates, \$50 is pocket change. If you're a Wal-Mart "associate" and you have a mortgage to pay, \$50 could mean having to choose between medicines and shoes this month.

Another difficulty with Prop 88 is that it would raise false expectations. Remember the lottery? Ever since that ballot initiative passed, much of the public wonders why we complain about the public schools still being under funded. Yet, in reality, the lottery never brings in more than 2% of the state's public education budget, and in many years the total is closer to 1%.

Prop 88 would impose a statewide property tax, the first since Prop 13. But it would raise fewer funds than the lottery does for schools. We need to reform Prop 13; but if we do, it should be a significant state budget reform that brings in substantial monies to schools and other necessary programs. Prop 88 would make it harder to enact real budget reform.

Prop 88 would award its facility grants to fewer than one in a hundred schools, targeting schools without state bond monies and with standardized test scores in the top half. Its backers' intent is to quietly favor charter schools.

The stated goal of Prop 88 is laudable; the mechanism is faulty. Vote NO on Prop 88.

### YES ON 1D

Prop 1D, the education bond measure, is part of the omnibus bond package placed on the ballot by the legislature and governor. It enjoys wide bi-partisan support. It would issue a \$10.4 billion bond for school and university construction.

Although voters approved Prop 39 in 2000, which lowered the supermajority necessary for passage of school bonds from 2/3 to 55%, and many local school bond measures have passed since then, the state's school population is the largest in the nation and continues to grow. The backlog in construction needs matches the state's size.

One welcome feature of Prop 1D is that fully half of the higher education portion of funding would go to community colleges, reflecting their importance in educating the greatest numbers of the state's post-secondary students.

Prop 1D not only addresses general K-12 and higher education needs. The measure earmarks a portion of its funding (\$500 million) for career technical and vocational facilities, providing a crucial boost for the majority of students who will never receive a college degree. It will help make sure that our children's classrooms are wired for the latest teaching and learning technologies. Prop 1D will deal with school safety issues, including earthquake retrofitting, school security, playground safety, and asbestos removal.

Prop 1D invests in the state's future. Vote YES on Prop 1D.

## Initiative deadline approaches

**T**ick...Tick...Tick...Tick... Like a large pendulum clock in a very small room, that sound is getting louder and louder as the year-end deadline to qualify the community college initiative approaches. The petitions for volunteer (and paid) signature gatherers became available on Labor Day and there must be 598,105 qualified petitions in the California Secretary of State's office at midnight on January 22, 2007. To make this deadline we need to collect a million signatures before winter break.

To remind *Perspective* readers about this proposed historic initiative, it will stabilize community college funding, strengthen governance, and assure lower student fees.

The community college fund-

ing stability provision modifies Proposition 98 while protecting K-12 funding. Specifically, the change allows overall Proposition 98 funding to increase through enrollment growth in either the K-12 or community college segments, instead of just the K-12 segment, as in current law. This provision will protect the current per student funding rate of each system and will allow additional funding to follow enrollment growth in the segment where it occurs. The Legislative Analyst's Office projects that the increase in overall Proposition 98 funding will be an additional \$835,000,000 for community colleges in the next three years if the initiative is approved by the voters.

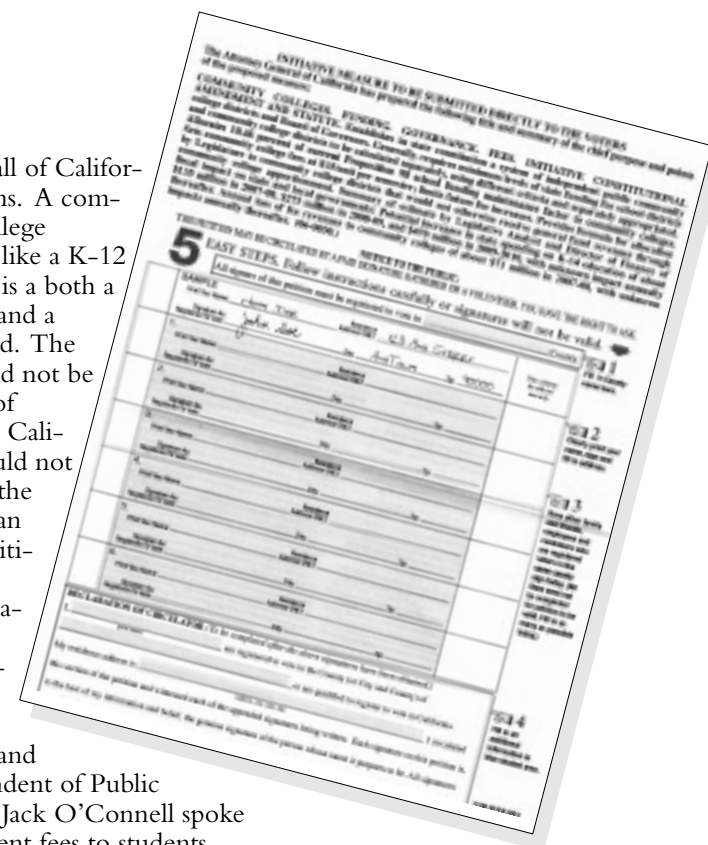
The proposed initiative will strengthen governance by placing the local Community College Districts and the California

Community College Board of Governors (CCCBOG) into the State Constitution as a segment of higher education along with the UC and CSU systems. Achieving this constitutional distinction and definitive segregation from the K-12 segment has been the destination of a fifty year migration for community colleges. We are the largest higher education system in the United States (and possibly the world). Passage of the initiative will enable the community colleges to collaborate with the K-12, CSU, and UC segments on a more equal academic and political footing.

The third and most important provision to the initiative is the reason that CFT, FACCC, the L.A. College Faculty Guild, and most community college faculty were drawn to the idea in the first place: affordable college

access for all of California's citizens. A community college education, like a K-12 education, is a both a civil right and a public good. The poor should not be taxed out of school and California should not be denied the benefit of an educated citizenry.

State Treasurer and gubernatorial candidate Phil Angelides and Superintendent of Public Education Jack O'Connell spoke about student fees to students, faculty, and staff at Sacramento City College earlier this month. At the end of their talk came the





## Working the Floor

Judith Michaels, CFT Legislative Director

# An uphill battle: the way it's NOT spozed to be

As Governor Schwarzenegger approved one of the best community college budgets in recent years, he decided, in opposition to California's Education Code, not to provide equity for part-time faculty, and not to support educational excellence by setting aside funds to increase the ratio of full-time to part-time faculty. Here, in part, is his veto message on the part time faculty categoricals:

I am reducing schedule (11) by \$5,000,000 and schedule (13) by \$4,000,000 to delete the legislative augmentations for both the respective Part-time Faculty Health Insurance and Part-time Faculty Office Hours Programs.

But worse was to come:

The part-time faculty programs were established to provide incentive grants to districts to increase their investments in part-time faculty benefits and were not intended to require additional state contributions. Given the significant increases in general purposes funding in this budget, districts have more than adequate resources to support these programs at local discretion.

This veto message ignores the policy direction in the California

Education Code, policy put in place over a number of years, most recently through AB 420 (Statutes of 1999) and the Part

**Term limits seem to have caused institutional memory loss not only for the governor, legislators and the Board of Governors, but also for local trustees and college administrators.**

Time Faculty Bill of Rights, AB 654 (Statutes of 2003).

Though Schwarzenegger signed the budget in July, he had yet to act on SB 361 (Scott), the community college funding bill necessary, at least in some form, to make the budget work. The bill, introduced in 2005, had remained stalled in the Senate. We sought specific language that would amend the bill to recognize that a faculty corps consisting primarily of full-time tenured faculty is

essential to excellent education:

A percentage of new community college funding shall be devoted to full-time faculty hiring. As long as less than seventy-five (75) percent of the aggregate courses in the community college system are being taught by full-time regular contract faculty, an annual fixed amount of equal to ten (10) percent of the total annual increase in the community college budget shall be restricted to improve that percentage. Funds from this category are to be distributed according to FTES and shall be restricted to hiring of full-time regular contract courses. For those districts already meeting the minimum percentage, the funds are considered to be unrestricted new funding subject to local budgeting and collective bargaining processes.

Districts which, as determined from their base data, had a full-time faculty percentage of 67 percent or greater, but less than 75 percent shall apply up to 33 percent of their equalization allocation as necessary to reach the 75 percent standard pursuant to (3) below.

Districts which, as determined from their base data,

had a full-time faculty percentage of less than 67 percent shall apply up to 40 percent of their equalization allocation as necessary to reach the 75 percent standard pursuant to (3) below.

Of the equalization funds appropriated in the Budget Act of 2006, districts shall increase the number of full-time faculty, by the fall term of 2007, by the quotient of the applicable equalization funding divided by the statewide average replacement cost, rounded down to the nearest whole dollar.

In August Schwarzenegger sent word through his Department of Finance that he would not allow SB 361 to make districts accountable for moving toward the 75% standard. So SB 361 went to the governor without the language CFT had requested. Assemblyman John Laird, Chair of the Assembly Budget Committee, has agreed to help us move this issue during the next session, and we plan to hold him to that pledge.

So as we begin circulating petitions to reduce student fees and provide funding stability for our colleges for the next election cycle (see article on page 5) and gear up for this election,

we must reenergize local collective bargaining and other regional and statewide tactics to make sure that districts spend money on faculty priorities. Term limits seem to have caused institutional memory loss not only for the governor, legislators and the Board of Governors, but also for local trustees and college administrators. We will need to remind our administrators, our local trustees, and our communities that students need to have access, outside of class, to all of their professors.

At the state level, we'll need to remind the legislature and the governor that colleges need a significant group of full-time, experienced professionals who are able to mentor new faculty and expand and enhance the college curriculum. A part-time equity fund that recognizes the linkages between the three categorical programs created over a number of years (health care, office hours, pay equity) would highlight the state priority, while allowing districts local discretion. It is essential that the state hold districts accountable for funds they have received to make progress on higher education's important professional issues.

### PAP continued from page 3

PAP of the district's need to study these competing demands before reaching a decision.

Based on Bezemek's advice, the union requested that the District not provide PAP "with any aggregate information on grading practices, actual grades and/or any other information, such as section numbers, that might reveal the identity of faculty members or allow those members to be determined." The letter outlined various legal arguments that would support a refusal to provide the information. The union made clear it believes "providing the information to [PAP] violates the rights of faculty, and violates the California Public Records Act."

According to Bezemek, "There is a convincing argument that a public college or university is not required to disclose this information under the Public Records Act."

### Impact on part-timers

Another worry in providing the information to PAP is its potential impact on part-time faculty employment. Part-time positions are contingent on attracting and retaining enough students for a class to avoid cancellation. In a legal brief prepared by Bezemek for LRCFT he wrote, "It does not require much prescience to recognize that if grade percentages are disclosed, students might avoid 'tough' graders with high standards. Thus, one can easily imagine that part-timers, many of

whom have worked for many years [in the same district], will lose their jobs, or lose units."

The district's General Counsel studied the union's demand and conferred with Bezemek. The district believed that to contest the request in Superior Court could have exposed it, if it lost, to liability for attorney fees of the other side. And unfortunately, UC Davis and other California community college districts had already agreed to give PAP the information.

In the end, the Los Rios district provided the information, albeit with the requirement that PAP provide a deposit toward the cost of developing software that could filter the information and for the staff hours required to edit that information. It also set a timetable of six to eight weeks.

During that time, the district will further research the issue.

### Next steps for the LRCFT

In its response to the union's letter requesting negotiations based on its belief that academic freedom policies are negotiable, the district alleged that the topic was not a mandatory subject of negotiation. Due to the current composition of the Public Employment Relations Board the union has decided not to pursue an unfair labor practice charge. The LRCFT has made it clear, however, that it disagrees with the district's analysis, and that the decision not to pursue legal remedies "should in no way be interpreted as acquiescence with your [the district's] position."

The LRCFT intends to work with CFT, FACCC, the

Statewide Academic Senate, and other faculty organizations to seek legislation to restrict the release of such information under the Public Records Act.

Meanwhile, experience at other colleges and universities indicates that when student body organizations refuse to "subscribe" to the service, PAP has gone away. In LRCFT's opinion, community college student associations, with their limited funds, are unlikely to be able to afford the service.

The LRCFT has for many years opposed the commodification of public higher education. It will continue to oppose efforts that undermine the integrity of our profession.

Robert Perrone

# GASB 45 threatens health care coverage in public schools and colleges

(This is a much-shortened version of an article posted on the CFT web site. For the longer article go to [www.cft.org/councils/cc/index.html](http://www.cft.org/councils/cc/index.html).)

Many employees of California's schools and colleges have been willing to accept lower salaries during their working lives in exchange for the benefit of health insurance coverage in retirement. The gain from that trade-off is now in jeopardy. Most public schools and college districts are currently facing health care cost increases that are well above the rate of increase of the Consumer Price Index. Some districts are moving to eliminate or reduce health care coverage to their current employees and to their retirees. One of the major drivers of the movement to deny employees of their hard won health benefits is the newly established Governmental Accounting Standards Board 45 (GASB 45) reporting standards.

GASB is not a federal agency. It has no ability to force its requirements on public employers. GASB is an independent, private-sector organization that provides national, state, and local governments with fiscal advice. The Code of Professional Conduct of the American Institute of Certified Public Accountants requires that auditors follow the standards adopted by GASB.

## GASB 45 guidelines and timelines

Prior to GASB 45, public employers were only required to report the annual amount that they actually pay for benefits for current retirees. Beginning in 2007-08, GASB 45 calls on districts to publicly provide periodic actuarial reports that disclose any long term retiree healthcare liabilities.

As districts begin to follow the GASB 45 reporting guidelines they will find that they have what seem to be horrific obligations. For instance, the Los Angeles Community College District (LACCD) was quoted as an Actuarial Accrued Liability of \$632 million. Currently the district is spending about \$26 million per year in retiree medical costs.

There is no requirement to actually fund the liability, only to report it. District budgets will only be affected by GASB 45 if a district decides to fund retiree benefits in a new way, which fully funds the liability.

The new accounting standards take effect in 2007-08 for districts with total annual revenue of \$100 million or more. For districts with revenues from \$10 million to \$100 million, the effective date is 2008-09 and for districts with revenue less than \$10 million the date is 2009-10.

upcoming years as the mounting liability begins to come due. The fact that this has not occurred yet in districts like the LACCD that have had such a benefit for more than thirty years seems to have had little effect on reducing these fears.

## Standards' Effect on Benefits

The threat of future unsustainable liabilities is playing a large part in the effort to eliminate defined benefit retiree health

**The often hidden truth is that the United States has the highest per-capita health care cost in the world but provides only a minimum of service and quality to those who can afford to participate.**

## Los Angeles Community College Experience

The LACCD has had retiree health benefits for more than 30 years and has been operating on a "pay-as-you-go" system all of this time without any major problem. If the LACCD had adopted GASB recommendations last year, it would have required a payment of almost \$55 million in 2005, while pay as you go only required about \$26 million.

Many pundits believe that the current pay-as-you-go method of paying retiree health benefits will lead to major problems in

plans in the private sector. The high relative cost of pre-funding retiree health benefits in the private sector (as opposed to pay-as-you-go) has clearly led many companies to abandon the welfare of their employees, as a result of a GASB-like requirement adopted by the private sector-oriented Financial Accounting Standards Board (FASB).

Public institutions are very different from private companies. They have a regular stream of guaranteed income and huge assets in land and buildings. If a public institution ceases to exist, the assets can be sold off to pay

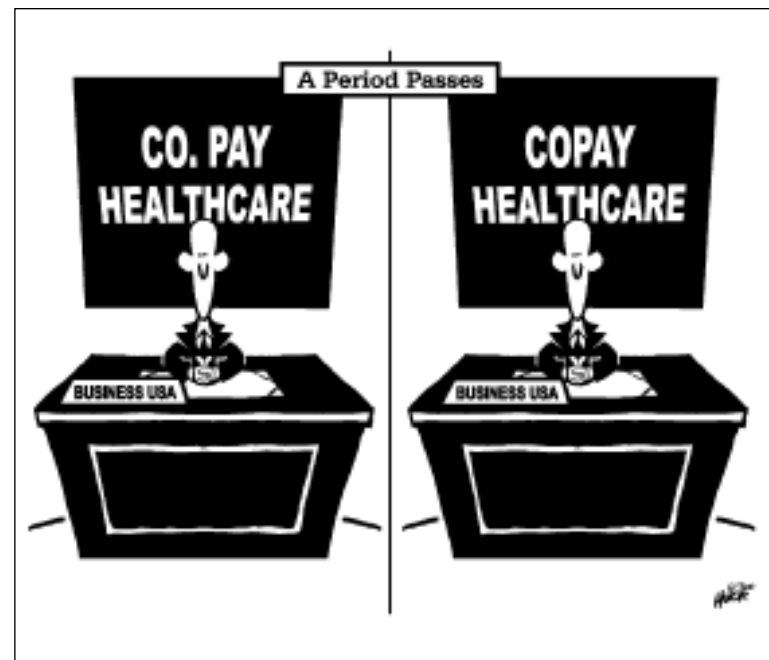
## Initiative continued from page 3

question and answer session where SCC student Joshua Harris said, "My question is, does California care about its students and if so, when is it going to start acting like it?"

How about in the next three months? Our California Federation of Teachers, several AFT locals, and many individuals have already made significant financial contributions toward the signature gathering effort. If we have to rely on paid signature gatherers alone, the million signatures will cost \$1.50 each. As of this writing (mid-September) we have collected nearly \$900,000.

This money and more will be needed for the ballot campaign once the initiative is qualified. We should not have to rely on paid signature gatherers to get this initiative to the ballot. Join in the volunteer effort to collect ten, twenty, fifty or as many signatures as you can before the end of this semester. If there is no signature gathering campaign at your college, contact Christine Chavez, Community College Initiative Coordinator, at [chavezchristine@yahoo.com](mailto:chavezchristine@yahoo.com) to find out how to get one going now. Tick... Tick... Tick... Tick...

By Dennis Smith



for the ongoing health care requirements in a way that may not be available to a private sector business.

## Drivers of Increased Health Care Costs

In the discussion revolving around GASB 45, not much emphasis has been placed on the real underlying reasons for the increased cost of health care. Although some industry-paid analysts say that health care costs are rising due to aging, technology, increased utilization, and increases in such diseases as diabetes, recent studies show the real major drivers of health care cost increases are on the supply side of the systems (the providers of health care) through a combination of excessive prices (and profits), pervasive medical error and quality deficiencies. High prices and high administrative costs are the critical causes of the substantial increases in health care spending that most districts have experienced. The often hidden truth is that the United States has the highest per-capita health care cost in the world but provides only a minimum of service and quality to those who

can afford to participate. At the same time, health plans and insurance carriers keep secret the prices they negotiate with providers and are silent about their own failure to monitor and correct for physician-driven overuse of inappropriate services, pervasive provider failure to follow professional treatment standards, inefficient resource use, and high medical error rates.

## How to Cut Benefit Costs and Increase Quality

The first step that districts should be taking, rather than rushing into pre-funding or eliminating retiree health care, is to address the real reasons for increasing costs. They should join Health Access California, the California Health Care Coalition, and the California Education Committee for Health Care Reform in order to increase the influence of these organizations. Until purchasers organize to demand delivery system reform and performance accountability from health plans and providers alike, the problems with our health delivery system will continue and the cost pressures on public sector employers, unions, and workers will grow.



(From left to right) CCC President Marty Hittelman, FACCC President Dennis Smith, and Los Rios AFT President Dean Murakami have signed the Community College initiative. Have you?

# Local Action

## Compton

### Compton and El Camino begin a new era

For faculty at Compton College, the new arrangement with El Camino College is both a relief and a source of anxiety and frustration. On August 21, El Camino signed a memorandum of understanding with Compton's state-appointed trustee, taking over administration of the troubled district under a temporary contract for the next year. Compton is now called the "Compton Center of El Camino College."

The takeover means that Compton students will continue to take fully accredited classes. Compton lost its accreditation as the result of a long process (see the May 2006 Perspective), which came to a head over the summer. In signing the MOU, El Camino is essentially lending its accreditation to Compton, along with taking over administration of the Compton campus.

Last spring the Peralta district was discussed as a possible candidate for taking over administration, but the much-closer El Camino district was finally chosen.

Rodney Murray, President of the Compton College Federation of Employees, AFT Local 3486, says this arrangement "has never been done before – it's historic. The faculty are very relieved that they still have jobs,

but also still feel anxious, because the student count is down so far."

The California Accrediting Commission for Community and Junior Colleges withdrew Compton Community College's accreditation in 2005. That action had the immediate effect of sending students elsewhere. Typically in the recent past the school boasted a student body of seven thousand, but it fell to five thousand after the ACCJC decision. Murray estimates that enrollment is now about half of previous levels.

#### Long lines

While he appreciates the fact that El Camino stepped in, the changeover took place just days before registration for the fall semester. "The new administrators from El Camino forced all our continuing students to reregister," he explains, "so there were long lines. The bookstore was closed and many classes were cancelled if they had low attendance. All of that discouraged many students."

The state chancellor promised Compton faculty that there would be no layoffs in the first year of the new regime, so teachers who suffered cancelled classes didn't have to fear that they would lose their jobs as a result. But if enrollment doesn't increase substantially by next fall, jobs could be lost. "It takes time to get students back," Murray says. "After the cuts from Proposition 13 in 1978 we lost close to half our enrollment, and

it took us over 7 years to get it back."

Compton administrators, however, did lose their jobs. To replace them, El Camino assigned its own administrators to take over some responsibilities there. They also asked faculty at El Camino to take on some of the added workload. That's caused problems for the union at El Camino. "The district is asking some of our people to do a lot of work, but trying to negotiate individual agreements with them over their pay and conditions," says Donald Brown, President of the El Camino College Federation of Teachers, AFT Local 1388. "That's illegal, and we intend to file an unfair labor practice complaint as a result if the district doesn't stop."

The El Camino administration also promised El Camino faculty that it would backfill, to ensure that the new responsibilities in Compton didn't erode the administrative support needed on its own campus. "Our administrators are already overworked," Brown says, "and this just adds to the workload."

Brown says the El Camino district is trying to make the Compton curriculum dovetail with that at El Camino. "If El Camino is going to provide the Compton students with transcripts, then by law the courses taught there have to be ones in the El Camino course catalog," he explains. Making the curriculum correspond is another reason for the cancellation of some Compton courses.

Although violations can still be grieved under the existing union contract at Compton, which still has a year to run, it's not clear against whom a grievance would be filed. Nor is it clear with whom the Compton union will negotiate the

renewal of that contract. The Compton district still exists as a separate entity, but El Camino is administering it. "It's a grey area," Murray says. "There's no question we'll still get our step increases and COLA, as the contract mandates. But how will we be evaluated? How do will our grievance procedure work?"

Solving problems like these requires cooperation between the unions in the two districts. Murray says the Compton union will invite the executive board of the El Camino local to its campus for lunch, to begin the discussion. Brown also looks forward to scheduling a formal meeting of the leadership of the two unions. "I supported this arrangement in order to save the jobs of teachers in Compton," he says, "but we don't want El Camino perceived as coming in to clean house there. We need to make a plan, especially about how to protect jobs. I will do whatever I can to save as many as possible."

## Santa Clarita

### Impasse at College of the Canyons

"We told them we wanted to discuss being able to grieve problems in assignments for our part time faculty," says Michael Ward, president of Part Time Faculty United at College of the Canyons, AFT Local 6262. "They told us, 'that's not going to happen.' So we declared impasse, and the PERB (Public Employment Relations Board) certified it."

The arrogance of negotiators brought in by the Santa Clarita district provided a key tactical advantage to the new union. District officials tried to lobby PERB to forestall the impasse certification, but they lost the argument.

At issue is the first reopener of the first contract between the union and the district, which was just ratified a year ago after an arduous 3-year period of winning recognition and excruciating negotiations. "Essentially, we had to give in on a number of issues just to get agreement," Ward explains. "Our faculty hadn't had a raise in over 3 years, and we needed a contract that could give them a pay increase."

The contract's reopener provision allows each side to discuss one issue, in addition to the mandatory questions of wages and benefits. The union chose the issue of how teaching schedules are assigned.

The existing grievance procedure is already biased in favor of management, Ward notes, since the final step is an appeal to the college president. But assignments aren't grievable at all. At

the beginning of each fall semester, the normal pool of part time instructors expands to about 430. "Then the college cancels classes right and left," he says, "which particularly affects us. We have scores of problems with assignments, but all we can do is go to the personnel department, which always sides with the dean or department chair decision."

#### Deep Anger

Behind the turmoil over assignments is a deep anger over economic inequities in the district. "The administration always complains it's short of money, but their costs take up half the money from the state. Our board of trustees refers to the college president, Diane Van Hook, as the CEO, and she receives the highest salary of any community college president in the state: \$260,000 [!—ed.]. There's no board review of her expense account, and they give her a place in Santa Clarita while she actually lives on the coast in Orange County. Meanwhile, they tell us that part time teaching is just a hobby or avocation, and we all really do other jobs."

Of course, some part time teachers actually do other jobs, mostly at other college campuses. Ward himself is a freeway flyer, teaching at College of the Canyons, Ventura College, and this semester carrying a full load at California State University Northridge as well. "Most part time teachers want full time positions," he emphasizes.

In negotiations, the College of the Canyons district revealed it had received almost a 13% increase in state funding. The union asked for 10.5%, including the state COLA and some room to move toward salary parity with surrounding districts. The district came back with 3.5%. "They wanted to wear us down, and get people to complain about not getting raises, so that we'd just cave." Instead, they walked into impasse.

The first mediation session is set for October 24, and the union is making plans for mobilizing its members. It has already organized a letter-writing campaign directed to the board, and plans to deliver the letters as its next step. The local has a new crisis committee, and is building up a core of volunteers beyond the members of its executive board. "We'll do demonstrations and informational picketing," Ward warns, "and organize the students and community around us. Getting the union was a major uphill battle to begin with, but we beat them before and we'll do it again."

By David Bacon



Delegates from San Francisco to the national AFT convention, held July 20-23 in Boston, accept an award, borne by AFT Local 2121 president Ed Murray, left. To Murray's right are long-time New York community college union leader Lou Stollar, after whom the award is named, and Local 2121 members Carmen Roman-Murray, Warren Mar, and Allan Fisher. The newly created Louis Stollar Award for Advancing the Rights of Contingent Faculty was bestowed on Local 2121 for its outstanding achievements on behalf of part-time faculty.

RUSS CURTIS PHOTO