

IN FORTY YEARS: SOME THINGS CHANGED, SOME THE SAME



You in the unions do not yet represent all of labor. But I hope some day you will, because I believe that it is through strength, through the fact that people who know what people need are working to make this country a better place for all people, that we will help the world to accept our leadership and understand that, under our form of government and through our way of life, we have something to offer them...

—Eleanor Roosevelt

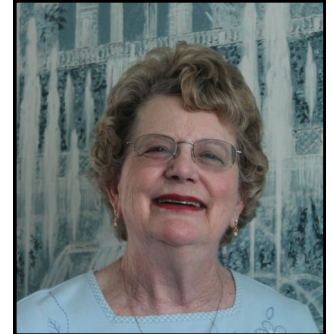
She has seen many changes over her tenure about 40 years teaching her Yuba College English students in Colusa. But some things are still the same. Marian Boyes started teaching English at the Colusa site in 1973.

“The reason for the high enrollment was that our Dean, Don Vedo, encouraged high school seniors to enroll for classes such as English 1A, 1B, Sociology, and Psychology, to give them an advantage that would lead to completing college.” As she gets ready to retire this spring she has lots to share of her experiences and observations.

The Colusa outreach site has and still has unique challenges. It serves a low-income community where students face additional challenges of poverty, language barriers, and lag education-

ally behind students from higher-income areas. It is also far from urban hubs with cultural outlets like museums and entertainment venues, as well as good jobs. Therefore, Yuba College serves an ever so important role in Colusa.

“A core of us [instructors] living in this community makes a huge difference for the school.” Ms. Boyes stated. “We have rallied and worked on getting what our students need because we know them and care about them and our community.” Back in the 1990s the Colusa site saw a renaissance of sorts. Seven hundred students were enrolled for several years. “This was a very successful program.” However, according to Boyes, it lasted until the chancellor ended it. We had our own graduation with 25 to 30 students graduating each Spring. Boyes wishes the chancellor shared the enthusi-



asm for this valuable program. Then a series of mishaps for the college site took place, like the moving of a great dean, Jim Limus, to the Yuba Campus and other problems. The chancellor eventually closed the Colusa site.

Today things are looking bright again for the new and improved Colusa site that opened in January 2011. “We are doing so much for the students here,” remarked Boyes. She also credits Dean “Skip”-
—Continued page 2

Inside this issue:

WHAT DO YOU TEACH?	2
JOB ANNOUNCEMENT	2
YUBA HR & YCAFT MEETING	2
PRESIDENT’S MESSAGE	4

CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO CONVENTION

By Judith A. Kreft

Attending this year’s CFT, AFT, AFL-CIO Convention, I learned a lot and wanted to share with fellow part-timers highlights from the various sessions, voting, as well as some of the challenges presented by trying to address a constituency representing Kindergarten through Community College (K-14).

Overall I found CFT to be an organization with a strong social justice component that has lobbied for things like gun control. Sessions

included: "Do We See Diversity in Our Schools and at Work?"

Discussed were changes in demographics in the state of California as mirrored in what we see and will see in our schools as regards to language skills, level of education, cultural and ethnic diversity, etc. Information about these demographics are obtained via surveys, interpreting statistics from college applications, the pass/failure and retention rates, types of school clubs, sports, events offered, updates

of minimum qualifications of faculty and through other avenues.

"Identifying and Addressing Mental Health Issues in K-14"

Covered issues of student depression, bullying, suicide, violence, behavioral problems and more. It also delved into faculty rights, procedures, policies, laws, resources, and law enforcement. To date, professional development needs in this area are inadequate.

—Continued page 3

AND WHAT DO YOU TEACH?

By Elaine Robinson

Are you like many other adjunct instructors who can teach in more than one subject area? Are you qualified to teach more classes and in other disciplines beyond your current assignment?

Now is your chance to make sure the district knows what you can do. The district administration is asking adjunct instructors who are qualified to teach in disciplines in addition to their current assignments to notify Denise Daniel (ddaniel@yccd.edu) in HR of other areas where they meet minimum qualifications. If you wish to teach in another

discipline and you are not certain if you meet minimum qualifications you can contact Denise and she will help you determine if you meet the requirements. If you have additional course work that you have not given to the district that would qualify you to teach in another discipline you can submit that documentation to Denise as well.

You should talk to the scheduling Dean at the location of your choice once you have been certified as qualified to teach in additional subjects. If you are willing to teach at additional locations, you should speak to the Dean who schedules at that location. Denise Daniel is also the person who can

give you those names. It is the responsibility of the district to track who is qualified to teach which subjects. However, if you want to teach, you need to make sure the appropriate people have your information.

JOB ANNOUNCEMENT

Our newsletter editor, Jodi Azulai, is leaving her post of six years. If you are interested in serving as YC-AFT's *Going Adjunct* editor, it is a fun and creative job. For details please contact President Jim Schulte at jschulte_611@hotmail.com.



YC-AFT AND YUBA COLLEGE DISTRICT HR MEETING HIGHLIGHTS

By Doug Harris, Vice President & Chief Negotiator

Meetings between YC-AFT Executive Committee members and the district Human Resources Department occur almost monthly. Most recently, several areas of clarification regarding contractual and other matters have been addressed. Here are some highlights.

The need for the district to identify a point of separation from service for employees has led to an understanding that failure to teach for six consecutive semesters is effectively a termination of employment.

Related to that is the contractual provisions that summer seniority and return rights are handled separately from those associated with fall/spring provisions. So, we recently reiterated our position that, for purposes of the summer seniority list, failure to teach six consecutive semesters refers to six consecutive summer sessions. Contractually, an approved leave of absence for one semester does not count as one of the six consecutive non-teaching semesters.

Resulting from the district's need to know how to handle ties in seniority has come the understanding that ties in number of units taught since July 2000 by part-time faculty qualified to teach in the same discipline will be resolved with the preference going to the faculty member with the earliest date of hire.

faculty in date of hire, the district may use its discretion to break the tie. These should be few and far between.

It has been agreed that initially, the burden is on the instructor to inform the district of all areas or disciplines s/he is qualified to teach. After that point, however, state law requires the district to maintain that information as the basis for assignments. *Thus, it is in your interest to inform the district of ALL disciplines for which you meet minimum qualifications.*

There are now some part-time faculty who teach in more than one of locations to which seniority attaches under our contract (1 - Marysville, Sutter, Beale AFB, 2 - WCC including Colusa, and 3 - Clear Lake Campus). As contract language does not clearly anticipate this, our understanding with the district is as follows: When an instructor is initially hired at only one of the above locations but subsequently begins teaching at more than one, all teaching will be credited toward seniority at the first site.

When an instructor is initially hired and assigned to two or more locations, the instructor may choose which site is the seniority location. However, contractually, there is a provision that allows part-time instructors to transfer locations of seniority by making a request in writing. That request should be sent to the Human Resources Department of the Yuba

College District. Transferring seniority can have significant implications so we'd recommend careful consideration and perhaps contact with your YC-AFT Campus Rep or other officer.

Related to location of seniority, we have learned about a proposed move of the Clear Lake Campus from Yuba Community College administration to Woodland Community College. Woodland (including Colusa) and Clear Lake have always been recognized as separate locations for seniority and return rights under our contract and this has not changed. If Clear Lake Campus becomes part of WCC it will have no impact on location of return rights and seniority.

Members of the YC-AFT board met with managers at WCC on April 22, 2013 to inform them of, and provide clarification on, provisions of our current contract including the new seniority system. HR staff assured that student performance on Student Learning Outcomes (SLOs) will not be considered in individual instructor evaluations.

However, the implementation, assessment, and reporting of results of SLOs IS part of legitimate evaluations of all instructors. Questions and concerns should be directed to Jim Schulte - President, Elaine Robinson - Secretary/Treasurer, or Doug Harris - Vice President & Chief Negotiator.

CONTINUED FROM 1: CONVENTION

“Implementing SB 114: Correcting CalSTRS Reporting for Adjunct Faculty”
Brought up the California Education Code requiring the collective bargaining agreement specify the number of hours in one year equivalent to "Full-Time" for adjunct faculty, based on the load (FTE) of full-time faculty for the purpose of calculating CalSTRS defined benefits.

A new law, resulting from a CFT-sponsored legislation, requires that a district submit their collective bargaining agreements to CalSTRS on an annual basis beginning July 01, 2013, to enable CalSTRS to audit compliance reporting of correct FTEs. There still exists need for a discussion on how FTEs should be calculated, the challenges to correct reporting, and the implications related to service credits not being accurately reported for past years of service.

During the **“Nominations and Elections Committee Report”** session, the CFT chair went over the available positions in the CFT and confirmed who is running for each post.

The **“Community College Council”** breakout was an overview of resolutions to be presented to California legislators in the hopes of passing bills.

The Plenary Session included candidate speeches and Committee Reports (Constitution and Resolutions). This session gave us the valuable information

we needed to vote on the next President of CFT as well as what resolutions we would want to be taken to the State Capitol. Resolution debates and discussions pertinent to part-time faculty were:

Resolution #14: A broad resolution that supports that adult education be brought into community colleges and that the faculty teach the classes with local control and the maintenance of faculty hours, pay, and benefits.

Resolution # 22: Requires the positive ID of an online student with regard to final exam taking or final project. A recommendation was made that there also be a third party proctor involved.

Resolution #23: Supports that a qualified part-time faculty, preferably from the same institution, temporarily replace a full-time faculty who is on sabbatical or medical leave.

Resolution 24: Supports a career pathway for qualified part-time faculty who desire full-time work by changing the California Education Code to allow for the promotion of said faculty.

Resolution 29: Supports schools as gun free zones.

Resolution 39: Initially supported health care, including mental health care, to be provided by health personnel in K-12 schools. This is where I became involved in a debate. What about health/mental health care personnel in our-

Community colleges? In fact, California State and University of California schools have Doctors, nurses, therapists, as well clinics, pharmacies, STD prevention and birth control education programs! Why not us I implored. While I was at it I argued that part-time faculty have access to health services on campus. By the end of the session there was consensus and the updated Resolution 39 requests that the state and tax dollars pay for a nurse on each school site K-14.

During the conference several of us met with Brian Doyle, YC-AFT’s CFT Representative to get educated on local and state issues. During the final day of the conference we heard Committee Reports and Final results of the elections.

Generally, I found the guest speakers at the convention inspirational and interesting. They included various union activists from around the US. Their speeches included elements of a pep rally and descriptions of methodologies utilized to achieve the goals. The challenge for the overall conference was trying to address the K through community college challenges in one weekend. While some of our needs are similar, many are so different. Overall I highly recommend that interested parties attend the conference next year. There is so much to learn and get involved in. We can really make a difference when we educate ourselves and organize!

from 1: 40 YEARS



Davies who is back after a hiatus. “He is a can-do guy.” If we tell him a tree is soon to blow over on campus, he has the situation fixed the next day. Our recycling was overflowing and he corrected the problem as soon as he found out who to contact.

Marian sees Kay Spurgeon, the superintendent of the county, as another mover and a shaker for the outreach center, a modern 9,500 square foot facility on 5 acres with 4 classrooms that accommodate 120 students at any one time. The facility houses student services that include registration support, financial aid, matriculation services, counseling, and TRIO Programs (Upward Bound and Student Support Services). “Now students

choose to take from two to three English classes per semester instead of the traditional one class. For instance, a student can take English 105, 51, and 1A. Where before students could easily get behind in units, now they can make tangible progress.” She added that there are 40 computers they can use for research and check email and that a library is in its planning stages. When asked what she has learned from her students over the past forty years, Ms. Boyes stated, “Always be aware and understand your students needs. Why are they asking us a particular question? Is the question coming from an English language learner? Was grammar an issue? Or is it that the-

student did not understand what we have assigned hem to write about?” Boyes believes it is critical to be open to understanding where students are coming from. “If we are open to them, they will. In response to what advice she has to share with other adjuncts, Ms. Boyes had this conviction to share, “If you don’t like your students, get out of the profession. You have to love what you do. Students are so precious. Make your students know that they are important.” Of the many changes Marian has witnessed over several decades, her students still come to talk to her about all sorts of things, including their lives and dreams. And she still listens to them.

PRESIDENT'S MESSAGE

Based on information received from the Statewide Budget meeting, the District developed the 2013-2014 budget in collaboration with the Budget Summit. The Budget Summit is comprised of the CFT President, Chancellor, Vice Chancellor, Educational Planning and Services, Chief Business Officer, Chief Human Resources Officer, Director of Economic and Workforce Development, Yuba College President, Woodland Community College President, Yuba College Academic Senate President, Woodland Community College Academic Senate President, YCFA President and CSEA President.

I'd like to highlight some points of interest found in the YCCD Budget Summit report below. You will notice the anticipated Ongoing Deficit 1,301,597.00. This is apparently made up by One-Time Revenues (Growth + Mandated Block Grant) 1,333,300.00 (1,000,000 from anticipated growth and 333,000.00 from a state block grant). You might find of particular interest under expenditure Adjustments: District Office Lease (DO=160,000). The board has directed the Chancellor to look at the feasibility of moving the District Office and renting a



facility separate from the campus. This will probably be on the agenda at the next board meeting. Allocations from Prop. 30 monies for energy efficiency means the district should receive 50,000.00. We did receive 6.9 million from the Special Fund for Education Protection Account 30. This will assist to backfill the 12 million we had to borrow to stay afloat till the state pays us.

Legislative action items of note:
Failed: Census-based funding for course completion. This would have required that census be reported toward the end of the semester, when we know there are many less students in each class. Probable results would have been less funding.

Failed: The 90 unit cap for students. If passed, any student that had taken 90 units at community college would be precluded from registering for more classes.

Failed (at least in the assembly): FAFSA requirement of all students for financial assistance. —*Jim Schulte, President YC-AFT*

Going Adjunct is published by:
AFT Local 4952
PO Box 2001
Marysville, CA

President

Jim Schulte, jschulte_611@hotmail.com

Vice President/Chief Negotiator

Doug Harris, dmharris12@gmail.com

Secretary/Treasurer

Elaine Robinson, thelaneyr@yahoo.com

Grievance Officer

Judith Krefte, starkrefte@hotmail.com

Membership chair/Webmaster

Mary Benson, mary_benson@att.net

Campus Representatives:

Yuba College

Jim Kitchen, j.kitchen@sbcglobal.net

Heidi Walker, thwalker@succeed.net

Star Krefte, starkrefte@hotmail.com

Woodland Community College

Bob Cassel, robert.cassel@pacbell.net

Pam Geer, prof.g1@juno.com

Clear Lake Campus

Annette Lee, alee@yccd.edu

FY 2013-14 Revenue and Expenditure Projections	
Anticipated Ongoing Revenues (Including COLA)	45,546,243.00
Total Ongoing Revenues	45,546,243.00
Anticipated Ongoing Expenses (Including COLA Adjustment to Salaries)	46,847,840.00
Total Ongoing Expenses	46,847,840.00
Anticipated Ongoing Deficit (Ongoing Revenues Less Ongoing Expenses)	(1,301,597.00)
Total One-Time Revenues (Growth + Mandated Block Grant)	1,333,300.00
Itemization of Adjustments to Revenues & Expenditures	
Revenue Adjustments:	
Sutter State Approved Allocation (Increase)	1,107,182.00
COLA (Increase)	900,000.00
Federal Revenues (Decrease)	(18,797.00)
Other State Adjustments: Lottery (Decrease)	(71,730.00)
Local Adjustments: Interest, JPA Equity Allocation (Decrease)	(284,950.00)
Total Ongoing Revenue Increases	1,631,705.00

Itemization of Adjustments to Revenues & Expenditures	
Expenditure Adjustments:	
Sutter Expenses to Ongoing Revenue Source	1,186,169.00
COLA (Adjustment to Salary Schedules)	720,000.00
D.O. Lease	150,000.00
Health Benefits Increase	185,793.00
Step & Column Increases	176,403.00
Pay-As-You-Go (Retiree Benefits) Increase	167,646.00
Computer Replacement	130,000.00
PERS Increase	60,181.00
Debt Service Increase	58,976.00
Delayed backfill of positions	(150,000.00)
Anticipated Retirements	(200,000.00)
Other Benefits Increase	1,584.00
Total Ongoing Expenditure Increases	2,486,752.00

Editor: Jodi Azulai
j.azul@sbcglobal.net

