

Fighting cuts, preserving education

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KEVIN RODDY, UC-AFT PRESIDENT

Teaching matters: the Riverside gambit

Some time ago, union journalist David Bacon called me about my reaction to the various strategies dreamt up by the UC administration to offload courses and students to community colleges. What, basically, was my position?

Looking back at the question now, I can see a number of answers that I could have made: 1) the community colleges have already been crippled in the form of increased fees and decreased support, so that the additional burden was as unfair as the UC administration might think it convenient; 2) this is a betrayal of President Dynes' vaunted commitment to undergraduate education; 3) this punishes students from deprived social, economic, and educational backgrounds; 4) this annihilates the promise of the Master Plan, a promise with moral as well as public service consequences. Those of you teaching Subject A, and the preliminary courses in the languages, those of you, in other words, directly and adversely affected by this strategy, will certainly have more arguments.

What I decided to say, however, involved all of these: a University, I said, was a place where people taught and people learned. The three stated missions of the University of California – to teach, to research, to serve – are all subsumed in teaching. If research is paramount, send the students home and create a think tank; if service, send the students, faculty and librarians home and open a chapter of the Elk's Club. I do not exaggerate; we are so often told that the University of California is a (if not *the*) preeminent research institution in the country, not to say the world. *U.S. News and World Report*, a news magazine that no one would read for any other purpose (rather like *Sports Illustrated*), becomes an infallible authority in such matters. This is a research-one institution. The well-heeled UC lobbyist in Sacra-

mento constantly reminds the governor and legislators, often in spectacular UC surroundings, of the impressive economic benefits that University research has afforded the state: in agriculture, particularly wine, in information technology, and in the biological sciences, to name only the most star-studded. And, oh yes, the students we train are the most competitive in the world, thanks to first-class research.

Teaching is fundamental

Obviously, there is little to argue outright with this approach – the Coalition of UC Unions has a number of lobbyists making the same points, without the splendid surroundings. But the trick and the nub is *training*. During last year's strike, I was quoted repeatedly, on public radio, asserting that if a Nobel prizewinner at UC could not teach, he should go back to his lab. Unlike many of my remarks at the time, this was carefully considered: UC Davis has no Nobel prizewinners, and it would gladly give away all 279 of its lecturers for one; "he" was appropriate, given the history of the Prize; "he" would have a lab if not a building, again given the statistics; and the chances that "he" could not teach would not so much be incalculable as immaterial.

I was not surprised at the reaction of the administration, however much contempt was an unpleasant addition to their chortling; but many Senate faculty were puzzled: didn't I want true excellence on campus? Yes, I said. Was I afraid of a world-renowned scholar? No, I said, and asked in turn, "But what about the quality of teaching?" "Like good fences making good neighbors," they responded, "good research means good teaching."

Before the strike, outgoing Berkeley Chancellor Berdahl maintained that the teaching/research dichotomy was a myth; and he has a point: there are many, per-

haps a majority, of Senate faculty who research well and teach well, just as there are many lecturers, perhaps a majority, who teach well and research well. But the word "myth" reminds me of Tithonus, who got his first wish for eternal life but not his second (admittedly buyer's remorse) for eternal youth: is the primary purpose of the University to teach, or not? To get two or three wishes when only one can really be afforded is – to use a bargaining-table metaphor I've never understood – to take two bites of the apple.

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Budget axe strikes; librarian gets layoff notice

Labor activists in California are fighting to halt what they assert is the politically motivated elimination of the Institute for Labor and Employment (ILE) at UC Berkeley and UCLA.

One of the earliest actions Governor Arnold Schwarzenegger took upon being sworn in last November was cutting the institute's budget in half. In December, he proposed zero funding for 2004-05.

The ILE has been on right-wing hit lists for a while, says Fred Glass, communications director for the California Federation of Teachers. Last summer, the Pacific Research Institute, a "free market think tank," made a show of targeting the ILE by giving it a "Golden Fleece" award, calling the labor institute's work anti-capitalist.

The ILE's roots date to the end of World War II, when the late UC president and labor economist Clark Kerr created a vehicle for the University to play a role in improving statewide labor-management relations. In 2000, existing and new labor programs were folded under the new umbrella of the ILE, which was set up with a \$6 million budget and operates as the only statewide program within the University system to address the labor and employment concerns of California's changing workforce.

Budget slashed by governor

Reflecting the state's deficit problems, ILE's budget was cut to \$4 million for 2003-04, before the new governor cut it to \$2 million for the remainder of the academic year, then to nothing for next year.

The institute is best known for its highly valued annual report on state labor and employment issues, *The State of California Labor*, but its research and education program is extensive. It has provided \$3 million for 186 research grants to 132 faculty across UC's nine campuses, and another \$2 million to fund dissertation-related grants to 136 graduate students in addi-

tion to funding hundreds of graduate and undergraduate students in research and summer internships.

ILE's academic and community outreach is extensive, with 28 staff working at the institute, the UCLA Labor Center, the Berkeley Labor Center, the California Public Employee Relations program, and the UCLA Labor Occupational Safety and Health program.

Labor librarian Lincoln Cushing, a member of UC-AFT, received his layoff notice in April. He's the first ILE staffer to be laid off, and the first librarian laid off at UC Berkeley in some 20 years.



Fred Glass, photo

ILE librarian Lincoln Cushing at a recent demonstration in support of bargaining

"Although this layoff is a painful blow for me personally, the worst impact of these cuts will be felt by the California public," said Cushing. "Despite all the hype about partisan research and advocacy, ILE provides valuable information about important issues that no other agency has been able to provide."

"It's cruelly ironic that these cuts happened soon after the death of Clark Kerr, who founded the Institutes of Industrial Relations at Berkeley and UCLA in 1945," added Cushing. "As Kerr noted at the time, 'We came in as the very first effort of this big

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Governor's proposed budget raises fees, cuts programs

California Governor Arnold Schwarzenegger's proposed state budget relies on borrowing as well as significant program cuts. Legislators have expressed concern over the deep cuts in health and welfare programs.

Fee increases are proposed for the University of California. Undergraduate fees would grow by 10 percent; out-of-state fees would increase 20 percent. Graduate student fees would increase by a whopping 40 percent.

While the budget proposal protects community college funding, it does so by making students pay, increasing fees from the current \$18 per unit to \$26 per unit. For students who already have bachelor degrees, the fee would climb to \$50 per unit. In an odd twist, the governor proposes reducing UC and CSU freshmen admissions by 10 percent, or approximately 3,200 fewer new students at UC and 3,800 at CSU. Qualified students denied access to UC or CSU would be redirected to community colleges for their first two years. — *Patty Cox*

UCB's English Language Program terminated

On January 26, University Extension Dean James Sherwood announced his plan to eliminate the Extension's 31-year-old English Language Program (ELP) at the Berkeley campus.

ELP instructors have jobs much like those of full-time UC lecturers. Many have taught in the program for decades. But years ago, PERB decided to exclude them from the lecturers' bargaining unit.

Dean Sherwood says his decision was based entirely on his assessment that the ELP is not "Berkeley appropriate," and that it was not a financial decision. He says he discarded the written review of the program last summer in which the ELP scored high on all criteria. ELP instructors say they were never informed of the review or given any opportunity to provide input. They also say the program generates revenues.

Since the dean may have failed to consult the Senate about the closure, the Senate is currently investigating the decision.

For more information about ELP, see <www.kichu.com/elp/closure.html>. A longer version of this article is available at <www.cft.org/councils/uc>. — *Michelle Squitieri, UC-AFT field representative, Local 1474*

COCAL takes contingent faculty issues to the public

The newly formed Coalition of Contingent Academic Labor-California (COCAL-CA), a coalition of unions and other organizations representing contingent, non-tenure-track faculty in all three of California's higher education systems, has been active in several venues over the past year in raising public awareness about the deteriorating working and learning conditions in California's higher education system.

Last May 3, UC-AFT hosted a conference at UC Berkeley, "Contingent Faculty and Funding in California's Public Universities and Community Colleges: Can We Stop the War on Education?" The event was attended by over fifty members of union locals from the UCs, CSUs, and community colleges. The conference laid the groundwork for coordinated planning of events later held during Campus Equity Week, October 27-31, 2003.

Campus Equity Week 2003, the second so far, was the largest coordinated response yet to the assault on the quality of higher education through overreliance on part-time and temporary faculty hiring practices. Over four hundred campus events across the United States, Canada, and Mexico included organizing drives, informational pickets, hearings, concerts, art shows, and more innovative performance art. One of the more innovative Califor-

nents on working conditions of part-timers.

Events were staged at all twenty-three California State University campuses and a number of community college campuses. Contingent faculty members from the University of California also participated in coordinated events at San Francisco City College, De Anza College, and CSU Dominguez Hills.

UC-AFT held a joint press conference with the AFT local at San Francisco City College to announce the release of AFT's new publication, *The Growth of Full-Time Nontenure-Track Faculty: Challenges for the Union*. Jim Stockinger, the UC Berkeley lecturer featured in the MacNeil-Lehrer Report's coverage of the UC-AFT strike, spoke at the event.

COCAL-CA's southern regional Campus Equity Week event took place October 31 at Cal State Dominguez Hills. Almost 300 faculty and students listened to UCLA's Kent Wong, Director of UCLA's Center for Labor Research and Education, expound upon such questions as, "What's contingent about a 20-year employee?" Other speakers included UCI lecturer Vivian Price and Assemblymembers Melvyn Dymally, Cindy Montanez, and Alan Lowenthal.

Panelists were presented with a list of focused questions prior to the event and were offered an opportunity to respond after hearing the testimonials from faculty and students. But it was the large number of students in attendance who became the focus of the event, as they expressed concerns about rising costs and excessive commutes due to shopping for replacements for canceled classes



at nearby colleges.

At the northern regional event at De Anza College in Cupertino, students and faculty members from Bay Area community colleges, CSU, and UC campuses testified about similar issues before a panel of community leaders in business and government. Panelists included UC-AFT VP Mike Rotkin, Assemblymembers Salley Lieber and Joe Simitian, and City College of San Francisco Chancellor Phil Day.

Raising political awareness

More recently, COCAL-CA volunteers worked the crowd at the state Democratic convention in San Jose, January 16-18. Each higher education group – UC-AFT, CFA (the California State University faculty union), and the community college union coalition – distributed thousands of flyers and collected hundreds of signatures from delegates and legislators in support of a "Resolution in Recognition of Contingent, Part-time, Adjunct, Non-tenured Faculty in the State of California Public Institutions of Higher Education and in Support of the Ongoing Efforts to Raise Public Awareness and to Achieve Fair and Equitable Treatment." The resolution will be presented to the CA-Democratic Resolutions committee this spring.



UCB librarian Beth Sibley (right) talks with a delegate at the Democratic convention

nia events, at San Mateo College, included the hoisting of white balloons to represent the "ghosts" of laid off part-time faculty, accompanied by gravestones and a quiz show for stu-

COCAL-CA delegates spoke with many Democratic candidates and politicians, including presidential candidate Dennis Kucinich, Cruz Bustamante, Phil Angelides, Wesley Clark, Jr. (son of the former presidential candidate), Sheila Kuehl, Barbara Boxer, Joe Simitian, Ted Lempert, Loni Hancock, Manny Diaz, Elaine Alquist, Jerry Brown, John Garamendi, Herb Wesson, Gray Davis, Zoe Lofgren, John Laird, Mike Honda, and Rebecca Cohn.

The COCAL-CA volunteers were enthusiastically received at several caucuses – the California Democratic Council, California Young Democrats, Chicano-Latino and the LGBT. The Young Democrats presented the resolution at their business meeting during the convention and unanimously voted to support it. COCAL-CA Steering Committee Chair Mary Ellen Goodwin, an ESL instructor at De Anza College, had the honor of being the only non-candidate, non-politician invited to speak during the Chicano-Latino Caucus. “As we moved throughout the events, we started hearing our own literature actually being quoted by some of the candidates,” Goodwin later remarked.

Goodwin and San Jose State political science lecturer Elena Djorabi discussed contingent faculty issues with both Dennis Kucinich and Wes Clark, Jr. during the Democratic convention.

COCAL-CA also conducted a flyer campaign at the state Republican convention in Burlingame, February 20-22. While many in the crowd supported the contingent faculty members and appreciated their presence at the convention, many more, according to Goodwin, “have no empathy for the forthcoming losses to higher education. I have been called many names by many people, but in all my years as an educator, I have never been called a propagandist or brainwasher....that is, not until this weekend. It was quite troublesome and depressing to see how many view California public education as an evil force in this state.”

One of the flyers distributed at the Re-

Chicago Area supporters of the Coalition for Contingent Academic Labor (COCAL) are organizing the sixth COCAL (North American) Conference in Chicago, IL from August 6-8, 2004.

Held in the Midwest for the first time, member groups of our organizing committee will be the hosts at Roosevelt University and Columbia College.

COCAL VI expects to attract some 300 US, Canadian and Mexican participants, from the major faculty associations and unions as well as those yet to be organized, in helping to address the contingency of academic labor in universities and colleges in North America. Since the first meeting in 1995 in Washington, DC, each COCAL gathering has grown. Supporting the conferences in the past have been such diverse organizations as the National Education Association (NEA), American Association of University Teachers (AAUP), American Federation of Teachers (AFT), the Canadian Association of University Teachers (CAUT), Canadian Union of Public Employees (CUPE), Fédération Autonome du Collégial (FAC), and Fédération Nationale des Enseignantes et des Enseignants du Québec (FNEEQ). Professional and disciplinary organizations such as International Teachers of English as a Second Language (ITESOL) are also supporters. Academic labor organizations and local faculty unions from some 90 different universities and colleges are expected.

Our main goal for COCAL VI is to focus on concrete strategies for addressing the challenges facing contingent faculty. We recognize that the best part of these conferences

offers the opportunity to share information and brainstorm solutions. From holding workshops on key issues to addressing concrete skills development, the conference provides opportunities for exchanges among academic labor leaders and organizers. Our web site will provide updated information about the conference itself available at <www.chicagococal.org>.



COCAL participants at last year's conference in Montreal (photo courtesy of Vicky Smallman, Canadian Association of University Teachers)

publican convention displayed the photos of 33 Republican legislators – along with the governor – who received their education from California's public colleges and universities. The flyer asked, “So why does our Republican budget proposal reduce access for everyone else?” COCAL-CA volunteer and AFT organizer Linda Cushing, a former art instructor who designed the flyer, was later quoted in an interview aired by San Francisco radio station KQED about the Republican convention.

COCAL's next big event is the sixth international convention in Chicago August 6-8 (see above). UC-AFT members who wish to represent their local at this event should check <www.chicagococal.org>.

UC-AFT raised its profile considerably in the last few years with the hard work we did to get a contract, culminating in the strike. But the

relationships with legislators we built and the generally higher level of awareness of UC lecturers, librarians, and academics need to be maintained. As Assemblymember Sally Lieber said at a recent COCAL-CA event, it is possible to have considerable influence on policy if you're in the right place at the right time, but those opportunities only arise if you stay in touch with your legislators.

UC-AFT urgently needs more volunteers willing to talk with legislators as well as with our colleagues in the CSU and CCC systems. The union has frequent opportunities to attend political events and help raise the profile of UC lecturers, librarians and other academics in Sacramento and around the state. This work is urgent now with the budget crisis. If you'd like to know more about what's involved, contact Michelle Squitieri at <msquitieri@mindspring.com> (phone: (510) 841-1609). ♦

Sandra Baringer is a lecturer in English at UC Riverside and the southern representative for UC on the COCAL-CA steering committee. Michelle Squitieri, UC-AFT field rep, also contributed to this report.

Resolutions on information literacy and UC funding at CFT convention

The 62nd Convention of the California Federation of Teachers, UC-AFT's parent union, was held March 19-21 in Universal City. UC-AFT submitted three resolutions for consideration by delegates. The first two, on information literacy and UC funding for outreach programs, are reproduced below. The third called for continued funding of the UC Institute for Labor and Employment (see related story on page 3).

All three resolutions passed. They reflect issues of concern to our members, but which also have implications for all sectors of education in California (K-12, community college, and university). The resolutions become part of the policies that guide CFT's work during the year until the next convention.

Resolution on information literacy

Whereas information literacy is the ability to identify an information need, locate information efficiently, evaluate information, and use information effectively and ethically; and

Whereas being information literate ultimately improves our quality of life and ability to succeed as students, workers and citizens in a democratic society; and

Whereas many students complete their education without gaining information literacy skills, and

Whereas California ranks 49th in the nation for the number of credentialed library media teachers per student; and

Whereas credentialed library media teachers are essential advocates for reading, research and information literacy instruction in collaboration with classroom teachers;

Therefore be it resolved that the California Federation of Teachers



Miki Goral, UCLA librarian and chief bargainer for the Unit 17 contract, speaks on the convention floor, while Marilyn Sue Chapman, Shaffer Federation of Teachers, waits for a turn

support the incorporation of teaching information literacy skills at all levels of education, from primary grades through university; and

Be it further resolved that educators be encouraged to work with librarians and/or credentialed library media teachers to develop instructional content to impart information literacy skills to their students; and

Be it further resolved that the CFT encourage its local affiliates to advocate for the hiring of credentialed library media teachers at every school site; and

Be it finally resolved that the CFT and its lobbyists advocate and work for a funding source and support for legislation for the hiring of credentialed library media teachers at each school site.

Resolution on University funding

Whereas the State of California is facing a monumental budgetary shortfall; and

Whereas funding cuts at the University of California will have a deleterious effect on the general quality of education at the University; and

Whereas funding cuts at the University of California will severely restrict access and outreach to potential University for California students, especially low-income students and students of color; and

Whereas funding cuts at the University of California will seriously impact the number of librarians and lecturers available to support present and incoming students; and

Whereas these issues cannot be corrected without new tax revenues;

Therefore be it resolved that the California Federation of Teachers communicate to the Legislature the importance of restructuring the California tax code to provide increased support for outreach programs to California middle and high school students and funding for the librarians and lecturers who provide essential services to University students.

Son of UCB lecturer awarded scholarship

Also at the convention, Ryan Devine, son of Nancy Lemon (member of UC-AFT Berkeley Local 1474), was awarded a \$3000 Raoul Teilhet Scholarship. The Teilhet Scholarship fund was established in 1997 to help the children of members achieve their higher education goals. ♦



Writer Jim Hightower signs his book, Thieves In High Places: They've Stolen Our Country and It's Time to Take It Back, for a CFT convention delegate

Teachers get lessons on lobbying

The role for union teachers in Sacramento's new political landscape, with a new governor and a budget crisis, got detailed attention from four members of the California Assembly who attended the CFT convention.

Fabian Nuñez (D-Los Angeles), the new Assembly speaker who previously worked with the Los Angeles School District and with the LA County Labor Federation, welcomed delegates at the start of the convention when he said, "We all know that the California Federation of Teachers is one of the most potent political forces in the state. You are the one union that understands education from K-12 through the colleges. You are the union that performs the work that allows the work of education to go on through your classified employees."

How to fight cuts

All the Assembly members praised the role of CFT in state politics and in the workplace. One cited her own experience. "The teaching day I'll never forget," Assemblymember Judy Chu told a crowded CFT workshop, "was the day I got my layoff notice."

Chu (D-Monterey Park), who is now chair of the Assembly's appropriations committee, was a psychology teacher at the time at Los Angeles City College. Hers was one of 100 layoffs of mostly tenured teachers who were dropped one day in the mid-1980s, a hasty cost-cutting scheme by the college's board.

Chu, who boasts that she is still an AFT member, was part of a panel on legislation, politics and lobbying with Assembly members Dario Frommer (D-Glendale) and Lloyd Levine (D-Van Nuys).

She said the union fought hard against the cuts and then



Assemblymembers Lloyd Levine, Judy Chu and Dario Frommer give CFT delegates pointers on legislative matters—UC-AFT President Kevin Roddy and Secretary-Treasurer Miki Goral are in the front row (second and third from left)

extracted pay backs at the next board election. "Since then, no board member has ever contemplated cuts like that," she said with a grin.

Assembly Speaker Nuñez said school accountability promises sound good because "we all think we're education experts. We forget to ask the teachers. Class size reduction is the only meaningful change I've seen. And it came from a Republican governor."

"We say the teaching profession is the most important," Nuñez continued, "but it's also one of the lowest paid. We need to divert less educational resources for testing and more to make teaching the profession we profess it is."

Assemblymember Frommer, who is majority leader and also still a member of AFT, stressed the need to have the voice of teachers in state politics. "Teachers are the most respected source in a campaign," he said.

Since the recall election, Frommer said, "We are dealing with an international celebrity. He's got this huge sound stage and you have this single megaphone."

Governor reverses "no tax" stand

During the convention, CFT President Mary Bergan reported that she had met with Gov. Schwarzenegger, and had used that face-to-face access to say she was sorry he had painted himself into a corner by pledging no new taxes. The governor corrected her, she said, insisting that he hadn't barred tax increases. He told her that he had scratched a no-new-taxes pledge that was written into his state of the state address. — Malcolm Terence

Speaking to the press: Kevin Roddy (UC-AFT President), Mary Bergan (CFT President), Marty Hittelman (President, Community College Council, CFT), and Ernie Carson (President, Council of Classified Employees, CFT).



Fred Glass, photo

Sharon Beals, photo

When deans can't quote straight: lecturers, post-docs, and the UC Davis debacle

By John Stenzel, University Writing Program, UC Davis

What happens when a dean misreads national staffing guidelines (in print, no less) and cynically manipulates a newly-created job title?

At UC Davis, it's led to censure at a national professional meeting, conflict with the campus' new "Strategic Vision," and possible legal action. This is all happening even as the campus heralds the birth of an independent Writing Program – with an interdisciplinary focus, an advisory board made up of faculty from across the campus, and a budget separate from the English Department's.

Davis has a long commitment to having advanced composition taught by experienced lecturers, but the future of this policy is under threat: more and more writing courses are being taught by less- and less-experienced instructors on short-term contracts.

Four years ago, the University newsletter published an article by Elizabeth Langland, Dean of Humanities, describing why the English Department could progress on "a path toward achieving greater excellence" only by increasing the number of Senate faculty positions and reducing the number of lecturers. In arguing that there was an "imbalance" between Senate faculty and lecturer numbers, she invoked the following authority: "The Association of American Universities [sic] recommends that lecturers make up no more than 25 percent of any faculty" (*UC Davis Dateline*, April 5, 2000).

Though never retracted or corrected, the dean's citation was erroneous on several counts: she is misquoting a different body, the American Association of University Professors (AAUP), and their actual guidelines suggest quite the opposite of what she was proposing then and has been implementing ever since. The actual AAUP text reads, "We recommend as guidelines that *institutions limit the use of*

special appointments and part-time non-tenure-track faculty to no more than 15 percent of the total instruction within the institution, and no more than 25 percent of the total instruction within any given department" (*emphasis added*) <www.aaup.org/Issues/part-time/Ptguide.htm> .

In 2000, lecturers (teaching seven writing-intensive classes a year) outnumbered the 29 English Senate faculty (who teach four literature classes and seminars); however, none of these lecturer jobs fell into the category of "special appointments" or "part-time" positions. An AAUP official clarified the organization's position: "So-called temporary appointments are recognized only if they are truly temporary, i.e., of short duration to meet some immediate short-term need (visiting professor, sabbatical fill-in, etc.);" (Martin Snyder to Marlene Clarke, 6 July 2000).

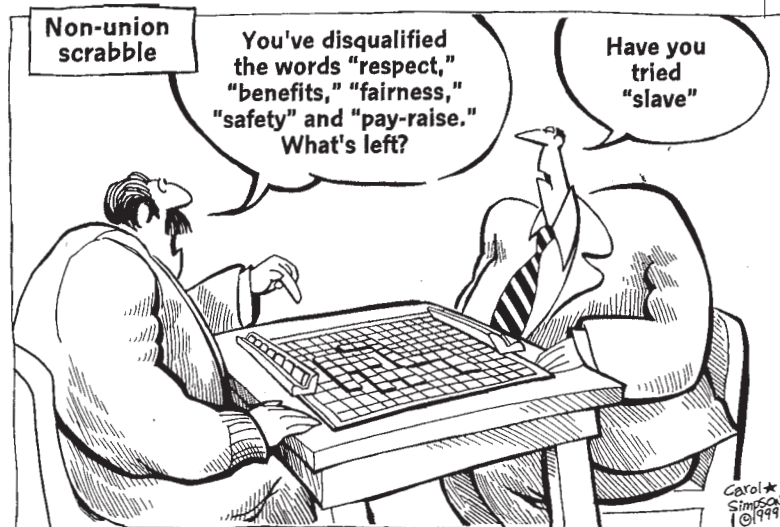
UC Davis censured by MLA

Ironically, at the time of the dean's editorial, the department was closer to compliance than it is now: full-time lecturers hired year to year would be reviewed at six years, and if their teaching, productivity and service were deemed excellent, they could earn three-year renewable contracts in keeping with the UC-AFT Memorandum of Understanding. Ominously, however, lecturer job announcements that year silently removed the earlier language indicating the possibility for three-year contract reviews down the line.

As writing instruction moved further from compliance with the real AAUP guidelines, UC Davis embarrassingly made news in professional circles: the

Delegate Assembly of the Modern Language Association censured Davis for "not renewing probationary lecturers while hiring new lecturers on terminal contracts" (MLA national convention, December 2002).

Making matters worse, beginning in 2001 Davis expanded a UC systemwide program for establishing very small numbers of "Faculty Fellows," creating a new



title, "Postdoctoral Teaching Fellows," such that in Fall of 2003, English had 11 of these unquestionably time-limited special appointments on the books. Though paid as lecturers, these post-docs teach one literature course and four advanced composition, and they get two course releases for research; however, these are "terminal positions," as fellows are forced to leave after two or three years.

Nowhere else in the UC system is this Teaching Fellow concept being implemented so heavy-handedly, and its legality is currently under scrutiny. Paid for out of funding originally designated to improve *undergraduate* instruction, the program was adapted as a way to make recent UC Ph.Ds more attractive on the job market; however, five of the eleven fellows came from non-UC campuses, and at least one of them is on his third post-doc. Originally set aside to fund whole positions, the systemwide Faculty Fellows money is

being leveraged at Davis to pay for the research course-release portion of many Teaching Fellow positions, while their lecturer salaries are rounded out from the already established lecturer pot – thus using lecturer funds to reduce the “instructional need” for regular lecturers.

I want to make clear that I have nothing personal against the Fellows (Faculty, Teaching, whatever their current accounting designation is). I would love to see the best of them enjoy the same opportunity I had – after being selected as part of a competitive national search for probationary lecturers, to make careers here as hardworking teachers, establishing long and fruitful contacts with faculty and students, and investing themselves in the governance and committee service of this University. Instead, they are out the door no matter how good they are, and with no mechanism for merit review; their number one aim in life is to get a “real job” elsewhere.

Under current policy, then, the percentage of writing instructors considered “temporary and special appointments” is actually increasing dramatically, and these staffing decisions contradict the campus’ own professed commitment to improving undergraduate teaching. As a key goal, the new “2020 Strategic Vision for UCD” promotes classes taught by “regular-rank faculty” over all others; however one views the implicit anti-lecturer stance of this brochure, the hypocrisy is inescapable: expanding use of post-docs clearly moves the campus even further in the opposite direction, away from having classes taught by professionals with strong institutional connections.

To some extent, the dean and department may have felt forced into such Enron-like accounting fiddles: the University expects them to deliver advanced composition courses (which Senate faculty have little interest in teaching) without allocating stable enough resources – actual permanent faculty lines. But the “instructional need” for competent, well-trained writing instructors is not magically going to go away, so arguments using the “temporary” label are transparently specious; furthermore, the forty-odd writing courses taught by Fellows, and the many dozens more taught by one-year lecturers, confirm

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Pernicious PowerPoint by UCLA English chair insults lecturers

Those of us in the union who keep hoping for a more respectful relationship with the administration will be once again disappointed by a PowerPoint presentation, created by UCLA English Chair Tom Wortham, at:

www.apo.ucla.edu/workshop.asp

It is under the title, “Overview of Unit 18 Contract,” the occasion apparently being a seminar at UCLA, “2004 Advanced Topics for Deans and Chairs,” given on January 29, 2004. Though the patter to accompany this presentation is not available, it is evidently attempting to be droll, though it might be more accurately described as grotesque. It is also, at six megabytes, huge; and it was expensive, belying the administration’s contention that budgets are so very tight.

One of the main themes is honesty in dealing with unions, a stance we applaud: but faculty will be surprised to learn that “lecturer” derives from “lector,” translated as “reader,” and that “creative knowledge” is neither their hallmark nor their goal. In fact, as a better scholar than Professor Wortham would know, in the past a reading of the text was necessary before there could be creative commentary, for the benefit of those students who could not afford books. And, once upon a time, a dramatic (and creative) reading of Dickens or Alcott was the soul of a lecture.

In the spirit of honesty, the union does not appreciate associations with the less sterling aspects of the French Revolution: the guillotine, unruly mobs and violence. Nor is it honest to suggest a pivotal role played by former Governor Gray Davis, with the note that the AFT had given a good deal of money to that candidate. We are sure that the administration’s bargaining team would be astonished to know that they had been politically coerced.

Honesty seems to rule when UC-AFT President Kevin Roddy is correctly quoted as maintaining, “This is the best contract for lecturers in the country....It proves that we can be and should be recognized as professionals within the system.” But then this is contrasted with a quote from an unattributed “Anonymous member of ‘the system’”: “Let this pernicious hour stand aye accursed in the calendar.” Perhaps the scalawag depicted is Professor Wortham himself.

If there is anything “pernicious,” it is the lip service the presentation pays to condemning “post-six avoidance,” the practice of turning lecturers out in order to avoid a commitment to them. The message – and we have seen it in other presentations given by Labor Relations on other campuses – is that a continuing appointment is so serious a matter, not to be entered into lightly, that the standard of excellence must be rigorously applied (or, as in the case of tenured faculty, you will be stuck with her forever). We welcome rigor, but not strategies of fear, including fear of documentation.

Finally, honesty does not prevail in the use of extensive graphics, some by living artists and all the product of someone’s creativity, without a single attribution. Perhaps their associations should inform the University of California that this is the soul of intellectual and ethical dishonesty.

Budget cuts at ILE

(continued from p.3)

university to make contact with the trade unions. It was [then governor] Earl Warren's way of saying that the unions were recognized as an important part of California society.' This is one more way the powerless are being silenced, and we have to say *no*."

Some news stories reporting on the cuts have been quick to point out the retaliatory scent of the governor's action. The ILE, along with outreach to minority students, were the only programs specifically identified in the governor's list of \$150 million in program cuts. In a letter to the governor in support of the ILE, AFT president Sandra Feldman asks why labor research would be eliminated while much bigger business and management programs would hardly be touched.

Labor centers nationwide may be at risk

The *San Francisco Chronicle* noted in an editorial that ILE focuses on the concerns of workers, not just unions, which "infuriates" pro-business groups and think tanks. "Yet none of these pro-business groups ever questions the far more substantial state support for UC Berkeley's Haas School of Business and 'pro-business' activities at other California campuses," says the editorial.

"We're the canary in the coal mine," warns Cushing. "This is the beginning of the attack" on other labor centers. David Bacon, a labor writer based in California, writes in "Class Warfare," a lead story in the Jan. 12 issue of *The Nation*: "If the opponents of the ILE prevail, activist-oriented programs in Massachusetts, Michigan, Missouri and other states will be next on the right-wing hit list."

An e-mail campaign to restore the ILE's funding is under way. To write to key members of the California Legislature, go to www.unionvoice.org/campaign/uclaborctr. ♦

— Reprinted with permission from the April 2004 issue of AFT On Campus.

The Riverside gambit

(continued from p.2)

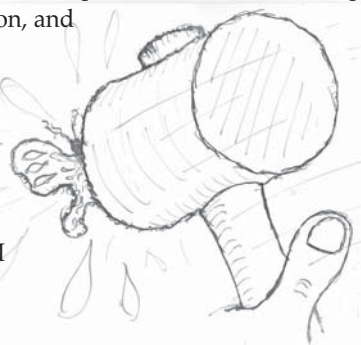
Librarians will be the first to state, proudly, that research and teaching are interconnected; no one can teach what isn't known. But the quality of that teaching, particularly in a socially critical issue like Subject A, depends less on research than on such significant factors as experience, empathy, attention, and genuine respect for the course and the students who must take it.

For eleven years, until Proposition 13 stopped it, I taught Subject A at Davis, and I have never served with better colleagues with more marvelous results. Some ten years ago, Davis offloaded its Subject A responsibility to the community colleges, in an arrangement by which those faculty taught on campus (though they had no offices and little other contact with the students). Though the Academic Senate voted against this move, the union – then weak and miniscule – did not protest, primarily because almost all lecturer positions were retained. But we should have protested, because it was damned poor pedagogy: the community college instructors have been dedicated, but they have been teaching to an exit exam, always a poor practice. And though the Davis administration still trumpets this as a win-win cost-savings, they have never acknowledged the degree of recidivism (after the third time, a student generally passes with a portfolio).

Now it seems to be UC Riverside's turn, with its chancellor making gestures about informing incoming frosh that they will have to satisfy the Subject A requirement at a community college, in the name of cost-savings. Similar proposals have been made before, and failed, thanks in part to a Senate faculty opposed to such irresponsibility. But if the chancellor is not moved by ethics and faculty privilege regarding the curriculum, has she not considered the practical ramifications of this plan? The community colleges offer no Subject A, but rather English 1A, which satisfies both Subject A and English 1: will this be sufficient training in a culture that

needs more, not less, help in writing? Is this how the University responds to a crisis in education, by trumping it with a budgetary crisis? Subject A is wrongly seen as a punishment for students who have little blame in the matter; this makes it a punishment in fact.

Arlen Appleford, the president of UC-AFT's Riverside local, describes the situation as "fluid"; perhaps once again such efforts will be rebuffed. But even so, I hope that this crisis year will generate a wide, participatory discussion about what this University is supposed to be. Otherwise, we'll know exactly where to find the boneheads. ♦



Slashing, Ahnold-Style

Kevin Roddy will be stepping down as president as of June 15th, and stepping into the office of Vice-President, Legislation.

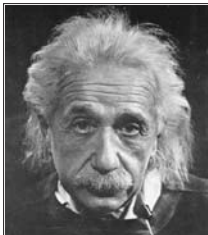
UC Davis debacle

(continued from page 9)

that the need is anything but temporary.

My challenge to the University administration is to take the battle to the next level and secure permanent funding for this vital part of the school's mission. Instead of creating a new underclass of temporary faculty, perhaps the administration can apply the same creativity it used with the Fellows program to create a new category of "Teaching Professor," hitherto considered by some to be an oxymoron.

Make the case to the Regents, and to the Legislature, and start framing this as an opportunity to solidify funding. We don't do genomics the way we did thirty years ago, we don't do computer engineering the way we did thirty years ago, and there's no reason to say we have to be straitjacketed by "this is the way we've always done it" when deciding how to pay for what students and the public see as an absolutely key aspect of the university's mission. A misreading of AAUP guidelines helped get Davis into this mess; perhaps a more honest adherence to the guidelines and to common sense will help ensure a stable future for professional writing instruction. ♦



Albert Einstein,
charter member
of AFT Local
552, Princeton
University,
comments in
1938 on why he
joined the union.

"I consider it important, indeed, urgently necessary, for intellectual workers to get together, both to protect their own economic status and, also, generally speaking, to secure their influence in the political field."

UNIVERSITY COUNCIL - AMERICAN FEDERATION OF TEACHERS MEMBERSHIP FORM

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home work email

UC-AFT dues are 1.096% of gross monthly salary for librarians and non-Senate faculty who do have exclusive representation. Dues are .996% of gross monthly salary for Academic Senate faculty and academic researchers who do not have exclusive representation. In either case, dues are capped at \$48.80 per month. Dues will be deducted each month from your payroll check. Dues paid to UC-AFT may not be tax-deductible for federal tax purposes; however, under limited circumstances, dues may qualify as a business deduction. Check with your tax consultant.



EMPLOYEE ORGANIZATION MEMBERSHIP PAYROLL DEDUCTION AUTHORIZATION

UPAY 669 (10/80)

PLEASE
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OR
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CAMPUS		LOC	EMPLOYEE I.D.	DATE
ACTION ON THIS FORM TO BECOME EFFECTIVE THE PAY PERIOD BEGINNING:				DATE
MONTHLY DEDUCTION				
LAST NAME, FIRST, MIDDLE INITIAL	ENROLL	CANCEL	CURRENT AMOUNT	
DEPARTMENT EMPLOYED AT U.C.	DUES	✓		
TITLE AT U.C.	INITIATION FEES			
ORGANIZATION NAME (INCLUDE LOCAL NAME AND NUMBER)	GENERAL ASSESSMENT			
AFT LOCAL				
TOTAL				

I authorize The Regents of the University of California to withhold monthly or cease withholding from my earnings as an employee, membership dues, initiation fees and general assessments as indicated above.

I understand and agree to the arrangement whereby one total monthly deduction will be made by the University based upon the current rate of dues, initiation fees, and general assessments. I ALSO UNDERSTAND THAT CHANGES IN THE RATE OF DUES, INITIATION FEES AND GENERAL ASSESSMENTS MAY BE MADE AFTER NOTICE TO THAT EFFECT IS GIVEN TO THE UNIVERSITY BY THE ORGANIZATION TO WHICH SUCH AUTHORIZED DEDUCTIONS ARE ASSIGNED AND I HEREBY EXPRESSLY AGREE THAT PURSUANT TO SUCH NOTICE THE UNIVERSITY MAY WITHHOLD FROM MY EARNINGS AMOUNTS EITHER GREATER THAN OR LESS THAN THOSE SHOWN ABOVE WITHOUT OBLIGATION TO INFORM ME BEFORE DOING SO OR TO SEEK ADDITIONAL AUTHORIZATION FROM ME FOR SUCH WITHHOLDINGS.

The University will remit the amount deducted to the official designated by the organization. This authorization shall remain in effect until revoked by me - allowing up to 30 days time to change the payroll records in order to make effective this assignment or revocation thereof - or until another employee organization becomes my exclusive representative.

It is understood that this authorization shall become void in the event the employee organization's eligibility for payroll deduction terminates for any reason. Upon termination of my employment with the University, this authorization will no longer be in effect.

This authorization does not include dues, initiation fees and general assessments to cover any time prior to the payroll period in which the initial deduction is made. Payroll deductions, including those legally required and those authorized by an employee are assigned priorities. In the event there are insufficient earnings to cover all required and authorized deductions, it is understood that deductions will be taken in the order assigned by the University and no adjustment will be made in a subsequent pay period for membership dues, initiation fees and general assessments.

EMPLOYEE SIGNATURE _____ DATE _____

FOR UNIVERSITY USE ONLY

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1	2 4	12 13	18 19	22	23 24
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RETENTION: 1 YEAR AFTER INACTIVE - ACCOUNTING OFFICE

Return to Treasurer, UC-AFT, 11728 Wilshire Blvd., #B1007, Los Angeles, CA 90025

Know your rights

Filing for unemployment during breaks, claiming your retirement credit

Here's one hard-earned right pre-six-year UC lecturers can exercise two or three times a year, and yet few of us do: the right to draw unemployment pay between semesters or quarters and during the summer break (if we ever take a summer break!) The right to unemployment is one of the few advantages of non-tenure-track positions with no guarantee of "rehire." Unless we have "reasonable assurance of employment" for the following semester, we can still collect unemployment. Any written promise of employment (if you even have one) that is subject to cancellation due to low enrollment or for any other reasons is NOT "reasonable assurance."

This right, like all others, was hard won. Until 1977, neither migrant field workers nor non-tenure-track instructors were allowed to collect unemployment benefits, and until 1989, few non-tenure-track instructors who applied were granted unemployment. A five-year court battle ended in the precedent-setting Cervisi decision in 1989, which held that an assignment that is contingent on enrollment, funding, or other program changes is not a reasonable assurance of employment, and therefore benefits can-

not be denied for that reason. Take advantage of this hard-won right! (Interesting historical connection: the Cervisi decision was argued by Robert Bezemek, a Bay Area attorney who frequently handles litigation for CFT.)

Initial claims are frequently denied by ignorant claims processors who think the rules that apply to us are the same as those that apply to K-12 teachers on summer "recess." They are wrong, and the director of EDD was called to account at a legislative hearing last spring about this problem. K-12 teachers are not "temporary" like we are. They do not reapply for their jobs every year. In fact, there are provisions in the Education Code that require that they be notified by March 15 if there is even a chance that they will NOT be fully employed the following year.

A sample appeal letter for lecturers who are erroneously denied benefits for this reason can be found in an appendix to the Lecturer's Handbook (pdf file) at the CSU union's website, www.calfac.org.

Of course, if you have a contract for the subsequent quarter or semester that is NOT subject to cancellation, you are not eligible for unemployment compensation. Thus, someone with a one-year

contract is probably eligible to apply over the summer, but not over winter break. However, if your course load is significantly reduced, you may qualify for partial benefits due to a significant reduction in income.

Up your retirement income

If you were employed by UC as a lecturer or other type of non-Senate faculty member on a temporary or part-time basis before January 1, 2004, you may be eligible for additional years of service credit toward retirement.

As a result of the new Unit 18 contract bargained by the UC-AFT, the University has extended retirement benefits to cover non-Senate faculty who work half-time or more. In the past, many lecturers who worked half time or more were excluded from retirement and health benefits for a variety of reasons.

If you are a part-time lecturer, you may also be eligible for additional benefit and health coverage under the new UC-AFT contract. Take a look at atyourservice.ucop.edu/employees/policies/labor_relations/bargaining_updates/ansi/index.html.

Questions? Contact your UC-AFT representative, listed on page 2 of this issue. ♦

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