



## New lecturers' contract on the horizon

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KEVIN RODDY, UC-AFT PRESIDENT

## AT ISSUE: Teaching matters, II

by Kevin Roddy, UC-AFT President

**T**here is a saying in the Vatican that the pope is never sick until he's dead.

Perhaps, by the time of the publication of this piece, it would have happened: the lecturers would have a contract. But even so, a contract will not cure an endemic illness at the University, a sickness that involves its primary mission: teaching.

On Sunday, March 23<sup>rd</sup>, I opened the morning session of the California Federation of Teachers convention with the following remarks:

I am a teacher; you are teachers; we are all teachers.

We teach whoever comes through that door, whether the door be in a classroom, a library, an office. We insure that the entire fabric of the school is there.

I am a teacher.

We introduce inquiry, discovery, exploration; we believe in knowledge, we believe in truth, we believe in wisdom.

I am a teacher.

We train our students to no longer need us. This year, for the first time in thirty-five years of teaching, my students at Davis created their own class, wrote their own syllabus, produced their own reader – six hundred pages – and will run their own discussion group. I will be a guest.

I am a teacher.

We respect the past, we cherish the present, and in our students we are the future.

I am a teacher.

We are feminists. Half the three thousand lecturers are women, most of our librarians are women. Only one quarter of the UC Academic Senate is women. We are professionals and we are excluded.

I am a teacher.

Yesterday [at the peace march], we

chanted our dedication to peace and justice. Peace is not an absence of war; peace is arts for our students, health for our students, a nurturing environment for our students. Justice is equity. John of Salisbury in the twelfth century said equity was a fitness, "which compares all things rationally, and seeks to apply like rules of right and wrong to like cases, being impartially disposed towards all persons and allotting to all that which belongs to them" (Policraticus, Book IV).

I am a teacher.

We protest the exploitation of religion by our leaders. Concerning the environment, Judaism teaches us that it is all very good. Concerning society, Christianity teaches that no one has ever seen God; therefore we should love one another. In life, Islam upholds five pillars, that Allah is God, and Mohammed his prophet; that we are to pray; that we are to support the poor; that we are to fast; that we are to journey. Mohammed was no terrorist.

I am a teacher.

We lecturers in UC-AFT have been without a contract for two years, seven months, twenty-three days.

I am a teacher; you are teachers; we are all teachers.

There were two gratifying positive reactions to this speech: from a Muslim high school teacher who thanked me for presenting Islam objectively; and from our own University of California librarians in attendance. I welcomed the first because it told me that I had done what the state of California expected me to do: I had taught, and no one leaving that ballroom could profess ignorance of the five pillars, though I suspect most knew them by heart already. I welcomed the second because it showed the deep commitment that librarians and others in our union have to the teaching mission of the University.

We are all teachers.

*On the cover: A UCSC lecturer makes a statement at a recent demonstration (Jon Kersey, photo)*

During the October strike I received a communication from a lecturer at one of our more distinguished campuses, complaining that he would not support a strike about money. In reply, I noted his teaching award in the signature line, and reminded him that our strike was not about money. It certainly could have been: the 45% of us who are less than half-time have to struggle with benefits as well as the impossibility of living anywhere near Berkeley, Westwood, La Jolla, Santa Cruz, Santa Barbara, San Francisco, and – increasingly

*(continued on page 10)*



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## Agreement near on new contract

# Lecturer contract may hold improvements in job security, wages

by Mike Rotkin, Unit 18 bargaining team

After over three years of bargaining, it finally appears that UC lecturers and the University are close to agreeing on a new contract. Both teams struggled until 2:30 am the morning of May 9 to bring in a final agreement; however, a few important issues are yet to be resolved.

The differences appear to be more about the timing of financial arrangements and the final language in a few provisions than about any fundamental issues in the structure of the agreement. While the UC-AFT team was prepared to bargain as late as necessary to wrap up the new contract, UC's team decided it was best to finish our discussions in the near future. Although we were disappointed because we were not able to get a final agreement, we were, nonetheless, heartened to know that an agreement appears possible and even likely by the beginning of June.

### Job security strengthened

Based upon the latest contract proposals exchanged by both parties, it appears that the new agreement will include a new continuing appointment system for post-six-year lecturers that would replace the current system of three-year contracts. UC will be able to terminate post-six-year lecturers only because their work goes away (courses get taken over by Senate members or stop being offered) or because the University is able to demonstrate that the quality of their teaching has significantly declined. Before being terminated, such lecturers must be given a written plan to improve their teaching and a reasonable opportunity to do so. A final decision to terminate would be subject to a review by either the Academic Senate or a neutral arbitrator, with the choice to be made by the lecturer.

Pre-six-year lecturers would receive new protections as well, including a prohibition on non-reappointments in order to avoid making post-six-year commitments (i.e., an end to the practice on several campuses of "churning" lec-

turers after a few years of teaching). There would be a prohibition on replacing lecturers simply to find ones who are less expensive. The administration would also be barred from non-renewals which violate academic freedom or which are based on illegal forms of discrimination. Decisions to reappoint a lecturer will require consideration of the individual's academic file and may only be based upon material in the file. Claims by the UC-AFT that the above protections have been violated will be subject to review by an outside arbitrator.

The new contract will raise the minimum salary for pre-six- and post-six-year lecturers (on a schedule that is still being discussed) and all of the lecturers employed during the past year will receive retroactive pay increases based on work since October 2000. In addition, pre-six-year lecturers will be guaranteed a step increase in pay in the fourth year and continuing lecturers will receive a merit review every three years. If their work is found meritorious, lecturers will receive a minimum two-step salary increase (about 5%).

### Benefits tied to Academic Senate

The new contract ties health, welfare and retirement benefits to those provided to the Academic Senate. It includes new provisions for benefits for lecturers employed on quarter-by-quarter contracts, a review for retirement benefits for lecturers who enter the retirement system for the first time, and a provision allowing many lecturers who go in and out of the system (based on shifting percentages of work) to buy into their plans at the University rate.

The agreement will also include a new professional development fund on

each campus to support such things as attendance at conferences, and possibly some academic leaves as well. Funds



Standing, left to right: Rob Hennig (UCLA), Alan Karras (Berkeley), Mike Rotkin (Santa Cruz), Arlen Appleford (Riverside), Sean Brooke (UC-AFT). Seated, left to right: Bob Samuels (UCLA and Santa Barbara), Rebecca Rhine (UC-AFT), Kevin Roddy (Davis).

will be distributed through a committee of lecturers. Although the new contract does not guarantee such participation in any particular case, it will remove previously existing bars to lecturers serving on Academic Senate and University committees.

A new committee, including lecturers, will be established on each campus to investigate problems of workload and make recommendations for their resolution. The contract will provide for "re-opening" on these issues during future bargaining if satisfactory solutions are not implemented by the University.

Finally, with very few exceptions, the provisions of the contract will be subject to a new system of grievance and arbitration. The system adds a new final grievance appeal to the systemwide office of Labor Relations and a system of outside arbitration in order to make its provisions enforceable. Grievances will be able to be filed against the University officials alleged to have violated the contract rather than only against a lecturer's immediate supervisor, as was the case in the old contract.

(continued on page 4)

## UC SANTA CRUZ : FIAT CONTRACT!

Like their comrades at other campuses, lecturers at UC Santa Cruz are angry after three years of thwarted contract negotiations with the University – and are determined to press on until the bargaining yields satisfactory results.

On Monday, May 5, more than a dozen members of UC-AFT Local 2199 demonstrated at the groundbreaking ceremony for a new engineering building on the campus. The ceremony and construction site tour were attended by

ward a swift, fair settlement of negotiations with UC-AFT. Governor Davis had been expected to attend the ceremony, but did not make an appearance.

A reporter from the Santa Cruz *Sentinel* interviewed demonstrators, and local television news station KSBW filmed the Lecturer Liberties. Following the ceremony, UC-AFT demonstrators joined colleagues from University Professional and Technical Employees/CWA and the Coalition of University Employees as well as a small number of supportive ladder faculty in a receiving-line demonstration to greet guests arriving at the site of the post-ceremony luncheon.

The Santa Cruz local has been active on other fronts as well. A new Representative Collective, elected in January, polled the campus membership to determine levels of interest in various

actions. Last month, members distributed literature at an annual luncheon for alumni, urging them to withhold donations to the campus until UC has settled its contract negotiations with UC-AFT. Members are also organizing letter and e-mail drives with similar messages aimed at alumni and at parents of undergraduate students.

If current bargaining sessions do not yield satisfactory results, the local has also drafted action plans for system-wide picket lines, sit-ins, and other non-violent disruptions at UC's Office of the President in Oakland.

And if worse comes to worst, Local 2199 will gear up for a major strike in the fall.

– Sarah Rabkin, lecturer, UCSC and member of Local 2199 Representative Collective

### Lecturers' bargaining

(continued from page 3)

There are many other provisions in the new contract that are too detailed to explain in this brief update and there are many concerns raised by the UC-AFT which will not be fully resolved by the proposed new contract, including some issues related to job security, salary, and workload. More information will be available before members are asked to ratify the new contract.

### Ratification vote planned

The bargaining team is pleased to report that we are very close to resolving a protracted struggle over a new contract. We believe that the proposed new contract will represent a truly significant improvement in the lives of our members. The bargaining team wants to thank our members and other supporters who helped us build the campaign necessary to make such significant advances at the bargaining table.

Any agreement reached, of course, will be subject to the ratification of the UC-AFT members of Unit 18. The process is as follows:

- 1) Following tentative agreement between the bargaining teams, the UC-AFT Statewide Council will vote on whether to recommend ratification to the membership of Unit 18. Because there is no Council meeting before next July, the Executive Committee will formally poll local leaders on the proposed new contract. Campuses will cast between 2 and 5 votes each, based on each campus' UC-AFT membership.

- 2) If the statewide Council recommends ratification, all UC-AFT members of Unit 18 will vote by ballot. The ballot material will describe the proposed contract, which will, itself, be available on the web and in paper copy. The bargaining team will be available for meetings on each campus to answer questions.

- 3) If the contract is ratified by a majority of the UC-AFT members who cast ballots, all its provisions will go into effect. It is important that any lecturer who wants to vote on the ratification of the contract join the UC-AFT immediately (please turn to page 11 for a membership form).



UC Santa Cruz members and supporters demonstrate for a fair contract.

about 100 people, including top administrators, alumni, and major donors. Capitalizing on the presence of UCSC chancellor M.R.C. Greenwood and campus provost John Simpson, members of the local held up signs and passed out leaflets describing lecturers' working conditions and the state of bargaining.

Several demonstrators posed as the local's signature mascot, "Lecturer Liberty." Dressed in academic regalia and standing inside garbage cans labeled "Disposable Faculty," they brandished picket signs like torches of truth.

UC-AFT member Roxi Hamilton, one of the action's organizers, said the quiet demonstration was intended to "send a strong message to Governor Davis and Chancellor Greenwood." Picket signs urged these decision-makers to encourage UC's negotiators to

## Paychecks and political economy

by Keith Vance, lecturer, UCR

UC President Richard Atkinson recently admitted what UC-AFT Unit 18 members have noticed every time they get a paycheck: lecturers are woefully underpaid. He didn't quite phrase it that way, of course. He said that lecturers are "behind" and went on to add that "everyone is behind." Of course, some are more behind others, since Atkinson himself makes well over a quarter of a million dollars a year with other UC bosses trailing not far behind.

I feel sure that the president and his PR crew don't pack their own lunches (as one librarian on last year's picket line explained to me that she had to do in order to make ends meet). Nor are they likely to worry much about health care co-pay increases of 100 percent. One lecturer on the picket line told me a particularly harrowing story of having to take her daughter to the hospital twice in a recent six-month period. That's difficult enough, but thanks to logic of UC cost cutters, the second time around the co-payment had gone from \$0 to \$250. And the president surely won't face the fate of UC Davis lecturers who are about to lose their jobs after five years simply because the university wants to find cheaper options.

The president urges us to consider "budgetary limitations." In short, we are to be "realistic." But this is ever the cry of the boss up against working people organizing the fight for a better life. "Be realistic," we're told, or, in this case, "think of your students and of the importance of education." These arguments might carry some moral weight if the required belt-tightening on our part were accompanied by sacrifice on theirs. Of course, it is not. UC higher-ups have gotten fat raises in each of the last few years. As for their concern for education, their cynicism astounds. They increase class sizes; they impose hiring freezes; they withhold cost of living increases from instructional faculty; they bargain in bad faith – all of these, of course, have profoundly negative affects on student and worker quality of life.

Though the deficits in California are real, we should reject their logic of austerity and limited resources. Enron and Pacific Gas and Electric scalped working people in California's electricity crisis two years ago. Gray Davis then signed long-term contracts with some of those same corporate crooks, locking working families into the exorbitant utility rates for years to come. Their sick system of profits for the few and cost cutting for the rest of us has led us into this mess.

Their system; their mess. They're the ones who should pay to get us out of it.

This won't happen as a matter of reasoned argument but as a result of political power. Their power lies in bureaucratic fiat and proximity to wealth. Our power lies in our relationships with each other, in our solidarity, and in the course of organizing together on a day-to-day basis. It is to those tasks that we must now turn if we are to obtain economic justice and job security.

## Librarians' peer review: chimera\* or reality?

**U**C librarians became academic employees in the late 1960s. Since that time, each campus has developed, under the aegis of LAUC (the Librarians Association of the University of California), procedures for evaluation for appointment, advancement, and promotion by committees of their peers. These procedures have evolved on each campus to meet the needs of the constituents, resulting in predictable differences reflecting the character of each campus. In fact, in discussing the process with librarians from around the state, it is clear that for most part, a librarian under review follows the same basic steps to prepare her dossier and have it reviewed before a final decision is rendered.

The UC-AFT Memorandum of Understanding outlines the basic steps to be followed on all campuses for the peer review process. A basic assumption is that there are levels of review, originating with the individual librarian who prepares a dossier which is submitted to a "review initiator," who in turn makes a recommendation for a personnel action based upon an honest, unbiased appraisal of the documentation gathered according to established procedures. It is also assumed that the final decision-maker (usually the University Librarian) will be an objective evaluator who has not formed an opinion prior to reviewing the dossier presented to her/him. When this does not occur the process is rightly judged to be tainted. It is incumbent upon all librarians to raise objections if the process is being subverted. Silence will only allow the perpetuation of un-

fairness and create tensions among us.

In between the review initiator's evaluation and the final decision-maker's determination is a review by a Peer Review Committee. This is where most campus-unique procedures become apparent, but the general format allows a committee of one's peers to review the dossier and make a recommendation. It is when the opinion of the Peer Review Committee is ignored that the concept is called into question.

If we really want to have peer review mean what the phrase implies, we must speak out. LAUC has been "authorized to serve in an advisory capacity to the University on professional and governance matters of concern to all librarians" (LAUC Bylaws, Article 2, Section 1), separate and apart from those issues for which the union is responsible. Participation in the peer review process has long been recognized as an integral part of the governance rights accorded to LAUC. The assumption that LAUC's advice will be listened to, respected, and heeded has driven librarian involvement in the past.

To the extent that librarians are not treated as professionals with respect to our ability to play that advisory role, UC loses the full benefit of the contributions we can make to maintain the institutional excellence we have helped to create. The union offers an alternative voice for addressing professional issues that confront us now and in the future. Get involved! – Miki Goral, Unit 17 bargaining team

\*A fanciful mental illusion or fabrication. (*The American Heritage Dictionary of the English Language*, Fourth Edition.)

## CFT Convention report

# Delegates debate wide range of topics to set union policy

*Not only was the 2003 CFT Convention the largest union gathering ever, an unprecedented number of resolutions on a wide range of subjects were submitted, and delegates spent more time debating them than in previous years.*

### Single payer health care

Delegates warmly greeted a resolution calling for support of Senate Bill 921, Health Care for All Californians, which would make the state the sole health care provider for all Californians. However, the resolution caused consid-

what happens in the Legislature—I don't want to see the CFT committed to two huge initiative campaigns." In the end, delegates agreed, and voted to eliminate that language from the resolution, which passed easily.

### Education funding

One warmly received resolution, which passed readily, called for cutting budget appropriations for new prisons in order to fund schools. Another resolution that caused queues of delegates at the microphones called for CFT lobbying to restore the funding for Peer Assistance and Review programs, and to ensure adequate funding for the future.

### Testing

The reading of the first resolution regarding testing was greeted with cheers. It called on the Federation to seek legislation to put the STAR standardized testing program, or any succes-

sor, on hold until other education programs are fully funded. The resolution passed unanimously.

### Opposition to Iraq war

The convention voted strongly for CFT to affiliate with U.S. Labor Against the War. The resolution came to the floor immediately after delegates returned from partici-

pating in a march of 40,000 people in opposition to the Bush administration's invasion of Iraq. Delegate Andy Griggs thanked delegates for their participation, and noted that the Los Angeles County Labor Federation had formally joined USLAW. "It's time we did the same," he said. Debate over the amount of financial contribution followed. Following extensive debate over the amount of a financial contribution to USLAW, delegates overwhelmingly passed the affiliation resolution.

### Affirmative action

A resolution called for support for the legal case now before the Supreme Court, in which the University of Michigan is seeking to keep its affirmative action program, and for a financial contribution to pay for students to travel to Washington, D.C. to demonstrate before the court. Delegates passed the resolution supporting the case, and voted for the executive council to determine the contribution.

Sharon Beals, photo



Above, top and bottom right, delegates speak their minds.

erable debate because of one provision, which would have had the Federation move to put it on the state ballot should it fail to pass the Legislature.

Joaquin Rivera, from the San Mateo College Federation of Teachers, told delegates, "Even though single payer lost before, the climate now is very different, and the health care crisis is much worse."

Bill Taxerman, from United Teachers Los Angeles, historically an outspoken proponent of systematic health care reform, disagreed. "In 2004, we're going to have the budget accountability initiative on the ballot, which will be very time-consuming for us. Let's wait and see

Sharon Beals, photo



*For a full report of resolutions passed at the CFT Convention, please go to <a href="http://www.cft.org">www.cft.org</a>.*

# Sen. Kuehl's single payer health care proposal brings delegates to their feet

*Sheila Kuehl was clearly the woman of the hour at the CFT Convention. Delegates rose to their feet in applause before she had even begun to speak,* perhaps many remembering her pioneering role as the wisecracking Zelda on the television series *Dobie Gillis*, or saluting her courage as an openly lesbian member of the state Legislature.

But the overwhelming reason behind all the cheering was Kuehl's sponsorship of SB 921, the Health Care for All Californians Act. In introducing her as keynote speaker, CFT President Mary Bergen reminded

delegates of Kuehl's sponsorship last year of another piece of legislation – the bill that granted California parents paid family leave.

Kuehl described the preliminary steps that led to drafting SB 921, and recalled for them that single payer advocates had cooperated with former California Senator Hilda Solis in persuading



Sharon Beals, photo  
Rep. Sheila Kuehl

the Legislature to sponsor a study of nine options for health care reform. As a result, the Lewin Group studied three variations on "single payer" plans, two variants of the employer-responsibility "pay-or-play" approach now embodied in

SB 2, carried by John Burton, and four other forms of more incremental change.

"We found that the only ones possible with the money presently spent on health care are single payer plans," Kuehl reported. Californians currently pay \$155 billion for health care, in about 6,000 benefit plans. Kuehl told delegates that administrative costs absorb 27 percent of all those health care dollars.

In contrast, she said, a single plan, into which everyone would pay, and which would provide health coverage for every person from cradle to grave, would just use 3 percent of the money collected for administration. That would free up \$14 billion a year, which could be used to cover the currently uninsured.

Eleven million Californians go without health care coverage for at least part of every year, according to the Robert Wood Johnson Foundation, and 6 to 7 million people lack insurance entirely.

Kuehl says she intended to introduce the bill this year, next year, in 2005 and 2006. "I don't care how long it takes," she vowed. "Look at Medicare—that took 30 years."

In closing, Kuehl reminded delegates of the story of the Wizard of Oz, comparing Oz to Sacramento, and recalling that eventually Dorothy, the Lion, the Tin Man and the Straw Man all discovered that behind the flashing lights, the wizard was just an ordinary man.

"We have within ourselves the possibility of doing it," she said. "We organize, we petition, we demand, and eventually we succeed." – David Bacon

## Teachers lobby for education

Under the motto, "Fair Budget Now," some two hundred and fifty unionized teachers met in Sacramento May 18 and 19 to lobby the Legislature and the governor for better working conditions.

Among them were librarians, lecturers, and staff from the UC-AFT, seeking relief especially for students in higher education. In the face of a grim budget, the news was sobering and disquieting; but state treasurer Phil Angelides, the dinner speaker, provided realistic hope and more than a little inspiration.

Sunday was spent on breakout sessions, concentrating on the Budgetary Accountability Initiative (see story on page 12), which is widely supported by unions and public interest groups. On Monday, participants sought out and met their representatives in the



Kevin Roddy, photo  
The Honorable Phil Angelides, state treasurer, the after-dinner speaker.

Senate and Assembly, and representatives reassured them that their voices were being heard.

– Kevin Roddy

Marty Hittelmans, President, Community College Council, CFT, flanked by UC-AFT Field Representatives Michelle Squitieri (l), UCB, and Richard Seyman (r), UCD.



## Equity in the midst of struggle

By Dr. Bruce Campbell, lecturer, UCR

As UC lecturers struggle over multifaceted contract issues, we may occasionally overlook the pressing need to contribute to our departments and academic communities. I believe making such contributions, which sometimes go well beyond coursework, is a professional obligation we shoulder as academics, and it is one we must not retreat from. Sometimes, however, the question arises as to how we should respond to such an obligation. The Department of English at UC Riverside has offered an intriguing avenue to address such a need as they seek the input of lecturers (in the form of lecturer representatives) when questions arise regarding hiring (of lecturers), course curriculum (primarily as it relates to composition), protocol, and general departmental concerns. Such a collaborative approach contributes to a stronger department that can more effectively respond to the concerns of students, lecturers, and ladder faculty. This system of shared power and responsibilities has numerous benefits, and to delineate all of them would be too cumbersome a task for this brief article; however, the two greatest advantages are valuable lecturer insight and the development of a healthy collegiate atmosphere.

UCR requires all students to take one quarter of English composition, and many students are expected to take three quarters of writing instruction. Lecturers are primarily responsible for this instruction, so this pool of professionals has a strong understanding of the general strengths and weaknesses of the entire undergraduate student body. More importantly, lecturers are in a position to identify undergraduate needs (which can pertain to course content or even pedagogical approaches) that require attention. The perspective of the lecturer, then, is unique and important when issues are considered regarding the undergraduate population.

Sitting on the Committee on Writing Courses offers lecturers an opportunity to express their opinions on a bevy of issues, but the ladder faculty also benefit from such an arrangement. The work of the com-

mittee is divided more evenly, and the burden of service is more palatable; additionally, lecturers have a vehicle at their disposal to raise concerns. The English department has grown stronger and more unified because a potential gulf of power that separated the ladder faculty from the lecturer pool has been bridged. The system is not perfect, but it offers a model that can help UC better address its responsibilities as an institution for teaching and learning. Should this approach towards academic governance be more widely embraced throughout UC, I am convinced a stronger intellectual community will emerge that will benefit everyone involved.

## UC's labor troubles affect us all

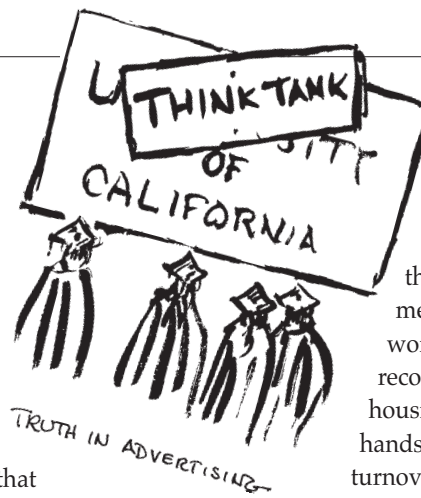
by Ben Harder, lecturer, UCR

As a lecturer at UCR, I'm very concerned about the University's future.

Last September, nurses staged a picket during their contract negotiations. In October, lecturers and clerical workers held a two-day walkout to protest UC's unfair labor practices. TAs and researchers are undergoing difficult negotiations of their own, and they will probably also face the decision to picket and strike. University-union relations are in such shambles that UC, which should be known as California's premier educational institution, is widely regarded as the state's worst employer.

Why are employees angry? Mostly, we're angry because UC is cheating us, shortchanging the taxpayers, and ruining itself through its unreasonable employment policies.

UC consistently attempts to cut labor costs by understaffing and by firing long-term professional employees and replacing them with temporary workers. It opposes safe staffing ratios in its medical centers and student health centers. It pays its clerical workers far below market rate. It sometimes lays off experienced instructors so it can hire untested new workers at a lower salary without retirement benefits. These policies are not a recent reaction to



California's budget crisis, but a long-standing program of cutting corners.

In real terms, this means that students at the UC get medical care from overworked nurses. Students' records, course schedules, and housing contracts are in the hands of a clerical staff with a turnover rate of as high as 54% for first-year employees. The people who teach fundamental subjects such as writing and math are often not professionals with secure employment and incentives to be excellent instructors, but insecure temporary employees who are looking elsewhere for "real" jobs. Our current union contract doesn't protect lecturers – especially pre-six-year lecturers – from this arbitrary treatment. And from the looks of it, neither will the new contract.

UC's policies affect the quality of education it provides. At least 40% of classes at UCR are taught not by professors, but by lecturers. After three years, lecturers are eligible for a merit pay increase of 3%, their only chance at a raise. However, my colleagues worry that they will be laid off after their merit rewards because their salaries have made them more expensive. In some departments, lecturers are routinely fired after six years, regardless of their performance, so UC can avoid giving them three-year contracts and retirement benefits. Such an environment hardly provides incentives to provide excellent teaching.

Do you think the students of California deserve the best support staff, nurses, researchers and instructors, or only the cheapest? Do the citizens of this state deserve the finest medical and research facilities, or only those that turn a profit?

California is at a crossroads, and one of its most important institutions, UC, must make a choice. Will it take the difficult and rewarding path of long-term excellence that provides students the highest quality education, grants employees security and respect, and gives our state international leadership in research? Or will UC go down the crooked road of Enronization by selling its reputation while cheating its employees and robbing its customers? Its choice will affect all of us.



## The story of a “post-six-year” review

By Ece Batchelder, former lecturer, UCI

I have a long history with UCI. Most of it can be summarized as “happy and productive.” My story (or an approximation of it) is probably lived by many others as well. My story doesn’t have a happy ending, so far.

I started teaching here as a lecturer in winter 1996. I developed four courses and taught them, two courses per quarter, every year. My appointment was renewed every summer, seemingly as a “routine matter.”

During Winter 2001, I informed the department I planned to spend fall away from UCI, in New Mexico. The chair wanted to meet to “discuss my future plans for teaching for the department.” We discussed various scenarios compatible both with the department’s changing needs and my goals and desires. I expressed my desire to continue to teach two courses per quarter. The chair mentioned, as a side note, that since this was my 16<sup>th</sup> quarter, they should probably be doing a case review for a post-six-year appointment. I was later informed that this would be conducted in the fall, while I was away. At the time, I was too uninformed about the “post-six review” and totally naive about what the process involved. I took it for granted that the department would conduct a fair review, though it made little sense that they decided to review my case while I would be out-of-state.

I tried to get information about the procedure and what I should be doing to get ready for it. The department directed me to various personnel websites “to read up on it.” Academic Personnel advised me to get letters of support from my past students and TAs. Before the end of the spring quarter I found out, quite by accident, that the department had appointed a review committee and a committee. The committee chair informed me that we could meet during the summer “to discuss the review.”

On August 1, while I was getting ready to leave, the department informed me of the materials they needed, including

(continued on page 10)

## Lecturers and the University: good relationships make good politics

By Roxi Hamilton, lecturer, UCSC

Lecturers have a visibility problem. Invisibly, we teach half the classes at UC. You can’t build a politics of liberation without visibility. Year after year we go along expecting one certainty of our lives, and that is uncertainty. Often we afraid to make these uncertainties – our lives – visible to others. As Simone de Beauvoir said, “It is in the knowledge of the genuine conditions of our lives that we must draw our strength to live and our reasons for acting.” What are the genuine conditions of lecturers’ lives?

Here are some: not knowing if we can renew a lease because we don’t know if we’ll have a job next year. Not knowing if we can afford to live in California one more year, so never unpacking our boxes. Not knowing if we’ll be become eligible for health insurance. Not knowing if we’ll be admitted back into the “pool” of applicants. Every couple of years you have to reapply for your job. It’s more Kafkaesque than that. You have to apply to apply for your own job. Once your application to the pool has been accepted, then you’re an applicant. Confused? I was. Back in cold upstate New York, we didn’t have “pools,” in our backyards or in our universities. If we were good teachers and had developed a *relationship* with the department, we were simply hired to teach.

Five years ago, I moved here from New York where I had taught for years at a liberal arts college following my graduate work at Cornell. I’d heard all kinds of things about UC Santa Cruz: eccentric students, gorgeous campus, serious research campus, and – a huge pay cut. Year to year you’ll “end up”

with fulltime work only through luck and the “patchwork method”: i.e., there’s a *sudden* need to hire someone to teach a course that starts in a few weeks. “Sudden need” usually translates into “administrative disorganization.” It seemed that “planning ahead” was anathema to the University. I began to wonder why. After all, I knew that any-



Roxi Hamilton.

thing I’d ever done well – such as constructing a syllabus – required a lot of advance planning.

How would a long-term plan affect our ability to be good teachers? Undergraduate students have a four-year plan. Graduate students have a six-year plan. Ladder-rank

faculty have a life-time plan. So why are the lecturers the “weakest link” in this plan-focused academic culture? Lecturers are good builders of relationships with students; that is, we’re good at teaching. We to remind ourselves that the University is not a corporation, and we are not expendable.

We want a long-term plan: a relationship with the University that lasts. While we have been working over three years without a contract, the University has not seemed willing to have a *real* relationship with us. To respect our contributions to this community. This is an existential dilemma. You begin to feel like you don’t exist. Like you’re being erased. Adrienne Rich talks about this erasure as a form lying. “The lie is a short cut through another’s personality. Truthfulness, honor, is not something which springs ablaze of itself; it has to be created between people. This is true in political situations. The politics worth having, the relationships worth having, demand that we delve still deeper.”

We must dig deeper still, to create a contract – a long-term relationship – worth having.

## Story of a six-year review *(continued from page 9)*

the department's needs assessment, my CV, bio form, student evaluations, and anything else I wanted to submit. We had a five-minute meeting with the committee chair upon my request (the only face-to-face meeting I had with anyone in the department regarding the review), and he informed me that I should turn in anything relevant to my teaching, assuring me he would contact me if they needed additional information.

While I was in New Mexico, the department informed me via email that my case was ready. They faxed me the case review and the certification statement, and asked me to sign it immediately so that the case could be forwarded to the CAP. The vote was split with a slight negative edge. I had a lot to say in response but I did not know how to proceed, given the pressure to sign off on it before I returned.

At this point, UC-AFT representative Elizabeth Barba came to my rescue. She assured me that I was entitled to respond after I returned. I came back to Irvine for the winter quarter and prepared and submitted my response.

After two rounds at the CAP, I was denied a contract and terminated at the end of my sixth year. Elizabeth Barba filed a grievance on my behalf and the case is still pending. The main issue is the way the MOU provisions were violated by the department as they conducted my review.

This entire process was a painful education for me. I learned I was one of many that the system used and discarded when it was convenient. The moral to the story is that unless lecturers unite behind their union to get a decent contract, there will be more cases like mine.

One positive development is the growing activities of my local. UC-AFT is working tirelessly to speak on behalf of UC lecturers. I know this first-hand from the amount of effort Elizabeth Barba and her colleagues spend on my case, with passion and conviction. If we want to practice our craft in an environment where our work is not taken for granted, then let us support our union, and show our unity through our union.

## Teaching matters

*(continued from page 2)*

– Davis, Irvine, and Riverside. But the strike was not about money, nor even about benefits: it was about whether or not teaching matters. Had his teaching award, I asked him, improved his position at the University? Had it meant that he had a justifiably greater say over the curriculum, general education, the construction of his major, even the nature of his own courses?

He did not reply. Perhaps he thought it really was about money, because it is always about money. If so, the lecturers I have spoken to at Irvine, at Santa Barbara, at Riverside, and at Davis don't think so. They think it's about teaching. It is behind the commitment, especially at Riverside, that lecturers in their pre-six-year service be given a chance to prove themselves, to show that good teaching matters. It is behind the voluntary reduction, frequent among lecturers, to less than a full-time load because they know that at full time the quality of their instruction would suffer. That, clearly, is not an act of the greedy.

## Undergrad research & teaching

It is one of those paradoxes of the human condition that two of the most disenfranchised segments at the University, lecturers and librarians, should be fighting for the most disenfranchised segment, the students. An excellent case in point is the administration's recent push for undergraduate research. Rightly are those in charge of guiding minority students concerned about this emphasis, since it assumes a level of academic background not often available to Chicano, Black and Native American students; and rightly are we lecturers and librarians worried, because undergraduate research can easily ignore the critical thinking, communication skills, and broad cultural (especially ethical) understanding that all mark an educated human being.

As far as I am aware, no lecturer or librarian has been asked to participate on the

implementing committees; none has been asked to provide a perspective on student preparation for highly specialized research. A superb question in fact might be if the students' experiences will actually prepare them to contribute to society, when employers are asking for graduates who can think, speak, write, and judge.

Many feel that our struggle is about power, and they cynically refuse to participate in union actions; yes, then, it is about power, but such power as can be applied in order to acknowledge our vital role at the University.

As if we needed further paradoxes concerning teaching and disenfranchisement, UC's Office of Academic Advancement released, in January, a report concerning the President's Summit on

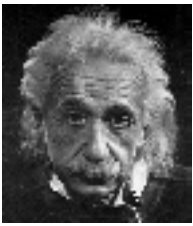
Faculty Gender Equity, held November 6-7, 2002. The report is singularly depressing: 41% of all ladder hires were at the "senior" level – this large group swells the 65% of all ladder faculty who are full professors. Of all men hired, 45% were given tenure; only 30% of women hired were.

What is more depressing is that teaching is not mentioned at all; advancement, in fact, is to be based on advising, departmental service, and university service. The real brutality is, of course, that "faculty" excludes lecturers, who are not mentioned at all; perhaps we should be grateful that the over two thousand of us who are women are not used – uniquely in this case – to bloat the statistics. A prominent advocate for gender equity at Davis once publicly complained that the lecturership was a women's ghetto. Apparently, to borrow a metaphor from another war, she wanted to bomb the ghetto in order to save it. And what, we might ask, is she teaching *her* students about true equity?

We are all teachers. We teach when we call on all our students equally; we teach when we grade their papers the same; we teach when we pay attention to them; we teach when we teach whoever comes through the door.



"JANE AUSTEN BE DEAD"  
GREAT MOMENTS IN UNION BAR-  
GAINING № 416:  
THOMAS WORTHAM, CHAIR,  
ENGLISH, UCLA,  
SPEAKS



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

Please print clearly?

Name: \_\_\_\_\_  
 Home \_\_\_\_\_  
 Address: \_\_\_\_\_ street \_\_\_\_\_ city \_\_\_\_\_ zip code \_\_\_\_\_  
 Campus \_\_\_\_\_  
 Address: \_\_\_\_\_ address line \_\_\_\_\_ campus \_\_\_\_\_ mail code if any \_\_\_\_\_  
 Telephone: \_\_\_\_\_ home \_\_\_\_\_ work \_\_\_\_\_ email \_\_\_\_\_

UC-AFT dues are 1.000% of gross monthly salary for librarians and non-Senate faculty who do have exclusive representation. Dues are .500% of gross monthly salary for Academic Senate faculty and academic researchers who do not have exclusive representation. In either case, dues are capped at \$48.00 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

PLEASE PRINT OR TYPE  
 ACTION ON THIS FORM TO BECOME EFFECTIVE THE 1ST PAYROLL PERIOD BEGINNING ON \_\_\_\_\_ DATE \_\_\_\_\_

LAST NAME	FIRST	MIDDLE INITIAL	MONTHLY DEDUCTION		
			EMPLOYER	CAMPUS	CH. 2 - PERS. AMOUNT
DEPARTMENT/EMPLOYER AKA			DUES	<input checked="" type="checkbox"/>	
TITLE AKA			INITIATION FEE		
ORGANIZATION NAME (INCLUDE LOCAL NAME AND NUMBER)			GENERAL ASSESSMENT		
			TOTAL		

I authorize The Regents of the University of California to withhold monthly or dues or initiation from my salary in an employee membership rate, initiation fee and general assessments as indicated above.  
 I understand and agree to the management whereby our local monthly deduction will be made by the University based upon the current rate of dues in section 101 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 AUTORIZED DEDUCTIONS ARE ASSIGNED AND I HEREBY EXPRESSLY AGREE TO ACCEPT SUCH CHANGES. I AM THE UNIVERSITY'S EMPLOYEE AND I AGREE TO ACCEPT SUCH AMOUNTS EITHER GREATER THAN OR LESS THAN THOSE SHOWN ABOVE WITHOUT OBLIGATION TO INFORM ME THEREOF OR TO SEEK ADDITIONAL AUTHORIZATION FROM ME FOR SUCH WITHDRAWALS.  
 The University will credit 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 reflect this termination of deduction therefrom. I, and other employees began salary deductions by exclusive representation.  
 It is understood that this authorization shall become void in the event the employee organization is liquidated for payroll deduction initiatives for any reason. Upon termination of my employment with the University this authorization will be null and void.  
 This authorization does not include dues, initiation fee and general assessments to cover any amount to the usual payroll with the title deduction and a Payroll deduction and that the faculty member of this authorization or any other employee are assigned categories. In the event there are changes in salary or other authorized and authorized deductions, in a designated time deduction will be taken. In the event any of the University and no agreement will be made in a reasonable way part of the membership dues, initiation fee and general assessments.

EMPLOYEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

#### FOR UNIVERSITY USE ONLY

EMPLOYEE	EMPLOYEE ID	DATE	EMPLOYER	CH. 2 - PERS. AMOUNT
X1		MC BY YR	6	
X1			6	
X1			6	

RETENTION: 1 YEAR IN UNIVERSITY ACCOUNTING OFFICE

Add your signature to the "Budget Accountability Act"

# Help qualify ballot measure that would hold legislators accountable

If you are eager to reduce the partisan gridlock in Sacramento, you now have the opportunity to sign on the dotted line to help qualify an initiative for the ballot that would penalize legislators and the governor if they fail to pass a budget on time.

Petitions will be sent to union members' homes in June for the ballot initiative called the "Budget Accountability Act." To help qualify this important initiative for the ballot, the union is asking each member to collect eight signatures.

The measure is based on the simple premise that there should be no reason the governor and the Legislature cannot develop a budget in the constitutionally mandated six months between January and June of each year.

If passed, this initiative would strip legislators of their pay, as well as perks such as car allowances and per diem expense allowances for each day the budget is late. The measure also aims to improve the chances of coming to an agreement by reducing to 55 percent the vote needed to adopt a state budget and related tax legislation.

Lastly, to help cushion the blow during economic downturns, such as the current budget crisis, the initiative would require the Legislature to set aside a "rainy day fund" of 5 percent during the good times.

With the goal of protecting education and other public services, the measure would allow school and college districts to know, within a reasonable time frame, the amount of state funding that would be coming their way. Needless to say, this would make it significantly easier for districts to finalize budgets, hire employees and determine class and program offerings.

### You can help make legislators accountable

CFT has been involved in the development of this initiative, along with employee groups representing educators, firefighters and nurses. The coalition includes the League of Women Voters and the Congress of California Seniors.

Delegates to the CFT Special State Council Feb. 22 voted to endorse the initiative and at State Council May 3, the

signature gathering drive kicked off. If the measure qualifies, the Budget Accountability Act will appear on the primary ballot next March.

In June, the union will mail you a petition to help in the effort to qualify the Budget Accountability Act for the state ballot in March. Please collect signatures from your friends and family members and others. The petition must be returned to the Sacramento office by August 3 (1127 Eleventh Street, Sacramento, CA 95814).

To build momentum, the union is also hosting regional meetings to explain why qualifying this initiative can help protect education and other vital services. Meetings will be held June 19 in San Francisco and Costa Mesa, June 20 in Santa Cruz, June 21 in San Diego, June 23 in Ventura and Fresno, and June 24 in Sacramento and Los Angeles. Call 916-446-2788 to learn locations.

