

Equity Within Reach for Adjunct Faculty

At long last, equity is in sight for our adjunct faculty. This year's contract negotiations promise to substantially narrow the salary gap between full-time and part-time faculty. The Instructors Association has proposed that adjunct salaries be raised to 75% pro-rata (75% of what a contract faculty member is paid for the same work). This has been our goal for a decade and the road has been a long one. Before the Instructors Association negotiated the concept of "pro-rata pay" for hourly faculty, all adjuncts were paid on a separate salary schedule (roughly equivalent to 54% of a full-timer's hourly rate). This schedule had only six steps. In negotiations, this hourly rate was increased by the same percentage as the contract rate and so the ratio between the two schedules never changed. Real progress for part-timers was impossible.

Beginning in 1998, the Instructors' Association insisted that adjunct salaries be defined as a percentage of full-time salaries and this "pro-rata" percentage was raised to 56%. In 2001, additional funding from Sacramento made possible an increase to 62% and the goal of 75% parity for adjunct faculty was written into the contract. The number of steps available to adjunct faculty was increased to eight and a Ph.D. increment was added. In our last contract, a ninth step was added and the pro-rata percentage was again raised to 65%.

This year, thanks in great part to a generous increase in funding from Sacramento, the Instructors' Association is hoping to reach the current goal of 75% pro-rata pay for hourly faculty. True equality requires that adjunct faculty have access to the same step and class increments as their full-time colleagues. This has been a difficult issue to negotiate. It has been incorporated into the last two contract proposals but it is an expensive item. Progress has been slow. This year promises to be different. Sacramento is altering the funding structure of the community college system, trying to equalize the funding available to all districts. Santa Barbara has long been an "under-funded" district, forced to balance its budget by passing on this inequity to its faculty. The "equalization" funds in the upcoming budgets will allow this district to treat all its faculty more equitably. The negotiating team will work with the administration in the allocation of this increased funding but adjunct equity is clearly a top priority.

We have every reason to be hopeful!

Lynne Elisabeth Stark Ph.D.
Adjunct Representative

FACCC Conference

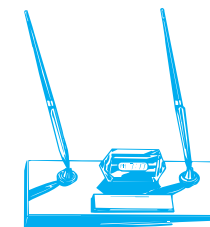
Did you know that from October 12 through 14, 2006, the Faculty Association of California Community Colleges (FACCC) is having their semi-annual conference? And it is just around the corner (well, almost) at the Wilshire Grand Hotel in Los Angeles. Believe me, it is worth the drive. The scope of interesting workshops and presentations varies from budget information to retirement news to part timers' rights to pedagogy sessions that you can put to work in the classroom as soon as you get back to the college. (You can find the detailed schedule online at <http://www.faccc.org/workshop/conf/2006/schedule.htm>.) Plus, besides the scheduled events, meeting with friends and colleagues from other community colleges promises to be not only fun but will provide me with interesting conversations and many new insights. I will have a full report in the next newsletter. If you want to learn more about FACCC and how they support community college instructors, you can either go to its website www.faccc.org or ask Homer Arrington, who is a FACCC Governor, or—even better—go to the conference and find out. See you there!

Cornelia Alsheimer, FACCC Liaison

I. A. Executive Board Fall 2006

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Instructors' Association Newsletter



Newsletter by and for the faculty of the Santa Barbara Community College District

Vol. 16 No. 3
October 2006

President's Message

Negotiations with the district have begun and three of the articles, penned by IA negotiators, are presented to clarify our proposal and address many of your questions.

I would also like to encourage you to attend the Plenary session on Friday, October 20, 1-4 pm, in the BC Forum, when the IA negotiators can provide you with an update on negotiations and answer any questions that you might have.

The IA is encouraged by recent news from Sacramento. Our governor recently signed SB 361, which will provide the last of the equalization funds. SBCC's share of the monies is around \$4.6 million. As Peter Naylor, the IA's Chief Negotiator, points out in his article, the new money should be used to complete SBCC faculty adjustments.

If we dare to look beyond the immediate, there is more good news from Sacramento. Remember the Community College Initiative? This was the initiative that would have changed the funding formula for California community colleges; in essence, funding would have changed quite favorably for community colleges. It will now be placed on the June 2008 ballot. However, before we spend that money, it has to qualify for the ballot and in order for it to qualify, one million signatures are required. The IA has already made a financial contribution to assist with gathering these signatures. As a FACCC Regional Governor, I will be one of several who will be coordinating efforts at SBCC, and you will be hearing much more in the weeks to come. As with negotiations, we are going to need the help of each and every faculty member at SBCC. If you would like more information, please feel free to contact me or visit the FACCC website www.faccc.org or visit the official Californians for Improving Community Colleges website

www.californiansforcommunitycolleges.com

I'll close with the good part. The Big Bash, the once-a-semester IA Party, is scheduled for Saturday, Oct 21, 3-midnight, at our usual location, Kathy O'Connor's ranch house. Maps and directions will be arriving in your mailbox shortly.

Homer Arrington,
President, Instructors' Association

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Adjunct Assignment Priorities in the San Diego Community College District

by Jan Ford

Last Fall, I contributed an article to the Instructors' Association Newsletter discussing the need for a comprehensive procedure related to Assignment Priorities for adjunct faculty. Although I consulted contracts in over a dozen community college districts, much of the details related to what I wrote came from the Foothill-DeAnza district and from policies prevalent in British Columbia.

As we enter into contract negotiations this fall with the District, I believe that it would be useful to follow up that article with a description of how these procedures are implemented in the San Diego District. What follows is a statement from one of the local union's brochures summarizing the relevant information from their contract:

1) THE REQUEST

As soon as you have completed four academic semesters, send your school dean a written request for an appointment with your dean and your department chair to begin the priority of assignment process. A one sentence written request will suffice, but be sure to keep a copy for your records. (If you have assignments in more than one discipline or at more than one college, a separate request will be needed for each assignment.)

2) THE MEETING

Make sure to follow-up to ensure the meeting is scheduled during your fifth academic semester. At the meeting you, your department chair, and your dean will discuss which courses qualify for your priority of assignment. These should be all of the courses within your discipline that the dean and the chair concur you are qualified to teach. Your priority of assignment list of courses will then be created, within which you will have re-hire rights. (Your dean has the final say if there is disagreement regarding which courses should be on your "list," although at a minimum all courses you are currently teaching must be listed. If in the future you teach other courses not on your list, be sure to ask your dean to add these courses to your list.)

After you complete your sixth semester, you are now officially covered by the priority of assignment program! What this means is:

—Based upon your accumulated FTEF from all of the assignments within your discipline on that campus during the previous six semesters, you will now have seniority with respect to obtaining future assignments of courses offered from your priority of assignment "list." Although you will have the right to these courses

over less senior adjunct faculty (someone who has accumulated less FTEF than you), you do not have the right to insist when these courses are offered, nor may you "bump" out a less senior adjunct faculty in order to increase your FTEF.

—If your total FTEF assignment in the district is less than 54%, you may increase your assignment based on your seniority rights for any new courses offered that are on your list, OR by picking up an additional course which is currently being taught by another faculty member which becomes vacant. The most senior adjunct faculty member (with less than a 54% FTEF assignment) has priority of assignment before any new adjunct faculty are hired to teach courses on the senior adjunct faculty member's "list."

—You may not have your assignment reduced unless you have received a negative overall evaluation with written suggestions for improvement, followed by a one semester follow-up evaluation that is again negative.

—Your assignment could be reduced if there is a reduction of available sections being offered in your discipline. If this occurs, you will have "bumping" rights over less senior adjunct faculty, and over all adjunct faculty who are not in the priority of assignment program (this is why all adjunct faculty should take advantage of the priority of assignment program).

—Non-classroom adjunct faculty members follow the same process as delineated above, except "hours of assignment in the discipline" replaces "courses."

Note that the above protocols clearly address the two essential issues that should be covered in any program of assignment: **the right of first refusal** [those currently teaching part-time must be given the chance to take on additional course load before a new instructor is hired] and **the right of accrual**. [A given instructor, not the position, who has come to work a given percentage, is essentially guaranteed to retain at least that percentage.]

Since I wrote the first article on this issue a year ago, the most common question asked was "how do we specifically implement these procedures at SBCC given unique needs in certain departments?" The above example gives one, though not the only, possible answer to that question.

Negotiations Update

At the May SBCC Board of Trustees Meeting, Homer Arrington and I presented your Instructors' Association proposals. The contract demands were developed by the IA Executive in response to our questionnaire and from members' suggestions at the plenary session, and following detailed analysis of the District's financial condition.

Fortunately, the state budget for community colleges is very good, and the final enabling legislation should be signed this month. Total funding for SBCC should increase by 10% (\$6,781,897). We estimate the cost of our proposals to be \$4,864,277. During the current contract, the Faculty sacrificed by accepting only one-half of its share of the first installments of state "equalization" funds, so that the District's over-due classification study of classified and administrator employees could be implemented. Also, full-time faculty accepted smaller general increases, so that part-time and laboratory instructors could make modest progress toward fairer compensation. Faculty accepted an increase of \$1978 (2.5% for senior faculty), so that another increment could be added to part-time and Lab equity. We regret that the management employees didn't follow our lead. They received full 5.41% increases, plus a reclassification adjustment.

Now (2006-2007), the District will receive the final "equalization" adjustment. Most classified employees have completed their reclassification. Therefore, the new money should be used to complete faculty equity adjustments.

As we developed out proposals, your elected representatives applied the following principles:

- 1) "equal pay for equal work" — correct inequities by using all equalization money to equalize compensation as far as possible.
- 2) "COLA goes for COLA" — all COLA is applied to Schedule A
- 3) "All faculty is treated equally"; "We move together" — equal dollar increases across the schedule.
- 4) No discrimination based on contribution to revenue.
- 5) Modest increases in recognition of service experience and education are justified
- 6) "No free lunch" — all work should be compensated.
- 7) "No informal, side-deals outside of the contract for bargaining issues" — if its available to one group, its available to all faculty in similar situations.

We expect a general increase in salaries of \$4,000 as well as 75% parity for part-time instructors, and 100% parity for full-time lab instructors. {87.5% parity for part-time, non-instructional faculty will be maintained.} We also intend to double Department Chair stipends. A complete explanation of our proposals is available at our web-site.

Peter Naylor, Chief Negotiator

SBCC Instructors Association Annual Report: 2005 - 06

	Checking	Savings	Total
Balances Forward: 9/1/05	7,240.00	100,293.00	107,533.00
Income:			
Dues	59,407.30		
Interest	2,808.44		
Other Income			
Total Income	62,215.74		
Expenses:			
Payroll	23,727.00		
Legal	9,425.00		
Newsletter & Duplicating	2,151.00		
Conferences	6,514.00		
Dues (CCCI)	2,200.00		
Contributions (FACCC & CPFA)	4,861.00		
Website	123.00		
Contract Negotiations	2,214.00		
Receptions	5,039.00		
Gifts to Retirees	4,400.00		
Total Expenses	60,645.00		
Surplus / Deficit	1,561.74		
Balances Forward: 8/31/06	11,073.00	98,022.00	109,095.00