

00:00:01:23 - 00:01:24:03

Speaker 1

Welcome to our world. And we have a part time faculty here at the Ukraine district and issues to office hours, issues to curriculum issues to how we can better serve our students issues. After about three days, the books disappeared and the topic never again was mentioned. I don't know who is more naive. The part time faculty for thinking the full time faculty would actually take our suggestion seriously, or the full time faculty for thinking we actually would not put suggestions in the box.

00:01:24:05 - 00:01:49:26

Speaker 1

Well, here I am today and another college in another district standing before you in a public forum where we will be openly discussing the issues of part time faculty employment. We've come a long way since the days of anonymous suggestion boxes, but we still have a long way to go in resolving the inequities which exist, hopefully for our community.

00:01:49:28 - 00:02:18:06

Speaker 1

The San Jose Evergreen Community College District. This is the beginning. And to that end, our goal here today is twofold. First, to reach an understanding of the issues of part time faculty and equity, which affect the quality of education of the students in our district. And second, to begin crafting a common legislative agenda which we can present to the legislators on our behalf.

00:02:18:09 - 00:02:53:25

Speaker 1

And we would like to do this as a unified community college district. We would like unified. We would like the document to be unified with input coming from both part time faculty and full time faculty, administrators and board of trustees. So again, I'd like to thank you for coming. We're very fortunate to have Sunshine, and I'd now like to introduce Richard HAASS, who is a member of our Board of Trustees and who will be the moderator for this forum.

00:02:53:28 - 00:03:17:19

Speaker 2

Good afternoon and welcome to San Jose Evergreen Community College District, which come coming from somewhere else. My name is Richard Hobbs. I've been on the board of trustees for the last six

years. And maybe more importantly, when I moved to San Jose 23 years ago, my first job was working at a 7-Eleven on Friday and Saturday nights as a part time worker.

00:03:17:22 - 00:03:49:27

Speaker 2

My next job was working at the San Jose Mercury News evenings as a janitor evenings. My last job was working at San Jose City College as a part time ESL teacher. My next job was working in metropolitan adult Education as a part time teacher. My next job was working at the ends up as a part time teacher. Mind you, the last three in small tenures and my next job was working at the Center for Southeast Asian Refugee Resettlement, where I also worked as a part time teacher.

00:03:49:29 - 00:04:03:07

Speaker 2

So I simultaneously held four part time teaching jobs. And I'm sure that you can understand that. I understand the issues that we're going to talk about today.

00:04:03:09 - 00:04:23:02

Speaker 2

Before we continue, we discussed a little bit with our panelists today, and we felt it would be very important to understand who's in the audience. So we're going to ask for about 3 to 5 minutes, if you could each just give your name and where you're coming from. What your position is. And if you can start right here and appreciate it.

00:04:23:05 - 00:04:25:20

Speaker 3

Our bunch of physics teacher part time.

00:04:25:20 - 00:04:51:14

Unknown

Here in City College, George Frank, flew American Association of University Women at eight UW President of I will be Todd I'm current president of the Santa Fe branch in New York for equality for women and girls.

00:04:51:16 - 00:04:52:09

Speaker 5

Can't talk When.

00:04:52:11 - 00:04:57:03

Unknown

I teach at ten part time every half.

00:04:57:06 - 00:04:59:23

Speaker 1

Hour, there and I'm secretary and I used to teach.

00:04:59:23 - 00:05:04:16

Unknown

Here at City College part time.

00:05:04:18 - 00:05:26:07

Speaker 1

Now can you do that? And also spent eight years teaching in Africa, in the Sahara Desert. I can't follow that one. I'm learning Paterson And I'm interested in citizen England, A, w I.

00:05:26:07 - 00:05:29:02

Speaker 3

And labor, women voters and a few other things.

00:05:29:04 - 00:05:42:26

Speaker 1

Senior Care Commission of the County. Nancy, while I'm on the board of trustees for San Jose read as well. And I think now is the time to address this issue. I want to be very active in pursuing this.

00:05:42:29 - 00:05:43:29

Speaker 6

I'm of based on.

00:05:43:29 - 00:06:10:05

Speaker 1

Structure here at, say, City College. I'm Muriel Dickinson, president of the Older Women's League of Santa Clara County and a former teacher of Barbara Garstang. I'm going to be an instructor here at City College at Mission College and Junior College. I'm an adjunct faculty, ESL at every level, college and a part time temporary instructor in the linguistics and.

00:06:10:05 - 00:06:15:07

Unknown

Latest development department, which is.

00:06:15:09 - 00:06:26:19

Speaker 1

I'm Joanne Landers. I'm a part time counselor and the articulation officer for Evergreen Valley College.

00:06:26:22 - 00:06:39:04

Speaker 1

That's Winters. I'm on the labor studies faculty and I'm part time labor studies coordinator. Lois Lam, Dean of Language Arts at Santa Fe College.

00:06:39:06 - 00:06:46:14

Speaker 5

I am Mark Newton. I'm a biology instructor and the current Faculty Association president. And the person who's asking for.

00:06:46:14 - 00:06:52:12

Speaker 3

Grades at the bargaining table.

00:06:52:15 - 00:07:23:00

Speaker 1

Carol Jordan, part time faculty and a four year college in computer science. I am Michelle Baer. I'm a part time ESL instructor and language lab instructor at the Home College. Hi, I'm Patty Moran. I teach part time at Everything Valley College, College of San Mateo. And I go to college and I teach painting and drawing.

00:07:23:03 - 00:07:29:26

Speaker 3

I am cut out Paradigm, a part time instructor for Margaret Munch.

00:07:30:01 - 00:07:44:16

Speaker 1

I teach English and ESL. I'm a full time. I am Janette Cunningham, part time ESL at City College and also Metropolitan Adult Education.

00:07:44:18 - 00:08:06:03

Speaker 3

So I'm but wise, I'm a part time math instructor at San Jose City College. Jim Samuels and Dean announce on Instagram nicely. My wife is a bartender here for many years, but it wasn't all our stories. I've always had an interest in striving for more.

00:08:06:05 - 00:08:33:25

Speaker 3

Phil Renteria, a part time counselor, and we're currently working on this success grant And I'm a part time instructor and counselor and have been in college at Cedar High. Jeffrey Kirkbride, a part time instructor. I used to teach at in college physics and astronomy, and now I'm at a past couple of years at Evergreen Valley College teaching just astronomy, and I build observatory.

00:08:33:27 - 00:08:43:23

Speaker 3

My name's Rob, too, is I teach part time speech communication classes over at Danza College. That's all I'm teaching this quarter. The only place I'm teaching is called.

00:08:43:26 - 00:08:56:14

Speaker 1

My Name is Marianne and I'm a part time ESL instructor at Dance, a college and a part time negotiator there. And I'm here to support all my friends at San Jose State College.

00:08:56:16 - 00:08:59:09

Speaker 3

Aaron Fisher, full time math faculty at Evergreen.

00:08:59:09 - 00:09:01:15

Speaker 7

Valley College for about 30 years and.

00:09:01:15 - 00:09:28:18

Speaker 3

Perhaps soon to become a part timer. Hi, I'm Patrick Butler. I'm the current president of the South Asian College Academic Senate for eight terms. I served as a union president back when CTA was the exclusive bargaining agent and started here as a part time instructor in 1968 and bear some of the responsibility, I think, for the fact that we haven't done as much as we have over the last 30 years that I've been here for part timers.

00:09:28:19 - 00:09:33:12

Speaker 3

So I'm interested in see what I can do to help you out.

00:09:33:15 - 00:10:16:15

Speaker 1

I'm someone at Santos and I'm a part time instructor over Evergreen Valley College. Hi, I'm Marc, a smaller part time ESL instructor at San Jose City College and put him down in the hallway en route full time Year seven instructor here at San Jose City College. I think. I'm Jerry Evans, chancellor for the district. Good afternoon, everybody else.

00:10:16:18 - 00:10:32:23

Speaker 3

Except me I think know I'm not first I'm the dean for humanities social sciences city college and I was incarcerated in special programs.

00:10:32:26 - 00:10:38:29

Speaker 1

Hi, I'm Judy Marin, part time physical science at San Jose City College.

00:10:39:01 - 00:10:50:13

Speaker 5

Hi, I'm Wilber Belmonte, full time here in the math department. I've had many years of part time experience before I was hired full time.

00:10:50:15 - 00:11:02:27

Speaker 3

Hello, my name is Wayne. I'm just average Joe. I can take whatever it is.

00:11:02:29 - 00:11:27:19

Speaker 2

Thank you very much for coming this afternoon. Before we proceed, I just wanted to explain my role as moderator this afternoon. First of all, we're going to hear from all of our distinguished panelists. And at that time, after each one of them speaks, we will ask you to only ask them clarifying questions if you didn't understand something that they presented.

00:11:27:21 - 00:11:59:25

Speaker 2

Following that, after all of the speakers have spoken, we'll open it up for general discussion and we'd like to limit that to about 30 minutes if we can. And finally, as the last part of our session this afternoon, we would like to discuss what the state recent state policy suggestion regarding the \$80 million from the Human Resources Infrastructure Task Force should look like and does look at this time.

00:11:59:28 - 00:12:30:19

Speaker 2

It looks like at this time and what recommendations we may have in terms of the 60 40% split that they're proposing and the uses of that money, the given that likely the 16 come to the local area, what would this see for San Jose Evergreen Community College District regarding the use of monies for increasing the paid hours, etc. for part time faculty and 40% for other uses.

00:12:30:21 - 00:12:42:15

Speaker 2

So that will be our format for this afternoon. And now I'd like to turn it over to our first speaker.

00:12:42:17 - 00:13:10:18

Speaker 1

First of all, I forgot to introduce myself. I'm Mary Ellen Goodwin and I'm part time here at San Jose City College and at a college. And as many I heard many people say today, I'm just teaching at two colleges now. I have been at many our speakers today. Next to Richard is Scott. Since then he'll be addressing issues of equity.

00:13:10:20 - 00:13:35:15

Speaker 1

Next to Scott is Julia Jolley, who is the community college chair of Resolve and ESL. As you might have noticed, as we went around as one of the most impacted areas when it comes to part time. Next to Julia is Margaret Quan, who will address issues of seniority and health benefits. Next to Margaret is Virginia Scales, whose full time here at City College.

00:13:35:15 - 00:14:13:13



Speaker 1

And we'll be talking about how her time issues the overreliance of part time impacts the ability of full time faculty. And then next to Virginia's Tim Dave, who will discuss the issues of diversity and is the quintessential part time freeway flier. We'll discuss the mental, physical, as well as financial costs of being on the freeway. So I'd like to have a welcome to all of our speakers today.

00:14:13:15 - 00:14:42:06

Speaker 7

Against Travis Scott since I've been a part timer for over ten years at Sacramento City College. Here in college, you can college so out of college. And also I find I have something in common with our man, the board of trustees here. My first job was as a night janitor, and my second major job was as a 7-Eleven store manager.

00:14:42:06 - 00:15:04:12

Speaker 7

And then later on I was a 7-Eleven part timer. But that was ancient history. I'm going to talk about issues of pay equity, and the first thing we might ask is just exactly what is pay equity? One argument against part timers being paid 100% pro rata with full timers that we don't have the same contractual responsibilities that full timers have.

00:15:04:12 - 00:15:30:18

Speaker 7

And that's true. We're not contractually required to hold office hours or engage in various types of governance work. However, most community college contracts provide that. We do do the same classroom work about 15 hours in the classroom, 15 hours of prep work. So that means that we're doing contractually about 75% of what full time we do in those districts or some variation in contracts.

00:15:30:18 - 00:15:53:06

Speaker 7

But overall, I think that's a pretty good figure. So that means that even allowing for the fact that we don't have those contractual obligations, I think many of us engage in those activities anyway unpaid. And I think I make a pretty good argument that we should be required to engage in those activities. But leaving aside those two arguments, we've always stood still should be making 75% of what programmers make.

00:15:53:08 - 00:16:21:02

Speaker 7

There are very few districts in the state with that approach, 75% for Iraq and even those that do because part timers move more slowly on the step system than full timers, that even if you start at 70 or 75% pro rata in a few districts that do have it at that level, you fall continuously behind. Example, one district in which I teach at about 70% for Second City College, but we move.

00:16:21:02 - 00:16:29:04

Speaker 7

If you're at 40% load, you move every two and a half years on the salary schedule. So even though you start at 70% pro rata and fall continuously behind.

00:16:29:06 - 00:16:29:26

Speaker 1

Overall.

00:16:29:26 - 00:16:55:10

Speaker 7

In the state part timers, the Chancellor's office statistics show that part timers pay about 37% of what our full time counterparts are paid. That's pretty far from the 75% based on the work we do. Besides office hours and governance work. And that average salary works out to about 20 at a time equivalent low. It works out to about \$22,000 per year.

00:16:55:13 - 00:17:17:25

Speaker 7

Okay. And our full time counterparts making almost three times that on average now at \$22,000 a year salary. And of course, in most districts that includes no benefits, a full benefit package for an average person with a family of four. It probably cost at least six or \$7,000. So that means in that equivalent full time pay is about \$15,000 a year.

00:17:17:27 - 00:17:44:23

Speaker 7

It doesn't make a whole lot of sense to somebody go to school to get a master's degree in any two homes, maybe even a Ph.D., incur a lot of student loans, and end up working for an effective annual rate of about \$15,000 a year. So you have a situation where people are teaching the same class in two classrooms right next to each other with the same identical educational qualification options or part timers.

00:17:44:25 - 00:18:06:16

Speaker 7

Education was going to be even exceed those full timer ones being paid about one third of what the others pay. That's economic exploitation, pure and simple. And this country, we believe in the principle for equal and equal work, for equal pay, for equal pay for equal work, and certainly not have any in any community colleges. And the reason for that is just because of a glitch in the education code.

00:18:06:16 - 00:18:28:06

Speaker 7

It allows us to be high, rehired as part time temporaries on a continuous basis, which is an absurdity. We have people working ten, 20, 30, 40 years in the same districts being rehired as temporary on a permanent basis. One problem we have in terms of seeking pay equity, we might talk about, well, how do we go about doing that?

00:18:28:06 - 00:18:46:07

Speaker 7

And of course, you know, the single biggest problem is lack of money. A district that was required to immediately implement full pay equity would be bankrupt. So obviously we need more funding from the state and the problem is there's often a lot of tension between what are we going do with the money, going to hire more full time faculty.

00:18:46:07 - 00:19:12:13

Speaker 7

We need more full time faculty, certainly, especially in some districts, the 80, 70, 25 mandated 75% of class hours to be taught by full time faculty. There's very few districts that are at that level. Some, like Sierra College, where I teach, are at below 50%. They're currently at around 47%. The ratio there are about four part timers to every full time.

00:19:12:15 - 00:19:33:17

Speaker 7

And at the 75% level, there's still an imbalance. There's going to be more part timers in the district than full timers. So you're always going to have a huge army of part timers, no matter what your part time, full time ratio is. And the question is, do we want equity for those part timers or do we want to hire more full timers or do we want both?

00:19:33:17 - 00:19:53:25

Speaker 7

And the problem is that there's obviously a lack of funding. Many of us believe that the way to get for full time faculty hired is to work on issues of pay equity that once you make it no longer such a financial cash cow for these districts to continue to hire part timers, then they're no longer going to have a financial incentive to do that.

00:19:53:25 - 00:20:22:25

Speaker 7

And you're going to approach the hiring of more full timers as a natural phenomenon. But as long as we have this huge pay balance, there's no financial incentive for these districts to hire more full timers. So if you, you know, just work on the issue of trying to force them to hire more full time workers about bringing about part time equity, on the one hand, you're going to have this permanent sub cast of instructors who are underpaid, exploited, possibly frustrated, and the districts are going to have no financial incentive to change that situation.

00:20:22:25 - 00:20:46:28

Speaker 7

Whereas if you work on issues of pro rata pay, having medical benefits, paid paid office hours, and there's no longer an incentive for the districts to continue this practice, another major issue that we sometimes have to deal with is the issue of how many part timers do this on a semi-permanent basis as freeway fires, as opposed to being full time professionals working elsewhere.

00:20:47:00 - 00:21:12:14

Speaker 7

And the Chancellors office last year, one of their arguments when we came forward for 20 was to say, Well, our database shows only about 10% of your freeways fires. It's a compelling image, but it's just not true. Well, we have some problems with the accuracy of their database, but even assuming that it was accurate, it really doesn't tell you What they were saying was we checked our database and only 10% of the folks in our statewide database are teaching in more than one district.

00:21:12:16 - 00:21:34:24

Speaker 7

Even assuming that's accurate, we don't think it is. Still doesn't tell you how many people are teaching for private colleges, how many are teaching in the CSU system, how many are engaged in other forms of non teaching part time work. So they want to prevent this myth that somehow because their database shows only 10% of us are freeway fliers, of the other 90% have permanent full time job somewhere and are teaching.

00:21:34:24 - 00:21:36:09

Speaker 5

Because it's fun.

00:21:36:11 - 00:21:57:21

Speaker 7

And they don't really need the money, they don't need the medical benefits. And it's just absolutely false. And every single survey that I'm aware of has been done in the district has failed to back up the Chancellor's position. The one thing I try to impress on everybody in terms of what we're trying to do here now, obviously we have to attack this through local collective bargaining at the state level as well.

00:21:57:24 - 00:22:17:03

Speaker 7

And last year was a banner year for us in Sacramento in terms of getting our issues heard, even though 8420 failed. We're back with a seniority bill this year. The CFT is in. The CTA also has its own seniority bill. We can't come forward with a pro rata pay bill right now because the governor won't act until the CPS study is complete.

00:22:17:03 - 00:22:37:03

Speaker 7

That was the study that was mandated by 8420 and CPS folks are dragging their feet. So a pro rata panel is going to be done for this year. But clearly, there's no silver bullet that's going to solve the problem. Quickly, how many of you saw the Ken Burns thing on the women's movement that was on PBS a few months ago?

00:22:37:03 - 00:22:38:18

Speaker 7

Anybody anybody see that.

00:22:38:21 - 00:22:40:01

Speaker 3

On the voting? I did.

00:22:40:03 - 00:23:01:07

Speaker 7

Yeah, on the women's suffrage movement. And as I watched that, I was really impressed by it. And I'm heartened in many ways to see the dedication of these two main women and the suffrage movement and the dedication, especially Susan, the champion who basically devoted her whole life in this cause and the relentless manner in which she explored every single avenue.

00:23:01:07 - 00:23:26:10

Speaker 7

And I was struck by the similarities in our own movement for part time equity and that women's suffrage movement, all kinds of things, the necessity for making alliances, sometimes with some very unpleasant folks, for making nasty political compromises, for exploring every possible avenue to agitate, educate, organize, so on and so forth. But at the same time, it also depressed me because here you had what for?

00:23:26:10 - 00:23:45:18

Speaker 7

You know, nowadays we look back on that and, you know, women getting the right to vote, that's kind of a no brainer issue. And how long did it take? I mean, even to get to the point where you could bring

that forward as a possible constitutional amendment in the U.S. Congress, It took decades just to get to there because a lot of women to say nothing of their male allies were saying, no, that's too radical.

00:23:45:18 - 00:24:06:26

Speaker 7

We can't do that. You know, we can't go that far. We weren't really talking about that when we got involved in this movement. But once they did finally successfully introduce the bill in Congress, it took over 40 years of being reintroduced every single year before it finally passed in the House of Congress and sent to the stage for ratification.

00:24:06:28 - 00:24:35:22

Speaker 7

So I'm certainly hoping that it's not going to take us four decades of reintroducing our approach to legislation and another part of the next many bills in the California legislature to get something accomplished. But certainly the people that are standing in our way, which consists largely of lobbyists or boards of trustees and the administrators, not to say that all administrators, members of board of trustees fall into that camp, but those are our main opposition.

00:24:35:25 - 00:24:58:16

Speaker 7

When we go to the legislature, those folks are very well organized and they're in it for the long haul. And if we're going to accomplish what we need to accomplish, we need to realize that, you know, we may have won a few battles in the last year. We have a long war to fight here, and we need to keep at it through every possible action from legislative, local staff, getting involved with the VA, educating students, educating the public.

00:24:58:18 - 00:25:11:07

Speaker 7

And we have a long war ahead of us. Thank you.

00:25:11:09 - 00:25:35:02

Speaker 1

Slide four there. I want to see you or see the page. Some classes are going to stay here so I can see the page here a bit. Hillary My name is Julia Jolley and Alice School SEC and Virginia Scales asked me to come today because I am currently the community college chair for the State. And part time issues are a major, major concern in ESL from K-12 all the way through university.

00:25:35:02 - 00:25:51:24

Speaker 1

It is just a given that we teach part time. I taught ESL for 30 years, 12 of those years full time. I'm now the dean of language and literature at Sacramento City College and so I go into those things. I'm falling between two chairs, and with.

00:25:51:25 - 00:25:57:13

Unknown

Time I find my head in two different places.

00:25:57:16 - 00:26:29:02

Speaker 1

In the ESL, adjunct faculty teach from K-12 through adult community college university. They are the majority in our field. And so the state organization California Association of Teachers to Speakers of other Languages has taken a very strong position and has supported the wild, and Bill has jumped issues as part of their permanent goals for the organization. Why? Because we see this this problem increasing for is not not getting smaller.

00:26:29:02 - 00:26:51:22

Speaker 1

I taught adult ed for I think about nine years and when I was teaching adult Ed Lynn Savage was one of the stars in our field, was the only full time adult ed person I knew. There were a few more, but there weren't very many, so this this issue goes across across levels in the field of ESL and for ESL, there are two, two big concerns.

00:26:51:22 - 00:27:14:08

Speaker 1



One is the credit institutions, of which you are a part of it I am currently a part of, but also the noncredit part of our institutions where the ratio is about 70 to 70 5 to 90% adjunct faculty as opposed to full time faculty. And in adults it is worse, the figures are worse. So this is an ongoing issue for us as an organization.

00:27:14:10 - 00:27:38:23

Speaker 1

I know how many of you were any of you was at the Northern Regional Protests for ESL. At the Northern Regional. This was a major issue. We spent a lot of time talking in our wrap session about adjunct faculty issues. We'll be doing that again at the state conference in Sacramento in April. And I'm Lynn Frazier, who I think is someone you probably know as a as an active part time here in the state will be speaking to this issue.

00:27:38:23 - 00:28:06:12

Speaker 1

There are ongoing concern in the organization is based in part on this, on the fact that we know the ESL population in the state will continue to grow. The figures are kind of daunting when we think of the classrooms and teachers, we have to serve the current population. The expectation is that by 2020, 59% of the total population of California will be immigrants.

00:28:06:15 - 00:28:38:15

Speaker 1

Many of those new immigrants whose language needs need to be served if we are to manage as a state economically and socially. Most of those students are served by adjunct faculty members. And the proposition that passed last year, I was trying to remember the number. I blocked it already. It was a major, major loss for our organization. The English only proposition to pass this to June 27, a lot of people's jobs disappeared immediately as that went into effect.

00:28:38:15 - 00:29:11:28

Speaker 1

Even people on the state board and we know that that also impacts the need for ESL in the classroom. So we're being told we need to accelerate the process. We need to get our kids mainstreamed as soon as possible. We have an increasing population that requires our services and we are served largely by adjunct faculty. So the Jesuits position is and the position paper I'm reading from was just updated in February and will be presented at the state conference next month.

00:29:12:00 - 00:29:37:22

Speaker 1

But contestant's position is basically that we need quality education for these young people, that we have to move them as fast as possible into the system where they can function and that we can do that best with full time instructors. But as I read the position paper, my reaction to it is going to be similar to yours. I assume part time instructors cannot or have cannot give sufficient attention to curriculum development.

00:29:38:00 - 00:30:00:14

Speaker 1

Planning of courses are in daily lesson planning. Part time instructors cannot give personal time to individual students Office hours. Part time instructors do not give sufficient attention to the assessment of learners progress. But when I look at my division, which has 120 adjunct faculty members, I know that they do. I know that they do not just the majority, but almost everyone I know.

00:30:00:17 - 00:30:35:16

Speaker 1

So it's happening. It's just as my speaker. The speaker previous to me said it's happening. It's that it's not fair that it's happening, and it's happening at great personal cost in many cases. So the recommendation from the state organization, for example, to significantly increase the ratio of full time to address the priority pay issues, to address the health care issues, to address the office, our issues which we have begun to address in New your organization, and then to require the delivery of all the full benefits to all instructors.

00:30:35:19 - 00:30:50:03

Unknown

Part time and full time. Next year.

00:30:50:05 - 00:31:36:13

Speaker 6

I'm for reform. I teach part time at Diablo Valley College. I also sit on the track board representing part timers in the northern half of California. This last year or this past year, or I should say legislative year was in many ways a banner year for part time faculty. First of all, it was a historic coming together of all

of the faculty voices, CTA, CFT, The independence flag and the academic city, all united to support Sponsor Rally Behind 8424.

00:31:36:13 - 00:32:33:16

Speaker 6

Those of you that do not know about 8420 included for four areas. Specifically, it was asking for pro-rata pay, seniority rights, a change in health benefits that were won under AB 3099, and a change in the wording of of part time office hours that was getting under 8301 as it worked its way through the legislature. Two of the items that were near and dear to the heart of all part time faculty were removed from the bill, namely part time act, pay equity and seniority rights to be able to get this bill to move on through the legislature and then signed by the governor.

00:32:33:16 - 00:33:16:16

Speaker 6

It was necessary to remove these two items when it was first introduced. And the author was Scott Wildman. And it was the first hearing which I had the pleasure of, was with Scott. We were there giving testimony for the deal. The objection came with seniority rights. Now seniority rights to me is at the heart of everything. If you do not have a job, it doesn't make any difference if you have health benefits, it doesn't make any difference if you have paid office hours.

00:33:16:19 - 00:33:53:27

Speaker 6

It doesn't make any difference if you have equal pay. First of all, you have to have a job because there was a great deal of opposition to seniority rights. And I'll tell you some of the reasons why that was finally removed from the bill with the Observer, Scott Wyman saying, I will have I will remove these. Now this particular item from the bill, but later on I will guarantee that I will come back to this article.

00:33:54:00 - 00:34:04:24

Speaker 6

I will have a committee hearing where there will be further discussion. Now, the reason why seniority rights was taken out of the bill, because there was.

00:34:04:26 - 00:34:07:00

Speaker 1

By a Vice-Chancellor.

00:34:07:06 - 00:34:46:09

Speaker 6

That was speaking on behalf of management that said seniority rights impinges on the ability to hire affirmatively the Vice Chancellor when he was giving testimony and they followed right after Scott and I did, he said that 80% of all part timers are quite to me, this was nothing more than a red herring issue, because if they're 80% white, whose fault is it?

00:34:46:11 - 00:35:14:28

Speaker 6

Part timers don't hired part timers. The management hires part timers. And I want to tell you all the years I've been working at the state level because I've been on the side board for nine years, no one has been overly concerned about affirmative action until before Tony was introduced. But to get it to move on to the next level of hiring, that was taken out.

00:35:15:00 - 00:35:50:20

Speaker 6

Now let's jump forward. The bill was finally signed into law with the pay equity removed. Also that the governor made it very clear that he would not sign any bill about pay equity until there would be a study about part timers in the state of California, because no one really knows how many part timers there are, what makeup they are, male or female or whatever.

00:35:50:23 - 00:36:27:11

Speaker 6

If they are part timers. One of these are known liars, part timers, and these are the three terms, cute little terms that are recognized literally nationally because I said only a U.P. board in Washington, D.C. Committee G. And these three terms have been adopted at that level also part time, generally referred to entirely. It is women in this category, not always that just want to work part time.

00:36:27:13 - 00:37:22:08

Speaker 6

They're generally erasing their children. Now, they're not interested in a full time job right now. They generally have their health benefits from their husband and they don't particularly get involved in campus activities. Now the wannabees are also known as Rose dollars as freeway fires and a lot of other names that I don't care to say Here is the moonshiners, on the other hand, are those that have a full time job somewhere else and are moonlighting for additional funds or for the fun of it or whatever, or they're retired people that are also coming back and making additional funds or they are full time or working overload for additional pay.

00:37:22:10 - 00:37:52:19

Speaker 6

Those are the moon lines. Now that category of moon moonshiners, I believe, may make up the majority of part time faculty work. I don't know yet. There is the study that was mandated by AB for 20, and I'll get to that in just a minute. But the cast of Moonshiners, by and large, because they have full time jobs, maybe somewhere else they're not, is active either.

00:37:52:21 - 00:38:39:19

Speaker 6

And campus activities. Now, that's not all of them. I'm not going to paint them all with the same brush. But I have found through working that the movers and shakers for the part time, frankly, are those wannabes, the road scholars and those other unpronounceable names that they call us. So seniority was taken out in 8420. The bill was passed with the governor's signature and mandated, and that was to be a study of part time faculty to be held by C PAC C PAC is California Postsecondary Education Commission.

00:38:39:22 - 00:39:13:20

Speaker 6

I am on that board. Also are on that study team. The first the we were supposed to have CPA was supposed to have a preliminary report March 31st, and Scott has already alluded to it. There is a lot of foot dragging, a lot of politicking. And let me just say to you, first of all, our meeting that was supposed to be the eight, which was what, yesterday that was canceled by a C PAC.

00:39:13:22 - 00:39:39:24

Speaker 6

We haven't even agreed to the questions that are going to be asked on the survey. They don't even know who is going to do the survey. And they're saying after agreeing to do the survey, well, the

governor didn't give us \$150,000 to do it. And that's what it's going to take. Of course, when the governor asked if they could do it, they said, yes, we have that kind of money in our budget.

00:39:39:26 - 00:40:10:18

Speaker 6

But once they were assigned to task, all of a sudden that evaporated somewhere. So there is a lot of foot dragging. Nothing is really being done by CPA. And of course, you can hear very well aware that there's not going to be any preliminary study given to the governor by March 31st. And the person that is head of this, a Charles Rattler, is also leaving C PAC and they haven't even designated yet who is going to take his place.

00:40:10:20 - 00:40:40:24

Speaker 6

So C PAC is going nowhere fast. And then they have asked for a delay until at least June the first before they make some sort of preliminary report. And I believe that is a very wonderful time to ask for it after the May revise has already gone through since then, nothing else can get done in this year's budget.

00:40:40:24 - 00:41:05:03

Speaker 6

So see PAC through dragging their feet, whatever, playing politics, and nothing is going to be done for part timers this year. As far as the pay equity is concerned, or a survey to find out who we are and what we do and what we want. Hopefully it will get under the way underway shortly, but I have no guarantees.

00:41:05:05 - 00:41:48:01

Speaker 6

Now I'd like to come back to seniority rights. Seniority rights does not carry a price tag. It does not carry a price tag like paid office hours, like health benefits or equity. There was in before 20 and again that I think Scott said CFT What is it, 2345 or 2380 2334 is in the legislature this year for seniority, right?

00:41:48:03 - 00:42:17:23

Speaker 6

It was a rather simple bill and I do not know how it will eventually turn out. I have eventually come out, but the thought was in the beginning that seniority rights, there were some stipulations like you had to teach like four semesters, have two or at least one good evaluation. Then you would gain some sort of seniority. Right.

00:42:17:25 - 00:42:44:19

Speaker 6

A lot of discussion went in on. And should it be for semester, should it be six semesters? Should it be whatever? But seniority right is important. It's important to every one of us, cause we need to know from one semester to the next if we're going to have a job. If we don't have a job, it really doesn't make much difference what else is available.

00:42:44:21 - 00:43:10:20

Speaker 6

And seniority, right, is a non monetary issue. I serve on our faculty United faculty, which is an independent union, and I am only negotiating to. We have it on the table again this year as we have for I don't know how many years. And I was instructed to write an article to go into our contract for seniority. Right.

00:43:10:22 - 00:43:37:21

Speaker 6

I was also given the instruction by the full time faculty on our on their board to find a seniority policy that was already in effect and was being used by a college district that is a multiple college district that would be similar to ours. I looked at full Foothill to answer who has had a marvelous seniority rights for many years.

00:43:37:21 - 00:44:08:07

Speaker 6

I looked at San Francisco. I lived a grand tour. I looked at any number of finally settling on the largest community college district in the state of California, because if it works in Los Angeles, then seniority rights should work just about anywhere. So I use their seniority system there, their rather simple plan, and it is on the table.

00:44:08:09 - 00:44:37:08

Speaker 6

And already there is enormous opposition from management for seniority right. I don't know how many of you and maybe none of you did. But a few months ago on a fact Web page, they put out the question and I think they put it out because it's guaranteed to ruffle everybody's feathers. And the question was, should part timers have seniority rights.

00:44:37:11 - 00:45:08:22

Speaker 6

You should have read some of the answers. It was great fun and pathetic. Also, some part timers were very upset that that question should even be addressed. But of course, they said we should have seniority. Right. There were several full time faculty that supported it. But I was really very amused by some of the answers that came in from management.

00:45:08:25 - 00:45:15:05

Speaker 6

And most of them said, We don't want it. You have seniority, right, to those bad.

00:45:15:05 - 00:45:18:27

Speaker 1

Old part timers.

00:45:19:00 - 00:45:55:06

Speaker 6

Incompetent. That was a word that is thrown around. And when I was at the negotiating table, that's exactly what they alluded to. Awesome seniority. Right. Well, what if we have someone that we hired one semester and they're really gung ho and she's better than the person that's been there for a while? And my question was, who's that person that's been there that has has done everything that has been required?

00:45:55:08 - 00:46:23:11

Speaker 6

Yes. Maybe some of the polishes come off, the gleam of their eyes has disappeared. But doesn't loyalty count for anything? And then my question was, what do you do with a full time faculty when you get a



new full time faculty in and they're just gung ho and just in their trap? What do you do that? full time faculty?

00:46:23:13 - 00:46:34:17

Speaker 6

Do you just put them down the drain like bad wine? So I will suggest to and I'm really very.

00:46:34:17 - 00:46:35:21

Speaker 1

Happy.

00:46:35:23 - 00:47:14:10

Speaker 6

To see that people are choosing your chancellor here, your different board members here. I doubt that I could get them to come in my district. They don't want to hear me anymore, but they're not going to hear me any less. They made a mistake by asking me to come to negotiations to present, I don't know, seven years ago, seven years ago, the seniority and I haven't left yet.

00:47:14:13 - 00:48:13:27

Speaker 6

I'm still there trying to negotiate year after year a seniority system. We have many things in my district to be proud of. We do have health benefits for part time faculty. We had them long before AB 1399 was signed into law and I worked on that sucker for seven years. I saw two governors veto baby 3099. I was happy to see AB for 20, but had some cleaned up language so that it made it easier and it also added to the pot for health benefits and it is going to take the compliance of your full time faculty, of your union representatives, and certainly your Board of trustees and your chancellor and you're going to really

00:48:13:27 - 00:48:52:09

Speaker 6

have to work at it to get your health benefits because only out have some 70, 71 districts. I think only 16 offer health benefits for part timers. So it is not an easy thing to do. But it's not impossible. If any of anyone is ever interested in our health benefits contract, Contra Costa College will be more than happy

to to sit down with you or even send you that part of our negotiation booklet so that you can see how we handle health benefits.

00:48:52:09 - 00:49:31:17

Speaker 6

It's not impossible, but it is difficult in these days and times. But part timers are going to have to have health benefits. We are whole people. We have whole people needs. Just because we work part time does not mean that we're part people. We're whole people and we deserve. We are state workers. The state should provide health benefits for part timers, just like they do for their full timers.

00:49:31:20 - 00:50:15:11

Speaker 6

As far as is concerned, we would ask if they would do a modified presentation by March. The preliminary by March 31st. Again, there was a great deal of stalling. Nothing will be done. This week. We had a meeting. I don't know if any of you how many of you have seen the time? How many? And let me tell you, on January the 12th, several of us that are here, Tim and and Scott and myself, we went to Sacramento because Scott Wildman, who authored 8420, was good at his word.

00:50:15:13 - 00:50:42:25

Speaker 6

He had a joint meeting for the first time this had ever been our first time had ever been done in Sacramento. He had his meeting literally just so that partners could come and testify about those things that part timers face. It went on for 4 hours. The whole thing was videotaped and went all across the state of California.

00:50:42:27 - 00:51:09:28

Speaker 6

For those of you that would like to have a copy of that tape and it's available, I just got one part of it. I found out that there was two parts to the tape. And so it's \$20. However, if you call your own representative and tell them that you want the Jay like tape of January the 12th, hopefully they will send it to you for free, especially if they're running for office this year.

00:51:10:01 - 00:51:47:24

Speaker 6

And I don't know, you can use it in ways to teach. I trying to teach history and there is a certain time when I'm going to get into where I'm going to get in in my class that they're going to see this like tape. And there I am all pounding the podium for seniority. Right. So we were told to order these tapes because if you call them and you ask your legislature for these tapes and they not they've not heard of it, the more orders they get, more curious.

00:51:47:24 - 00:52:11:02

Speaker 6

They come in, they all go look at the different tape. So if you I have the address where you can order the tape. If any of you are interested, I'll be happy to give it to you. But in the meantime, it is going to take all of us working together. And Scott said the seniority rights bill has again been introduced by Scott Wildman.

00:52:11:04 - 00:52:41:14

Speaker 6

Unfortunately, Scott Weiland is a lame duck now. He was defeated just recently in the election, so he won't be there through December the end of this year. But I can just bet you he is going to fight very, very hard to get this seniority rights bill passed. It's going to be his legacy. And we too, are going to be the legacy of California in solidarity.

00:52:41:14 - 00:52:58:21

Speaker 6

Thank you.

00:52:58:24 - 00:53:17:08

Speaker 1

My name is Virginia Scales and I teach ESL at San Jose City College and I am a full time teacher now. But I was a part timer for, I think four years and it was a horrible experience. Not one that I want to go through and not one that I think anybody should have to go through for any long period of time.

00:53:17:10 - 00:53:31:18

Speaker 1

But I want to sing the praises of the community college and this I think they are the jewel in our upper division, upper division education system, because they provide an avenue for people who can afford to get an education.

00:53:31:18 - 00:53:32:08

Speaker 6

To begin.

00:53:32:08 - 00:53:58:10

Speaker 1

To learn and to realize their full potential and become contributing citizens and happen to me that way. I could not have gone to school. I am an alumni of San Jose City College. I could never have dreamed of going to school if it hadn't been for community colleges. So as a three levels, this the CCS offer the best hope for thousands of people.

00:53:58:10 - 00:54:12:07

Speaker 1

And we are here to do a really important job for our state. But the system is underfunded and has been underfunded for years. And A.B., 1725.

00:54:12:07 - 00:54:14:06

Speaker 6

Try to address.

00:54:14:08 - 00:55:10:15

Speaker 1

The problem with part timers. Underfunding led to increased dependency on part timers in order balance budgets. So we need to and this is why we're here today to make a plea for adequate funding for the community colleges. And I'm going to talk to you today about what happens to the full time people who have to take on the burden of managing programs when the programs are impacted, when part time faculty and in particular, I want to talk about the ESL and English department, because they are and I think it's true in most campuses they are the most impacted and that is also to a degree, the three actually the three most important disciplines are the

00:55:10:15 - 00:55:10:25

Speaker 1

most.

00:55:10:25 - 00:55:12:07

Speaker 6

Impacted with part time.

00:55:12:07 - 00:55:15:17

Speaker 1

People. And I did a survey.

00:55:15:20 - 00:55:16:25

Speaker 6

This is kind of a quickie.

00:55:16:25 - 00:55:53:21

Speaker 1

Survey, but I think it's pretty accurate, actually just counted in the schedule in San Jose City College, The ESL program is a majority taught by part timers and we have 6.33 full time faculty, 36 part time faculty, and that the 36 part time faculty teach an equivalent of 19 FTE F units. And so that's 19. That would be 19 full time people that the 30 part timers teach that equivalent.

00:55:53:23 - 00:56:28:14

Speaker 1

So our ratio in ESL is 31% of the classes are taught by full time, 69% by part time. In English, there are 12 full time, but it's still very the discrepancy is pretty bad. 29 part timers, 41% of the English classes are taught by full time and 59% by part time. Again, that inverse more part time than full time.

00:56:28:16 - 00:56:57:00

Speaker 1

And so that's an 8 to 12 ratio. There are 1250 FS in the English department taught by part time people. That means you could hire 12 people full time people at Evergreen. And I, I don't know the names of the people at Evergreen, so this could be a little off. But ESL at Evergreen had point six full time, 21 part time and that was 47.54 ratio.

00:56:57:00 - 00:57:02:21

Speaker 1

That means 47% got by full time, 54% by part time.

00:57:02:23 - 00:57:04:08

Speaker 6

And that was eight.

00:57:04:11 - 00:57:32:10

Speaker 1

Their full time equivalent from taught by part timers was 8.6% and in English, ten full time, 6.3 taught by part time and a little better ratio, at least more taught by the full time. But it was 63% taught by full time as opposed to 39% by part time. And that was ten FTF at Evergreen, taught by part time faculty.

00:57:32:12 - 00:57:57:19

Speaker 1

Now these numbers may be a little off because some of them may have changed. I didn't recognize the names. I did try to do the math and I got a memo from Ron Fisher who told me that math had approximately 58 or 59% taught by part time at Evergreen, and I needed to do the San Jose City College.

00:57:57:19 - 00:58:22:06

Speaker 1

I just couldn't figure out the values of the unit. So I will be looking at that as well. But these are the three areas that are most vital to students in order to continue their education. And here they are taught by

part time faculty. So the full time faculty who are left, these few people, they have to respond civil for maintaining the educational programs of the institution.

00:58:22:06 - 00:58:52:21

Speaker 1

And that includes reviewing and maintaining standards. And when I say one line, it's only one little line. It takes lots of time involved in that one line. They also have to develop and improve curriculum and that's going on all the time. But it's it's difficult. You start you stop because you have so many other things to do. We have to create and revise materials and review textbooks, and we don't have the help.

00:58:52:24 - 00:59:12:16

Speaker 1

There's just a few of us to do these tasks and it becomes impossible and overwhelming. We have to participate in school of governance, which means that we have to be on various committees and participate in hiring processes when they come up.

00:59:12:18 - 00:59:15:02

Speaker 6

Conduct professional evaluations that are.

00:59:15:02 - 00:59:20:21

Speaker 1

Mandated by 1725. And these duties have to be carried out by a.

00:59:20:21 - 00:59:23:02

Speaker 6

Few full time faculty who.

00:59:23:02 - 00:59:29:01

Speaker 1

Also have to teach a full load. And that's with preparation and corrections and.

00:59:29:01 - 00:59:30:10

Speaker 6

Then as well.

00:59:30:10 - 00:59:35:16

Speaker 1

Holding office hours. So the small number of full time faculty who have.

00:59:35:16 - 00:59:36:26

Speaker 6

To do these.

00:59:36:26 - 01:00:16:03

Speaker 1

Tasks suffer burnout. At the same time, the community colleges are asked to experiment with new approaches and pedagogy and to expand programs. We have to include vocational training and welfare reform. We have to keep up with the latest trends in learning to ensure that our students are receiving the best education possible. Yet part time faculty have little time or opportunity to be involved in innovation because they usually are not here to hear what's taking place, what new things are coming down the line.

01:00:16:05 - 01:00:53:00

Speaker 1

So the improvements apply sporadically and on an individual basis rather than campus wide or system wide. The students are part time instructors then are denied the benefits of innovation. Even though staff development is offered. Many part time instructors can't attend because of time conflicts with teaching assignments in other colleges. Moreover, staff development funds are limited and often depleted before part timers can receive the awards of staff development funds.

01:00:53:03 - 01:01:06:07

Speaker 1



The other major problem is the students are part time. Instructors have no access to a teacher outside of the classroom. Office hours are rarely provided, although some teachers.

01:01:06:07 - 01:01:06:19

Speaker 6

Take it.

01:01:06:19 - 01:01:08:00

Speaker 1

Upon themselves.

01:01:08:02 - 01:01:09:21

Speaker 6

To meet with students.

01:01:09:24 - 01:01:19:20

Speaker 1

In whatever area they can find. Also, the necessity to teach in other schools is little time for the one on one contact that's needed.

01:01:19:22 - 01:01:20:29

Speaker 6

To help students with.

01:01:20:29 - 01:01:49:10

Speaker 1

Weaker skills and or to help the underprepared students. Part timers are eager to participate in the work of the programs, and they they don't have the time. And there is a lack of support that prevents them from being involved in these activities. And I know they want to be faculty, do not have the opportunity and this is major important to form a community.

01:01:49:12 - 01:01:55:01

Speaker 1

We need to be talking to each other and we have a common goal and that's the.

01:01:55:01 - 01:01:55:26

Speaker 6

Educational.

01:01:55:26 - 01:02:36:14

Speaker 1

Well-Being of our students. We need to communicate with each other and share institutional responsibilities and rewards and create an academic community that's based on mutual respect. The result, if we do this, will be a resounding improvement in morale and educational outcomes. The challenges for the eighth largest economy in the world, California to fully fund our colleges and the community expects and demands a system that provides the best and the highest level of education.

01:02:36:16 - 01:02:55:15

Speaker 1

Thank you.

01:02:55:17 - 01:03:09:01

Speaker 5

Hi, my name is Timothy Dave and I guess I should start by saying that I'm the proverbial freeway flier. Now you can say that I'm also the Rhodes Scholar or whatever you'd like to.

01:03:09:01 - 01:03:16:11

Unknown

Call me, but I do that many.

01:03:16:13 - 01:04:07:05

Speaker 5

Part timers are pretty much out there that are very much like me. We find ourselves traveling back and forth between campuses and spending inordinate amount of time on the road, all of which could of course, be donated and dedicated to working with students. If we actually could do that. I think one of the greatest things that you've just heard from Virginia is being able to frame after forgive me and walk around is being able to frame this particular argument in terms of quality education, being able to provide the highest quality education possible, make you feel like have the highest quality education for our students.

01:04:07:07 - 01:04:28:12

Speaker 5

And I think when we do that, when we address this idea of part time faculty and when we sort of try to remove this huge reliance upon part time faculty as when we're going to make some progress, because I sort of look at it during lunch, you know, there is a General McCaffrey is out there in the war against drugs.

01:04:28:12 - 01:04:48:22

Speaker 5

He's the so-called drug czar. We almost need one in our community college system because our community college system is addicted to part time faculty and it is addicted to using them. It's exploiting them to I to some degree. It just has far too many of them. It simply does not wish to transition itself back, actually having full time faculty.

01:04:49:00 - 01:04:51:17

Speaker 5

And that, of course, is really a shame because it.

01:04:51:17 - 01:04:53:23

Speaker 6

Highly impacts.

01:04:53:25 - 01:05:21:12

Speaker 5

The quality of education we provide to our students. Let me talk a little bit about just for just for a second. You know, I'm a physicist, so I have to give you some numbers. So forgive me. I mean, I have to say, you know, just a few things about numbers. Last last year, this time last year, I worked by the way, let me just tell you that the economic numbers, I've worked in six different districts, in different schools.

01:05:21:12 - 01:05:47:17

Speaker 5

We can we can talk about them all missions. San Jose, City, Canada College, Evergreen, Diablo Valley College, Contra Costa College, Napa Valley College and Sacramento State University. So I've been sort of all over the place. You know, I've been driving back and forth and in fact, so much so that this time last year I drove 10,875 miles just in one semester.

01:05:47:19 - 01:06:07:19

Speaker 5

So they added it up the other day, actually quite a while ago, when I was had the chance to talk in front of the J Lack Committee and I sort of sat down and added up all those numbers and found that I actually spent that much time. All right. That's how many miles that it equates to about 270 hours in the car.

01:06:07:21 - 01:06:34:15

Speaker 5

That's 11.25 days, one semester, 11 days, continuous day, sitting in a car again. Can you can you imagine? I mean, you know, if you maybe it was tough, I guess would be rougher if I had, you know, three year old children in there with me. But. Yeah, but can you imagine spending 11 days in your car? I mean, I might as well have, you know, put a pillow in there and, you know, a big lounge chair and that's okay.

01:06:34:17 - 01:07:08:05

Speaker 5

That's truly amazing. 7.5% of my income went to gas. Just just for gas. Forget about anything else to power up the car elevator. \$26,000. So that's that's a tough one right there. I live in I live in the Silicon Valley. High rent. I was funny. I was talking to one of my bill collectors and he was saying, why don't you work?

01:07:08:08 - 01:07:27:12

Speaker 5

And he was saying, well, you know, well, why don't you move? And I said, Well, I wish I could, but, you know, I have to have like first and last month's rent, things like that. I can't even afford that to be able to move, you know, And I, you know, I my it was 1300 dollars. Right now I live in Milpitas and a tough place, \$13 a month.

01:07:27:14 - 01:07:49:21

Speaker 5

Okay. Well, okay, that's that's that's a lot of money. I mean, if you if you sort of figure it out, that's more than 50% of my salary just goes to rent. We were talking about equity pay. Wouldn't it be nice if if you know, if all of us had equity pay, wouldn't it be great? Margaret was kind and not.

01:07:49:21 - 01:08:16:25

Speaker 5

And she actually should have mentioned the fact that. KPFA that's reason why this little button on California part time Faculty Association presently has a ah, it's on its website and I would encourage you to go there is w w w dot KPFA dot org. I want to make a plug for them because they have right now out a survey and I would encourage all of you to go and fill out that survey.

01:08:16:27 - 01:08:46:18

Speaker 5

So I was interested because, you know, I borderline on this poverty situation. So I was interested the other day in trying to find out, you know, just how many people out there really rely upon their their incomes solely from teaching the community colleges. Turns out that of the people that we've had so far of reply to this survey, a little over 50% actually depend almost exclusively on their incomes that they make from just teaching.

01:08:46:20 - 01:09:15:10

Speaker 5

And now the other 40 some percent actually, you know, have a second income, but that's a substantial number of people who actually rely upon what they make from this college, other colleges that they teach at. That's significant. And I think we ought to be very much aware of that. So those are those are some interesting numbers that I just find remarkable.

01:09:15:13 - 01:09:48:00

Speaker 5

And one of the other things I'd like to do is encourage you to, if you have the opportunity, if you have you want to know about what's happening on the state level with some of the issues of legislation, The good news is, is that I have next to no life. In fact, there was a there was a very good show on PBS a while back called Shattering the Silences, which looked and I'll talk of it a moment, a moment about diversity in minorities and in the community college system.

01:09:48:03 - 01:10:27:21

Speaker 5

But it was a very good show called Shattering the silences. It looked at minority instructors in not just community colleges, but all over the academy. The academics within the United States. And there were a couple of women that they were interviewing. One was a professor in Arizona and the other one was a professor back east at Purdue. I believe it was university, you know, And they sat there and they said, well, you know, we really don't have a life because all of our time is spent, you know, in essence pursuing our career and all of our time has has to be spent.

01:10:27:24 - 01:10:55:08

Speaker 5

And of course, organizing and sure that our respective colleges do act affirmatively. And I think that's that was a really telling statement because it sort of says, well, okay, they felt so compelled to do that. That was they felt so necessary. They felt that it was so necessary that they actually had to devote their time and almost become martyrs, essentially, to make sure that these things are addressed.

01:10:55:08 - 01:11:25:04

Speaker 5

And I think that's very, very important. And unfortunately, I find it interesting that when they did argue against when various forces did argue against seniority rights for part timers, that they pulled this wonderful guise of affirmative action down off the shelf. Because let's face it, I mean, I'm sorry, I've been teaching for 14 years in all those community colleges.

01:11:25:07 - 01:11:59:25

Speaker 5

I'm a physicist. I'm not an academic by nature I came out of industry where I was a hiring manager at a couple of companies. Industry is doing a better job in terms of affirmative action. There's very little doubt about that. So when I see numbers that, you know, that don't reflect the population, that really are not very good and, you know, I find it sort of a specious argument to be, you know, put in and we have to worry about affirmative action.

01:11:59:28 - 01:12:26:12

Speaker 5

Well, no, we don't. We have to worry about it is providing some security for those those of us, myself included, who are teaching and providing some security in knowing that we're going to have a job the next semester. Because, you see, I can't again, as a as a person living in the Silicon Valley area, I can't exist just teaching two classes or even at two schools.

01:12:26:14 - 01:13:01:17

Speaker 5

I must have at least three. That's the bare minimum. And then on shaky. Okay, so what I wind up doing, it's distances to supplement. Well, by the way, even if ia4 or five, that still doesn't always cover the bills. So I think, you know, we have to really look sometimes and we have to realize what what some of these arguments are being placed because they don't make any sense and they really need to be really, really addressed.

01:13:01:20 - 01:13:02:26

Unknown

As a last.

01:13:02:26 - 01:13:31:27

Speaker 5

Thought, I'd like to leave with you is really I think we really need to spend some time thinking about part timers and knowing that despite all that you've heard, you know, despite all of that, some people may say, I'm one of those weird part timers. And I have to say weird because I sit on the fact Legislative and Advocacy committee.

01:13:32:00 - 01:13:55:03

Speaker 5

So I'm I'm one of those people, you know, who takes time to do that. And in fact, if any of you want to know about legislation, please, you know, give me a call or email me, I'll be happy to tell you about what's what's happening up there in Sacramento. And if you have any suggestions, I'll be more than happy to take them and take them to fact and then take them hopefully to the necessary legislators so something can happen.

01:13:55:06 - 01:14:18:19

Speaker 5

I also, you know, and I say we're now getting back to this idea weird because I almost overloaded with things that I'm doing. Okay now, maybe it's a good thing, but the reason why I became overloaded is because I kept seeing all of the problems. I kept seeing what I perceived to be, you know, Eisenhower back in the late when he was going out of office, talked about the military industrial complex.

01:14:18:21 - 01:14:49:21

Speaker 5

What I see in existence is a community college industrial complex. There are a lot of organizations, there's a lot of activity. And the real idea is to be able to, you know, to get these organizations to hopefully work together. I think that's one of the great things is happening with the 82 K process. This happens to be happening on April 13, the seventh, where a lot of the race groups are together for once, putting aside their differences and saying, okay, let's now actually work for part timers rights.

01:14:49:26 - 01:15:17:19

Speaker 5

And I think that's very good. But I'm one of those folks who also sits there and I on this on the on the committee for fact, I just got recently representing KPFA on the Chancellor's Human Resources and Diversity Committee Advisory Committee. So I have to make my little trek up to spending more gas time and money go up to Sacramento.

01:15:17:22 - 01:15:50:04

Speaker 5

Even within my own profession, I am the regional coordinator for basically a group of college physics instructors that are in the Bay Area and for that matter, nationwide. And by the way, here's something that you and I don't shut up now, but here's something you should keep in mind, because people I work with, folks in the National Science Foundation, and they're very much aware of what's going on in California, 1.4 miles, probably up to 1.5 million students.



01:15:50:06 - 01:16:27:18

Speaker 5

And the community college system, 10%, that's 10% of all the undergraduates in the United States. And if you the numbers, it sort of works out to somewhere between four and 5% of all the undergraduates in the United States are taught by part timers in California, that's percent. It's anywhere between four and 5%. That's a stunning number. Now, we have a lot of power.

01:16:27:18 - 01:17:11:25

Speaker 5

Having said that, I mean, because we represent a great force, we just need to now sit down and wonderful programs like the 8-K, the Action 2000 and get the necessary two to provide the vehicle to provide just what we just fairness. And it defines fairness for both of us, but most importantly it provides fairness for our students and it provides them the best education that they can get because we are going to be able to provide that to them because we're no longer going to be overstressed from running miles and miles of miles from one class to the next.

01:17:11:27 - 01:17:22:09

Speaker 5

I spent 3 hours in traffic yesterday. Yesterday, actually. I'm good, you know, So that's what we need to do. We need to really get together. And I think we are. And it's great to.

01:17:22:17 - 01:17:31:27

Unknown

Be here today. Thanks.

01:17:32:00 - 01:17:50:09

Speaker 2

At this point, we're going to have the audience ask any questions of our panelists. And also, if you have a remark, if you could, please leave it to 2 minutes so that we can have full participation of everybody in the audience. So do we have any comments or questions now? See.

01:17:50:12 - 01:18:22:29

Speaker 1

I'm frustrated because you make a compelling case statement. My slight problem is this individual community college districts can solve a problem. If we could, we would let's case. We need to storm Sacramento and or wherever else. And what I'd like to know is this what has been done or is going to be done to involve local legislators to help solve the problem?

01:18:23:01 - 01:18:24:01

Speaker 1

Can I'll.

01:18:24:05 - 01:18:52:21

Speaker 6

Be happy to take that. Yes. I didn't mention it. Okay. I don't know how many of you know anything about education. Some of you do. Most of you don't. Action 2000 is going to take place on the campuses and there's something like 70 to 80 campuses that are already signed up. It will be a week long process of activities on the campus there.

01:18:52:24 - 01:19:24:18

Speaker 6

There will be a freeway flier or two appearing on different campuses. We do not know what where he's going to appear, but he will be in full costume and standing around towering pile. Shall we set aside the last day, Friday, to make appointments with our local legislators hours? I have met with her several times and her mind is concrete, mixed up and permanently sad.

01:19:24:20 - 01:19:49:26

Speaker 6

But I haven't given up. I have written to every one of my senator, my assemblyman and I advised Friday of Action 2000, the week of Action to thousand. That is one of the things that are taking place. We're asking them to come on our campus. We're going to get students involved, probably show them the Jay Black committee meeting.

01:19:49:28 - 01:20:20:10

Speaker 6

The how many of you seen the movie the Degrees of Shame? How many of you? Not very many. You should get it and show it. It is a video done by a professional or it is she was commissioned by and supported by Cincinnati and she made this documentary about adjunct faculty in the higher education. She is making a second video of it.

01:20:20:13 - 01:20:45:16

Speaker 6

And I want to tell you, California is prominent. She has made two trips out here to catch some of the things that are going on. And I expect Barbara Wolfe to be here again. The of April the third. What we're doing by April the third. All of the part timers that are taking part in a2k is like a walking petition.

01:20:45:19 - 01:20:51:22

Speaker 6

Rather, we wear our badges, armbands.

01:20:51:24 - 01:20:53:13

Speaker 1

Whatever we have, we're going to.

01:20:53:13 - 01:21:25:01

Speaker 6

Have tables out in the quadrangle where we will have for those that morning we have essays that have been written that literally will be used as part of a teaching, part of people taking it and using it in their teaching. A good way to propagandize your students. I've done it before. I'll do it again and let them read it and they'll look up and say, Does this really happen?

01:21:25:03 - 01:21:54:28

Speaker 6

Is this really going on? And I'll say, Yes, I can hardly wait for them to ask me a question, and then I can tell them every time. So what we're doing is literally making ourselves like a walking billboard to students, faculty, other part timers, and certainly to our legislators. And this is just a beginning step. It is not a union action.

01:21:54:28 - 01:22:17:19

Speaker 6

We're not taking our students out. We're not having a sit down or a single or any of those things. And sorry, what? And so we're going to do whatever we can to get this in front of faculty, staff, students, parents. If you just follow up with.

01:22:17:19 - 01:22:22:10

Speaker 1

The the importance of pushing the \$80 million human resources.

01:22:22:15 - 01:22:27:00

Speaker 6

Budget proposal, would you like me librarian come forward your I think we're.

01:22:27:00 - 01:22:30:07

Speaker 2

Going to discuss that in just a second. Yeah, we're going to get to that.

01:22:30:07 - 01:22:50:22

Speaker 1

In that case, anybody leaves I mean that's part of the plan on our campuses is to be sure that people know that so that the message that goes to our legislators goes back to Sacramento in support of what they've been doing in our behalf. And there is an \$80 million human resource. So why now? Yes, a budget or proposed budget, If it gets approved.

01:22:50:24 - 01:23:10:20

Speaker 6

We hope that it does get approved. And whether rather it will come as a categorical to the are to the campuses. A lot of that is up for grabs right now. But if is going to be and human resources, we hope that 60% of it will go for part time faculty. And in fact.

01:23:10:22 - 01:23:11:13

Speaker 1

You will you.

01:23:11:13 - 01:23:11:24

Speaker 6

All the time.

01:23:11:27 - 01:23:30:02

Speaker 2

Well, let me just give a little background on that, because I have it right in front of me. And then I think you'd like to comment on that because this is part of our discussion here today. And ultimately know that we want to come forward today, perhaps with a some guidelines in terms of how people should react to this proposal.

01:23:30:02 - 01:23:57:25

Speaker 2

And what impact it will have in terms of local policy development in this community college district. It was reported by TomDispatch.com and others that this Human Resources Infrastructure Task Force, whose recommendations need to be reviewed both by the consultation Council, the Board of Governors has recently come up with an \$80 million recommendation, which many of you are familiar with.

01:23:57:27 - 01:24:45:19

Speaker 2

This would create a human resources infrastructure program, and this program has two parts. One is a specific part and the other it has a broad uses. The specific use is that 60% of the \$80 million would be used for funds to improve compensation benefits and office hours for part time faculty. The broad uses that is, the other 40% would include the following again, full time faculty making progress on district and system goals regarding diversity of the workforce, improving the compensation of faculty and staff adding staff, and enhancing and creating programs for staff development.

01:24:45:22 - 01:24:49:21

Speaker 2

So this is the proposal. And would you like to comment on that?

01:24:49:24 - 01:25:22:11

Speaker 7

Yeah, it's you know, we need to ask how this \$80 million human resources fund came about. What happened was it was initially a proposal. Several months ago by all the faculty organizations who were part of the consultation process and the chancellor's office for a \$30 million part time equity fund. And this was met with the a complete stonewall of resistance by the CEOs and folks representing the board of trustees at the state level who are opposed to categorical funding for part time faculty anything.

01:25:22:14 - 01:25:46:01

Speaker 7

Their attitude is if the state has any money to give us that, you should give it to the districts and let them bargain. And locally to how they're going to spend it. So the fact that the Chancellor's office task force has now come forward to this recommendation for a \$80 million human resources fund, 60% of which which is almost \$50 million, \$48 million will be used for part time faculty equity is absolutely astonishing.

01:25:46:03 - 01:26:06:10

Speaker 7

And the reason it came, you know, I can't say for sure, but I think it's pretty evident and many of my colleagues feel it's evidence because of the political pressure we've been putting on the chancellor's office. We have had to demonstrate things in front of the chancellor's office in the last year. We've been putting a lot of pressure on them in terms of writing letters, emails, so on and so forth.

01:26:06:10 - 01:26:33:02

Speaker 7

And finally, Tom Tyner of the Community College Council came forward with a plan for a no confidence vote for the Chancellor. And we think that is really the straw that broke the camel's back in terms of bringing these folks to their senses. Arguments about fairness, justice and equity didn't go anywhere. It was raw political pressure that brought them to their knees in terms of supporting what we had asked for in terms of categorical funding for part time faculty equity.

01:26:33:04 - 01:26:57:05

Speaker 7

Beyond that, I want to comment on this issue about how we can do it. The local level. It's true you cannot accomplish 100% part time equity at the local level. How are there some districts who have shown that you can come reasonably close to that? In many respects we have. Marin, for example, has 80% program pay and 100% medical benefits for part timers of 80% to 40% low in paid office hours.

01:26:57:08 - 01:27:29:08

Speaker 7

Those areas where I teach is also pretty close to that. We're at around 70% pro rata, 80% medical benefits, a 40% lower to pay office hours. So some districts have been able to apportion whatever resources they have an experiment or that others. And also one other aspect of this is that when I first got involved in this movement for part time equity at the local level, I was told by local administrators in both the district where I teach and, Sierra said, You know, this is not a local problem.

01:27:29:08 - 01:27:49:00

Speaker 7

We can't solve it. You need to go to Sacramento to solve your problem. So we went to Sacramento to solve our problem and we were met with this. This wall of resistance by the lobbyists for those same folks who told us to go to Sacramento, the lobbyists representing the boards of trustees at the state level and the CEOs told us, you know what, this is a local bargaining issue.

01:27:49:01 - 01:28:15:11

Speaker 7

You need to go back to the local level and take care of there. We can't help you here. So I would call on the administrators and members board of trustees who are here today to use whatever pressure you can use and influence. You have to get those lobbyists at the state level to take a little bit different approach because we have been really met with this this huge wall of resistance at the state level by these folks.

01:28:15:11 - 01:28:26:22

Speaker 7

And I don't think they represent all the administrators and members of the board of trustees throughout the state. It represents a faction within them, but they tend to dominate things at the state and that needs to change.

01:28:26:24 - 01:28:38:08

Speaker 2

Do we have any any other person would like to comment or ask a question? If you could please stand.

01:28:38:10 - 01:29:05:21

Speaker 1

Scott, I'd like to ask you and anyone else on the panel, why is it that some districts in some districts that are part timers are able to achieve benefits office hours and a 70 day separate pay when in others you can't? What is it that they do or what are the conditions that occur there that allow that to happen but not in other ones?

01:29:05:23 - 01:29:35:28

Speaker 7

Okay. The key is wall to wall bargaining units where part time and full time represented and the same in the same level. Yes, absolutely essential. There are some folks both part time, full time and feel like part timers need to be represented by separate bargaining units. That's not a good idea for either full time or part time faculty at Sierra College for part timers or for all of 1997 98 to get representation within our own union, which is dominated by full timers.

01:29:36:00 - 01:29:57:12

Speaker 7

Union was finally split on us behind our backs, and within a year the full timers came back and wanted to reunify and they found out they couldn't get anywhere at the table. And of course, we couldn't go anywhere that neither one of us alone have enough political clout to do anything. We need to be unified faculty bargaining units in terms of going to the table with the administration.

01:29:57:14 - 01:30:25:05

Speaker 7



And beyond that, it takes some leadership within, the state level organizations on the statewide coordinator for the California Federation of Teachers, part time coordinator. And it's interesting that they hired me to do that as a part time union organizer job. So I'm a part time temporary union organizer, a certain amount of justice in that. Certainly the California Federation of Teachers has kind of been leading the charge in this direction.

01:30:25:06 - 01:30:53:07

Speaker 7

I don't think it's necessarily because the structure of the state organization is any better than the leadership within it, Most notably, my own boss, the president of the Community College Council, Tom Tyner, has and has been really out there in front leading this charge, part time equity. So, you know, you need to try to you know, we we need to form alliances with full timers and support them to get them in the positions of power within the locals and within the state and even national organizations.

01:30:53:09 - 01:31:10:18

Speaker 1

Could I just think, you know, I just want to ask a question in relation to the this world while bargaining in most of these cases where these people where all these benefits were achieved for part timers, were they all were they primarily or.

01:31:10:20 - 01:31:30:01

Speaker 7

The the top three contracts in the state? To the best of my knowledge, in terms of pay aren't cfb all along so that San Francisco marine animals. Rios where I teach those those are the three highest paid in terms of average and maximum pay for our part time faculty.

01:31:30:01 - 01:31:43:08

Speaker 1

So it wasn't just wasn't just for the collective bargaining within the group, within the college or within the local setting. It was the power of the state organization to.

01:31:43:10 - 01:31:52:06

Speaker 7

Park partially, but also the leadership within those locals and the being nudged by the state level in terms of pushing for equity.

01:31:52:08 - 01:31:59:26

Speaker 5

I think one of the other things you have to say too, and I know has to be stressed is that and this is sort of what is what is implied.

01:31:59:29 - 01:32:05:11

Unknown

Is that it does require an enlightened group of people on.

01:32:05:11 - 01:32:34:13

Speaker 5

All sides. I mean, the administrators to be enlightened, to be the situation this presently occurring. The the union members, the union officials have to be enlightened to what is happening. I think once you have that, then there is a higher you know, like in physics, there is this Heisenberg Uncertainty principle, which is, as you know, maybe it will and maybe it won't, but even then, maybe it will and maybe it won't.

01:32:34:13 - 01:32:46:02

Speaker 5

But it certainly has a greater chance of getting what you want when you do have a greater number of people who are more aware of the situation and more educated in terms of what needs to be done.

01:32:46:05 - 01:33:18:24

Speaker 6

Also, I'd like to add there are several independents of which I'm one of them, Foothill, the Enzo Santa monica. But we're all, as he would say, Whoa, almost every represent full time and part time. And Contra Costa district has been able to get paid office hours, health benefits. We haven't got seniority yet, but I'm still hopeful. But they at least have part timers on there, three of them on their their board.

01:33:18:24 - 01:33:55:01

Speaker 6

And I'm one of them that is on the seven member negotiating team. So I think he is absolutely Scott is absolutely right. It generally is better if you can have one union representing both full time and part time. Some can. Sometimes likeliest is not a possibility. But also you need to have full time faculty that is very, very aware of the needs of part time faculty.

01:33:55:04 - 01:34:18:05

Speaker 6

Hopefully they've been there before, they've been there done that, and it has been with the backing of the full time faculty of certainly on a union board in my case and on the negotiating team, because I have just one on the negotiating team and there's six of those. And they have been very, very supportive of part time faculty.

01:34:18:07 - 01:34:33:19

Speaker 6

So it it isn't just the part time faculty. You're going to have to be able to go across that bridge and, reach out and be able to get the full time faculty on on your side also.

01:34:33:22 - 01:34:53:24

Speaker 3

Go ahead, Yeah, I I'm part of other young, I think. Do you fail to mention Tony Danza, Community College District that I believe has a fairly decent pay schedule as well. And that's the kind of organization I think it should be acknowledged that all the program districts are not HFT. I taught as part time or under no representation.

01:34:53:24 - 01:35:14:27

Speaker 3

I've come here and I've tried to encounter local independent unions and I think really the change has to come in an agreement between the full time faculty of these local unions to support it, because they really do have the power they get more often to vote in these elections. And the board of trustees has to be made aware of this.

01:35:14:29 - 01:35:39:28

Speaker 3

You've got to then accept the fact there is going to be a fundamental change in the allocations of district funds. And that means you're talking about if the piece of pie doesn't get any bigger, the piece of pie allocated to administration and classified staff, which mainly support administration, will have to get smaller. That won't come easy. And I don't pretend that you can simply wave your hand and accomplish that.

01:35:40:01 - 01:36:08:28

Speaker 3

Please be aware of there's a third tier of faculty as well who provide income to the district and these individuals are outside the union. And in the case of many of the districts here in the Bay Area, have you ever heard about the law enforcement training concerning how a law enforcement training consortium provides ADA awards, awards credit, And these people are outside of the union representing and they're not figured in the 25 75% in in our district.

01:36:09:00 - 01:36:19:05

Speaker 3

They're paid \$10 per hour less than the part timers. So there is one more group down below that you may want to take into account. Thank you.

01:36:19:08 - 01:36:24:22

Speaker 7

We may want to look at one group even below that, the part time contract qualified staff.

01:36:24:25 - 01:36:25:13

Speaker 3

To be able to do.

01:36:25:13 - 01:36:32:16

Speaker 7

The real work on these campuses and who got no respect and who are paid close to minimum wage.

01:36:32:19 - 01:36:51:12

Speaker 3

Yeah. If I just follow up on that, when it's this far, there's been a lot of discussion about ESL instructors. When I met Virginia Scales, she was a classified instructor with a master's degree in the classroom, teaching 8 hours a day for \$5 an hour, and one other teacher would run in and sign the role. She's asked me about that.

01:36:51:12 - 01:36:56:00

Speaker 6

Some terms.

01:36:56:03 - 01:36:57:08

Speaker 2

Go ahead.

01:36:57:10 - 01:37:24:17

Speaker 1

I kind of wanted to piggyback on the lady's question. I'm a friend about I work in adult education and graduate school, and I just finished graduate school last year and rushed over to colleges and dropped my benefits at all. And it's able to provide 50% benefits if you work 15 hours a week and 100% if you work 30 hours a week.

01:37:24:19 - 01:37:38:14

Speaker 1

And so I gave up a lot of my benefits to work here. I'm wondering why they're able to provide, whereas the colleges are not.

01:37:38:17 - 01:37:42:24

Speaker 6

Really very good colleges. You're right. They don't want to.

01:37:42:26 - 01:37:48:00

Unknown

Get costs of promotions.

01:37:48:03 - 01:38:18:26

Speaker 1

Hi. I'm wondering why there aren't more people here today. And one of my guess is that freedom on the freeway or preparing for class in class, checking papers or getting credit hours rest. But there could be another reason. And think some teachers fear reprisal from coming to something like this. And I have heard horror stories of people who did start to get a little active and were not invited back to that particular college the next semester.

01:38:18:29 - 01:38:27:16

Speaker 1

I think this is a real problem that we need to address if we expect more teachers to get involved. And I'd like the panel to comment. Those of you who know.

01:38:27:16 - 01:38:27:23

Speaker 3

More.

01:38:27:23 - 01:38:32:23

Speaker 1

About union organizing, how you might address this topic.

01:38:32:26 - 01:39:06:03

Speaker 7

Yeah, could I address that? I was very concerned when I first became involved in part time equity issues. I was a model employee for many, many years before I became this frothing the mouth part time union fellow. And I and and of course, I was a model employee because I knew that my only job security, especially in the one district I taught that had no seniority rights whatsoever, and even in the district

that I taught in that had some seniority rights, that my job security essentially consisted on having a positive relationship with my dean and scheduling my classes.

01:39:06:06 - 01:39:34:16

Speaker 7

But at one point, I just couldn't restrain myself anymore and had to start speaking out. And quite early on I was told by this one union organizer that there was a point at which the more militant you become, the safer you are because it is illegal to fire somebody for union activities or labor activities. So and of course, if you do it in a real low key manner, you're almost more dangerous than if you're really out there.

01:39:34:16 - 01:39:51:11

Speaker 7

And it's so obvious that, you know, you're doing your job, you've been doing your job year after year after year, and all of a sudden you're really out there in people's face as a labor militant and all of a sudden you get downsized. And it's pretty obvious what happened. And most administrators are not going to want to get mixed up in something like that.

01:39:51:11 - 01:40:15:14

Speaker 7

So you are paradoxically going to have even more job security, the more militant you get, as long as you continue to do your job, you show up for class, you get your paperwork in on time, you don't give them any, quote unquote, legitimate reason for downsizing you. And it's very difficult for them, even though technically they can, if you're a part time temporary employee, especially if you have no seniority rights whatsoever, they don't have to rehire you and just say, well, we don't have to give you a reason.

01:40:15:14 - 01:40:24:04

Speaker 7

We didn't have to rehire you. But probably most administrators are not going to want to get mixed up in that kind of possible curb action if they, in fact, do that.

01:40:24:04 - 01:40:47:18

Speaker 5

And I absolutely agree with him. I think once you do shine a light on on the situation and particularly on yourself, sometimes it really becomes extremely problematic for for the administration and administration to to fire you. I had my and according to Andy Warhol, I had my 15 minutes worth of fame when I was a couple of years ago when I was on the front page of the San Francisco Chronicle, and they were talking about part time faculty.

01:40:47:18 - 01:41:05:10

Speaker 5

I mean, actually had me lugging my heavy book bag, you know, as I was walking to my car. I think that and I will admit that every one of at that time, the administration, some have been not every one of them, but, you know, they did approach me in the hallway and say, we saw that article that you were.

01:41:05:10 - 01:41:22:14

Speaker 5

And that's that's nice. And I can assure you not one of them would have said, well, you know, you know, we don't really want to have you back here this this next semester. You know, whatever reason. So they, you know, they, you know, when you find you're right there in front of them and you're in their face, they're not about to do that.

01:41:22:17 - 01:41:28:16

Speaker 5

However, I do agree to that. The less light that shined know that shining on you were the situation.

01:41:28:18 - 01:41:34:04

Unknown

The more likely they are to think, well, now is the time.

01:41:34:06 - 01:41:38:26

Speaker 5

Let's get rid of this person. So yeah, that is a problem and you should be concerned about it.

01:41:38:28 - 01:42:04:04



Speaker 1

I, I also would like to add that in the last couple of weeks when I've been going around visiting the two campuses and asking people to help out, to help out or to what they took or even to come to this meeting, there's various responses. One, I have to work somewhere else too. You know, it's been this way.

01:42:04:12 - 01:42:25:00

Speaker 1

This is never going to change. It's always going to be this way. I'm just waiting till I can find another job and go somewhere else and it's kind of sad, quite honestly, and particularly not just older women, but older men who have been part time for for many, many years. And and you can see you can see the pain.

01:42:25:07 - 01:42:40:27

Speaker 1

You can hear it in their voices. You see it became they're they're they're they're they're faces this pain and anger and and if there's if there's no chance for hope or a possibility of hope, then you're not going to get people in a meeting.

01:42:40:29 - 01:43:00:28

Speaker 6

I just want say at 1.1 thing I am extremely vocal on my campus, mean extremely quickly and every once in a while I remind them, you can't fire me. You've got to hire me first.

01:43:01:00 - 01:43:03:01

Speaker 2

Another comment question.

01:43:03:03 - 01:43:15:13

Speaker 1

Yeah, I have a question, and I wonder why administrators don't see an example change in giving part timer seniority that would cut down on the time they have to spend hiring more people.

01:43:15:18 - 01:43:41:24

Speaker 6

That is a of power. One gene. That's what seniority is about. If we have seniority, it takes away a manager's bit of power to replace those part timers. So who's going to do this and who's going to do that? It's simply that is it has to do with taking some power away from. Hi, I guess I'm fairly.

01:43:41:24 - 01:43:43:21

Speaker 1

New at this. I've only been teaching part time for.

01:43:43:21 - 01:43:48:29

Speaker 6

A couple of years and before that I worked in industry for 18 years and I really see a.

01:43:48:29 - 01:43:54:01

Speaker 1

Problem as far as benefits for part time employees.

01:43:54:03 - 01:44:09:05

Speaker 6

When I worked in industry, anyone who worked over 20 hours week could have disability. We don't have any state disability benefits, correct? Health insurance, You can purchase also.

01:44:09:05 - 01:44:17:06

Speaker 1

The life insurance or the life insurance. I know you die. So what do you.

01:44:17:08 - 01:44:17:29

Speaker 6

So I see that.

01:44:17:29 - 01:44:22:16

Speaker 1

As a problem. And also the load factor.

01:44:22:18 - 01:44:26:26

Speaker 6

How come education K-through-12, they can teach flexible.

01:44:26:26 - 01:44:28:17

Speaker 1

Schedule job sharing.

01:44:28:19 - 01:44:31:01

Speaker 6

They can teach a three quarter percent load.

01:44:31:04 - 01:44:35:27

Speaker 1

But then part time faculty in a community college district are limited to 60% load.

01:44:36:02 - 01:44:40:01

Speaker 6

I've got 100 people in I went to for computer science courses. They can't get.

01:44:40:01 - 01:44:42:01

Speaker 1

Instructors. Why can't I.

01:44:42:04 - 01:44:47:12

Speaker 6

Teach three classes? Maybe it's because I don't want to take advantage of us more than they already are.

01:44:47:15 - 01:44:48:29

Speaker 1

An extension.

01:44:49:01 - 01:44:51:01

Speaker 6

Of the 60%.

01:44:51:01 - 01:44:52:11

Speaker 3

Load is in the head.

01:44:52:14 - 01:44:54:11

Speaker 2

I think she had her hand up here first.

01:44:54:11 - 01:45:16:10

Speaker 1

You don't mind that it was coming up. I just want to say that I was talking to a dean at our campus and she was having trouble filling classes on the last minute because many of her people that she had lined up had taken jobs elsewhere. I guess she said that the pay was higher than the places and so forth.

01:45:16:10 - 01:45:52:14

Speaker 1

So without any without seniority, without any guarantee of getting a position in a place or or having a chance to be rehired semester I think it's very tempting for the part timer just to take the very best deal for themselves. Who cares about the individual campuses? So I would just like to put that in as another argument for, you know, the fact this disloyal, I mean, just not loyal at all to any particular campus because whoever gives them the best deal, that's where they're going to go.

01:45:52:17 - 01:46:08:29

Speaker 5

I think one of the things I just want to address some of that one of the things that she said about being an industry in industry, when you're hired as a part timer, guess what? They give you more money because they know that they're in the game. They know that they're not going to pay you for the benefits, so they give you more money.

01:46:09:01 - 01:46:32:11

Speaker 5

I mean, I've hired, you know, working for duty, working in India for staff and winner salaries, and I've hired people, you know, and I know, you know, on a temporary basis. And I know that I want to just put in more money to pay their salaries. And guess what? They're going to go and on their own with that additional sum of money, be able to buy health insurance.

01:46:32:13 - 01:46:47:17

Speaker 5

Now, do we get them as part timers? No. Maybe we should take up the some of the some of things that happen actually in industry, maybe some of the practices.

01:46:47:19 - 01:47:17:23

Speaker 7

Let me just address this seniority situation. The buzz word we hear from administrators these days is flexibility. We have to have our flexibility. And I can remember having a conversation with the chancellor of the Israel district when he showed up to testify against A.B. for 20 of the Senate hearings this summer. And, you know, use that word. And I looked right at it and I said, you know, you're talking about living, breathing human beings here, not some sort of raw materials that you can use to be flexible.

01:47:17:25 - 01:47:48:01

Speaker 7

But just in terms of of of why it benefits administrators to not have seniority, I mean, you are looking at it right here. You know, I've heard that administrators in other districts have said, you know, we don't want part timers to stay around more than two or three years because then they problems like us when we start to speak out, you know, the first two or three years, you can count on having a very docile, you know, model employees who are afraid to speak out.

01:47:48:01 - 01:48:24:07

Speaker 7

So, you know, why do you want to facilitate the creation of people who have been around and understand the ropes and start to speak out and cause trouble in terms of raising these kinds of issues and also in terms of keeping people at a lower course level rather than a higher course. And I've seen this happen in the last real district in my own division, where there's this emphasis on for maximum flexibility, not having people at a maximum level, because then when somebody does leave to take the best deal, you have to scramble to fill more classes and you don't have anybody to fill in because they're all working a maximum low.

01:48:24:07 - 01:48:47:02

Speaker 7

If you have a bunch of folks just teaching one class and several of them leave, you can bump a whole bunch of folks up to two classes, no problem. Whereas everybody's teaching at the maximum level permitted under the edX code and somebody quits, you get bumped to anybody else up. So it does serve their interest in terms of flexibility and power and everything else to not have seniority and keep people at a load.

01:48:47:05 - 01:48:48:09

Speaker 6

I just say something.

01:48:48:09 - 01:49:15:03

Speaker 1

That AT&T College for 20 years they had rehiring preference and I have enjoyed that. I teach one class at the answer and. The morale is a lot higher. It goes much better. And the same teachers teach at both

colleges. So it's just that you need to open your mind to the idea and it works very, very well and it just you need to move over and not think about yesterday.

01:49:15:03 - 01:49:18:12

Speaker 1

We're not in yesterday, we're in tomorrow or today.

01:49:18:14 - 01:49:29:00

Speaker 2

We have one more comment and then I'm going to try to focus attention to the state proposal so that we can come to grips with that before 4:00, which is only 15 minutes away. Go ahead.

01:49:29:03 - 01:50:05:28

Speaker 1

I have a question about the 60% loan. And I really am interested in hearing the answer to this because as an art instructor who teaches, I put I teach point 33% time, meaning that I teach two lecture classes and 4 hours and that, you know, a week per school. And I teach in three different schools. My question is, are I cannot teach more than one class in any school because point three, three and .33 makes .66.

01:50:06:00 - 01:50:28:27

Speaker 1

Okay. There are there have been many times when I could have taken other classes are two classes in a school, but I'm not able to at all. Therefore, that is why one of the reasons I am driving so many different places. San Mateo. I'm only evergreen because and I know the other instructors. You know, I hear of other people teaching two classes and I'm thinking, That sounds great.

01:50:28:27 - 01:50:39:25

Speaker 1

I would love to do that. But I'm wondering what's going on here? Why? Why I'm teaching? Why? I don't know if it's in just the art in the art area that this is happening.

01:50:39:25 - 01:51:07:18

Speaker 6

No, just foreign language. My AP crisis that you are over under three units. My classes are three unit classes. It's your lab. It's your lab for sure. That throws you over the 60%. If you were to teach two, it was one district right now. So you cannot you cannot teach over 60% in any one district. Actually, you can learn.

01:51:07:21 - 01:51:11:07

Speaker 1

That people don't understand it. We do it in their district.

01:51:11:09 - 01:51:52:23

Speaker 2

I'm sorry, but I'm going to now ask that we focus our attention on what's up with our power PowerPoint, and that is the state proposal, the transition office's human Resources Infrastructure Task Force proposed go to the uses for part time faculty. That's the first paragraph. The remaining 40%, the broad uses would be for the purposes that you see there, which include adding full time faculty, making progress on district and system goals regarding diversity, improving compensation of faculty and staff, adding staff and enhancing and creating programs for staff development.

01:51:52:26 - 01:52:23:24

Speaker 2

One of the problems that I think Nancy and I would agree on as as members of the Board of governors here are the board of trustees excuse me, is that we have heard many proposals about the differences between adding more money to increase the part time rate, which in our district we really need improvement on that. And this past year, in fact, we did at 5% recognizing the gap between the part timers in this district with other part time teachers in neighboring districts.

01:52:23:26 - 01:52:52:19

Speaker 2

And we also eliminated steps one, two and three of the part time scale so that people could move up and have a higher rate of pay for part time in this district. But we really have heard many different opinions about the on one hand, raising the pay of part time faculty versus adding more full time faculty. And we know that there's tension because you can see it right in proposal.



01:52:52:21 - 01:53:07:08

Speaker 2

This is a huge tension statewide, and I think it would be important if we could address that tension as we look at this proposal and see whether or not everybody heard things that we should be in support of this proposal.

01:53:07:11 - 01:53:38:23

Speaker 6

Could I have a comment as far as using this specific use of the funds for 60% of the funds for compensation benefits and etc., that would have all part time faculty, all 30,000 part time faculty, if you just use part of it for our all of it or however you might wish to break it down just for adding full time faculty, that will never help the bulk of part time faculty.

01:53:38:26 - 01:53:50:03

Speaker 6

So I would like to see that 60% of it be categorical to help the benefit part time faculty.

01:53:50:05 - 01:53:53:26

Speaker 2

Other comments.

01:53:53:28 - 01:54:14:17

Speaker 7

I think it's absolutely essential to maintain that 60% specific use. That was what the faculty organizations were fighting for \$50 million for part time equity. And our argument is essentially is that if you don't specifically earmarked for that, there's going to be a lot of districts where over the last priority, they've proven it decade after decade after decade.

01:54:14:19 - 01:54:16:05

Speaker 2

And we think this extra.

01:54:16:05 - 01:54:46:24

Speaker 7

Money that we're going to be able to get out of the legislature, at least partially because it is categorical funding, because the legislature sees that, you know, they give the money to the districts and it's not being spent on some of the priorities that the legislature has set out, as they said in 8420. You know, this is a revolutionary bill that even though it, you know, failed massively in terms of getting the pro rata pay pass and all this other stuff that did that, the legislature is now on record as saying they support the principle of equal pay for equal work.

01:54:46:27 - 01:55:09:18

Speaker 7

So they're more likely to come up with money that is being spent on the things that the legislature is on record of saying that they support. As for the other part of the bill, you might or the proposal, you might argue that it's not enough and we need more money to hire more full time faculty. Well, the solution there is to increase the amount of the Human Resources fund or to introduce separate legislation.

01:55:09:18 - 01:55:09:22

Speaker 3

To.

01:55:09:22 - 01:55:18:17

Speaker 7

Hire more full time faculty, I think would be a mistake to try to decrease the 60% that goes specifically for part time.

01:55:18:20 - 01:55:33:10

Speaker 1

I just want to ask for a clarification, because it's my understanding really that 60% goes to improving compensation benefits and office hours for part time and the other 40% that will go to adding full time faculty, making progress on.

01:55:33:10 - 01:55:36:04

Speaker 6

District and system goals, improving the compensation.

01:55:36:04 - 01:55:44:07

Speaker 1

Of faculty staff, adding staff, the other items. But the 60%, it seems to me that if you.

01:55:44:10 - 01:55:44:29

Speaker 6

If your district.

01:55:44:29 - 01:55:52:10

Speaker 1

Negotiates that and accepts these funds, that that is explicitly for the use of compensation benefits and office hours, right?

01:55:52:10 - 01:55:53:04

Speaker 5

That's correct.

01:55:53:06 - 01:55:54:07

Speaker 1

That's what you're.

01:55:54:07 - 01:55:55:07

Speaker 3

Looking at, 48.

01:55:55:07 - 01:55:56:11

Speaker 5

Million dollars there. Again, I.

01:55:56:11 - 01:55:57:15

Speaker 1

Think why should we.

01:55:57:21 - 01:56:19:29

Speaker 2

At this point? It's a proposal. And so the question is, I mean, anything goes here, is 60% enough? Should it be 50%? Should it be 80%? I mean, here we're having a broad discussion. I mean, obviously, they are always an arbitrary decision to make it 60% as a proposal, but it sits as a proposal today. And so how are we reacting to that proposal is the question.

01:56:20:05 - 01:56:52:01

Speaker 3

When the proposal was put out on the Internet last night, I happened to look at it and my reading is a little bit different. We're talking about \$48 million possibly to be used for four part time equity concerns and the balance, the this the 40% of 80 million may or may not be used to address those issues depending on whether your district is willing to engage in collegial consultation, which we all know is, you know, another buzz word for it.

01:56:52:06 - 01:57:17:03

Speaker 3

No way, Jose, This is funny money. We don't want it. We won't take it in our district in in in our at Allen Hancock College, where I teach our board of trustees routinely talk about mandated funds. It's funny money and they have routinely rejected and not not spent the money. So this is how districts choose not to deal with a lot of issues.

01:57:17:03 - 01:57:19:03

Speaker 3

They just ignore it.

01:57:19:06 - 01:57:40:12

Speaker 5

And I think that's pretty critical that you really do have to sort of decide, you know, with that community and educators also within the larger community exactly how you want to designate this this this this funding. You know, do you want to say that it's going to be specifically earmarked to, do a certain set of tasks, or do you want to give it sort of that wide ranging?

01:57:40:12 - 01:58:01:23

Speaker 5

Well, we can use it for just about anything. And I think that's up to this point. That's where it's been. We can sort of use it for just about look at the money. They really look at what's been happening with the Partnership for Excellence Money. Now we're going to have to really you know, on my campus, I spent some time as part of this academic study that puts up a Solano.

01:58:01:25 - 01:58:27:06

Speaker 5

And, you know, we have they're spending the almost of their academic setting, I mean, almost all of their money on putting in on a second level to the library. And though that's a nice idea, though, it's a wonderful, you know, cause it sort of leaves out the idea of of any type of faculty, any type of part time equity or anything that has to do with hiring additional part time faculty.

01:58:27:13 - 01:58:39:16

Speaker 5

And so I think there really needs to be a look at how how we're earmarking this money and if we even want to specifically apply the money to it to certain areas rather than just leaving it. Very general.

01:58:39:18 - 01:58:46:10

Speaker 1

I, I haven't had a clarifying question. How do we move from funding money to mandated money? I Mean there's something interesting here.

01:58:46:12 - 01:58:47:06

Speaker 5

The pressure on.

01:58:47:14 - 01:58:55:16

Speaker 1

This does this money there already or and when it gets there right and if mandated for these purposes.

01:58:55:16 - 01:59:29:08

Speaker 6

I think another of this is just hopefully what will go in through consultation from the governor the state governing board. It has been a very hard task to even get the governor and his board of trust, not the governor, but the chancellor and his board of trustees to even think about the idea of mandating setting certain funds to go in certain areas.

01:59:29:11 - 02:00:09:11

Speaker 6

They have absolutely, as Scott has said, has stonewalled on anything that was categorical when it comes to part time equity funds. It has just been very, very recent, just in the past few days that there has been a shift in the thinking that consultation at the state chancellor's office that, yes, maybe it's time to have categorical, which means mandated funds for a specific person, specific reason, which is equity for part time faculty.

02:00:09:14 - 02:00:11:06

Speaker 6

As far as pay is concerned.

02:00:11:08 - 02:00:15:17

Speaker 1

Is it too late to ask something like this? Money should be handled Well.

02:00:15:17 - 02:00:40:11

Speaker 6

That's what that's what they finally come around to, thinking that it needs to be categorical, which means mandated. When it's a category. It is for this category and it's supposed to be used only for this not building a press box, right? It is to do or to increase or get closer to equity.

02:00:40:17 - 02:00:45:16

Speaker 1

So I'm wondering, can that language before it is this?

02:00:45:19 - 02:00:46:11

Speaker 3

Yeah.

02:00:46:14 - 02:00:50:14

Speaker 5

What we have to do is we have to hold our elected representatives to.

02:00:50:14 - 02:00:51:19

Speaker 6

Task, to task.

02:00:51:22 - 02:01:12:06

Speaker 5

We have to keep keep their mind trained on exactly that, that we were looking for this type of mandated funding to go in those particular categories. By the way, you know, there is a not again, not that everyone can come to it, but there is a time when part time is full time. There's all sort of take that little trip up to Sacramento called Lobby Day.

02:01:12:08 - 02:01:21:23

Speaker 5

Okay. And that's when you have a perfect the perfect chance to go and speak to your elected representative, because they're the ones who are making those change those decisions.

02:01:21:26 - 02:01:38:01

Speaker 3

I just had a question for Margaret or Scott about that. A lot of money. I just did the numbers 48 million within about 70, 71 districts, right? Yes. It runs it's wrong. \$676,000 per district to me.

02:01:38:03 - 02:01:41:09

Speaker 6

I guess it'll be based on FTE. Okay.

02:01:41:11 - 02:01:59:11

Speaker 3

But based on FTE, that's that's a proposal that's going for the assembly right now. That would that be for like next year, I guess is this year When's the date of implementation and is it all I want. Yeah I, I of this year. So be the next fiscal year. And then would that be like a permanent change in the budget.

02:01:59:13 - 02:02:04:17

Speaker 3

I mean for next year, just once one year thing or two have to be reauthorized.

02:02:04:17 - 02:02:07:29

Speaker 7

And it's important to realize this \$50 million not a lot of money.

02:02:07:29 - 02:02:10:02

Speaker 3

In trying to.

02:02:10:05 - 02:02:18:29

Speaker 7



Solve this problem completely pro-rata pay medical benefits paid office hours statewide would probably cost somewhere in the neighborhood of at least 100 million.

02:02:18:29 - 02:02:23:22

Speaker 3

Dollars. Yeah, \$50 million sounds like a lot. But when you tried to fight over that actually is an.

02:02:23:22 - 02:02:36:16

Speaker 6

Absolutely is not made I one time calculated and I'm not a mathematician I'm a social science. I figured if I got \$100 more in my paycheck per month, I would be doing doing so.

02:02:36:20 - 02:02:54:00

Speaker 3

But that's what my plan was continuing next year and has to be reissued every year that we get a one time thing from July of 2000 to July of 2001, then that's really nice. But what about after that? So we have to keep working on that. That has to be written into Bill, I think, for you to continue continual budget.

02:02:54:00 - 02:02:55:06

Speaker 3

Otherwise it goes back.

02:02:55:08 - 02:03:06:27

Speaker 7

You know, we need to understand that first of all, this hasn't even been approved by the Board of Governors yet. This is a task force recommendation. And my feeling is that the board of governors and the CEOs are.