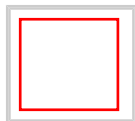


President's Monthly Message (archived)

- updated **February 3, 2007**



Learn more about the
< CCA President, Carolyn
Inmon, [here](#).

I hope you enjoyed the pictures in “On the Road Again.” It has been my pleasure to make close to 60 campus visits and I sincerely thank each and every one of you for your hospitality. It has definitely been the best part of the job of President.

**The state of the Union is the state of our chapters.
And the state of the union is strong.**

There are chapters that are doing the most marvelous things.

- **David Milroy**, **Al Nyman** and **Kathleen O’Brien** from Mira Costa Part-Time chapter elected their second faculty friendly board member. **Chaumonde Porterfield-Pyatt** helped them get CTA ABC funds.
- **Lisa Ellis** from Victor Valley stood up to the college president and won.
- And speaking of standing up – **Christine Svendsen** from Hartnell showed us how to do that!

But, many of our chapters are struggling. The challenges increase and our leaders are overworked. CCA is coming to the rescue. New CCA programs, suggested by Bill Hewitt and other members of the Budget Committee, are in effect. These new programs such as innovative projects, directorial grants, and non-delegate attendance at conferences – provide much needed relief to our chapters. We are building stronger locals!

**The state of the Union is the state of CCA.
And the state of CCA is stronger than ever!**

We have been working hard and you’re seeing results. I ran on the platform “Communication is Key.” CCA Briefly is emailed weekly. The Presidents Message is on the web and under the direction of **Corina Soto**; the website has been improved greatly.

Under the leadership of **Ron Norton Reel** and **Joan Sholars**, conferences are more responsive to the needs of our members and each conference is bigger than the last. This is the largest Winter Conference we’ve ever had. Last fall was the largest fall Conference we’ve ever had. Last Spring was the largest Spring Conference we’ve ever had, sure to be topped by this coming spring on the Queen Mary.

Under the leadership of **Lee Haggerty**, governance documents are updated and legislation is in process.

Under the leadership of **Bradley Reynolds**, our meetings have improved with greater understanding and use of parliamentary procedure.

I had a dream - The Academy for Building Strong Locals. Under the leadership of **Phyllis Hall and Jan Mc Kissick**, it is more successful than I ever dreamed.

The state of the Union is the state of our relationship with CTA.

And the state of the union is strong.

CCA leaders are everywhere!

Service Center participation is growing. From the Southeastern Service Center near Mexico to the Delta Service Center in Northern California, CCA members are becoming active.

Charlotte Joseph was elected to the board at Bay Valley.

Terri Long and **Jennifer Galbraith** attended the board dinner with their trustees and got to know them better.

John Sullivan now says, "I'm going to call Mikki about that." Mikki is the CTA Board member at his Service Center.

Central Coast has such a strong relationship with Hartnell that the K-12 Service Center Chair was the one to collect over \$4,000 at State Council, present it to Christine during the strike and last weekend thanked the State Council.

We are not only building important relationships and alliances but we are realizing more than ever that we are together in the cause.

The overuse of part-timers is moving from higher education to K-12.

Increased accountability is moving from K-12 to higher education.

And speaking of accountability, Thursday's *Inside Higher Education* had an article about religious colleges and how they are going to have spiritual accountability – measure spirituality. You have to have a sense of humor.

The state of the Union is the state of our power.

And, here is where the state of the union is in danger.

Internal and external forces are working to diminish our power.

Important questions we must ask include:

Who is going to control our curriculum, how public money is spent, and the number of full-time and part-time faculty?

Who is going to define what we do, who we are, who we serve?

In other words, who is going to have the power?

- **Will it be administrators, the Chancellor's office, the Board of Governors, the Department of Finance?**
- **Will it be national forces that plan to push accountability down our throats, take away academic freedom, and turn us into workers without power?**

The struggle for power and the need for vigilance is my topic today.

First let's look at problems facing us.

Problem #1: The Overuse of Adjuncts

As I look at the State of the Union, the thing that worries me the most is the commercialization of higher education – the adoption of the business model which places profit as a major goal. It is ironic that we in academia scorn "for profits" -- such as the University of Phoenix -- and yet

we are becoming like them.

The most abusive practice in higher education today is the exploitation of our contingent faculty and it is a direct result of the business model. Nationally, we have lost the fight. Tenure-track faculty in higher education represent less than **a third** of the academic workforce.

You might be thinking, "*Oh, the poor part-timers.*" This is not just a crisis for part-time; it is a crisis for ALL of us! With a wink and a nod, administrators, legislators, the Board of Governors and sometimes full-timers have participated in the problem. For, if you're not part of the solution, you ARE part of the problem. I salute full-time faculty units who are part of the solution including Sierra College, South Orange County, and Mt. San Antonio College.

We all know that the college is weakened when there are fewer full-timers to write curriculum, mentor students, participate in governance, and bring cohesiveness and connectiveness.

But the union is weakened when there are fewer full-time faculty with job security to stand up to the administration. Sometimes I think that one of the main reasons that the administration increases the number of part-timers is to destroy the union. This year we believe that some administrations will be taking advantage of declining enrollment to lay off faculty that they don't have to. Call your staff consultant immediately if layoff notices are received.

We must push back!

PROBLEM #2: Corporate Greed

Gone are the days of the scholarly **college president** and the **public service model**. Hartnell College brought CEO greed to the attention of the public. While the CEO was 4th in the state with his \$227 thousand dollars, the faculty was at the bottom of the 72 districts.

At Citrus College, a faculty member - Step 10 made \$69 thousand while the VP made \$170 thousand. I'm sorry! But, that VP does not work 2 ½ times harder or contribute 2 ½ times as much as that faculty member.

Top business CEOs can easily make \$6-million dollars per year. And, college CEOs are doing their best to catch up. A recent article asked, "*The Million-Dollar President, Soon to Be Commonplace?*" And the answer would seem to be yes. Two public university CEOs make over \$900,000, 5 over \$700,000, and 112 make at least \$500,000. This is double only one year ago.

Statewide, we need look no farther than the University of California where administrators were paid over \$334 million dollars in largely unreported pay and perks.

Sadly, community colleges are not immune. Alan Frey just completed a ten year study. In one example the CEO went up 105% while the average faculty went up 17%. In 1994, the average faculty made \$60,000 and the President made \$95,000. Ten years later the faculty had clawed his way up to an incredible \$71,000 while the CEO had skyrocketed to \$205,000. During the ten year period faculty salaries in the state increased on average 31% and management salaries 65%

Money is power.

We're losing power
We have work to do!

Unfortunately, it's about to get worse. Chancellor Drummond stated that between a third and a half of the CEOs will be replaced this year. He is concerned that the pool of candidates is small because of low salaries. He told the BOG that faculty members make \$120,000 so a candidate would have to take a cut in pay to leave teaching and become a CEO. I don't know where he got those figures but they aren't the same ones we are looking at.

It's time to push back.

Problem #3: The Beginning Balance

Two years ago (2004-2005) the general fund balance for the 72 community college districts increased by \$30 million, going from \$635 million to \$665 million.

Are you ready for what happened last year (2005-2006)?

One college socked away \$6 million. Ca-ching!

Another college put \$8 million in the piggy bank. Ca-ching!

And the winner saved \$15 million dollars. Ca-ching!

And the grand total is plus \$80 million for the year. Ca-ching!

As of July 2006, the beginning balance was **\$749 million dollars.**

Yes, the obscene reserve for the 72 districts is **3/4 billion dollars.**

I am appalled and I think the legislators and tax payers would be too.

It's pretty hard for **Toni, Estelle, and Lynne** to go across the street in Sacramento and claim that community colleges are poor when we sit on ¾ billion dollars. So money is not the problem. There is **plenty of money** to fully fund the 75/25 increase, part-time benefits and office hours and eliminate the continuing violations of the 50% law.

The Spellings Commission wants accountability. I think that's a great idea -- as long as it starts at the top with outrageous administrator raises and obscene reserves.

It's time to push back!

Problem #4: Defining Our Mission – Will it be CTE or Transfer?

On the one hand we have the Sacramento types and the business types asking for CTE (Career Technical Education) and on the other hand we have public critics asking for more transfers/degrees.

Chancellor Drummond calls business the “the third voice,” and says that it is “getting louder and we aren't listening.” It appears that some people are listening. Arnold said in his State of the Union, “I just love CTE!” and followed that up by giving them a lot of money.

Faculty understands the importance of CTE, but we also are cautious of regulations that create some of the pitfalls of the old vocational education programs that went out of favor for a reason.

Your faculty leaders fought at the Board of Governors because the Department of Finance

blackmailed the colleges regarding SB 361. The DOF demanded its educational policy be adopted or money wouldn't be released. **DOF is overstepping its bounds and should not be allowed to write curriculum.**

Other critics think we should produce more degrees / transfers. In December the *Orange County Register* took this position in a piece, "*Community Colleges not making the grade.*"

My first response is that transfer statistics are being underreported. Patrick Perry from the Chancellor's Office reports the following numbers for transfer prepared students:

2002-03: over 127 thousand (127, 032)

2003-04: over 131 thousand (131,439)

2004-05: over 135 thousand (135,479)

Each year there are only 65,000 seats in the state system to accommodate our students. Another 35,000 students transfer to private universities or out of state.

My second response is that transfer is not our only mission. Those who try to define us this way represent a total and complete misunderstanding of who we are, what we do and what we're about.

These critics want us to narrow our mission to transfer and degrees.

- **Tell that to people who work as our "first-responders"** – the police officers, fire fighters, paramedics and nurses.
- **Tell that to new Americans --- the English language learners who come to us to learn English** so they can participate more fully in the society of their dreams.
- **Tell that to first generation college students --- the students** who come to us scared and nervous and find out they can succeed and go on to excellent jobs.

I'd hardly call any of these students failures because they didn't transfer.

We cannot allow critics on either end of the spectrum to define us. As an ex-debater, I understand that the power of definition will win the debate. We cannot allow the Wal-Mart mentality and/or the elitist mentality to take away the California dream – an inexpensive college education for all.

Well, **Carolyn** what do you want? First you criticize too much emphasis on CTE. Then you criticize too much emphasis on degrees / transfer.

It's simple!
I want it all!
We all want it all!

Every one of our programs is important. It is our **complexity** and our **diversity** that make us great.

Problem #5: Academic Freedom

You may think academic freedom is only a college issue.

Just ask the *kindergarten teacher* that has scripted lessons – every sentence written out.

Just ask the *teachers in Program Improvement schools* who after teaching math, English and state required PE have 16 minutes a day for everything else.

Just ask the *teachers who may be visited by a Pacer* to make sure that on a certain day and a certain hour they are on the right page.

Last year I told you about national groups pushing the Academic Bill of Rights. That seemed far away that it was easy to ignore. Well, it's getting closer. Right here in IRVINE: Assembly member Chuck Devore has authored a bill which would fire teachers grades K-14 if they presented views favorable to terrorists. He'd even fire them if they donated money to a group that financed terrorism. **Next door in SANTA ANA:** Faculty at Rancho Santiago Community College are now required to teach scripted lessons for E L Civics.

It's time to push back!

SOLUTIONS:

How do we push back? What are the solutions?

Our bi-lateral system of governance is unwieldy and sometimes hard to understand. We are the largest system of higher education in the world and clearly the most complex with our 72 districts. Incidentally, there is a bill in the California legislature to make us a statewide system. We must avoid that temptation at all costs. While the blend of state and local control can be frustrating at times, it is better than statewide system.

Here are some solutions at the state level:

State Solution #1 - State Legislation:

It is my pleasure to announce that CCA has sponsored legislation. At CCA's request, there are now three CTA sponsored bills:

1. **75/25:** enforce legislation including the elimination of waivers
2. **50% law:** require random audits to eliminate continuing violations.
3. **Uniform Salary:** Require all faculty to be hired on a uniform salary schedule by campus (not statewide).

ACCA (The Association of Community College Administrators) has established its annual goals. Four of the top 5, incidentally, are anti-faculty. But I want to focus on two of them.

ACCA's highest priority is elimination of the 50% law. If administrators have their way it won't just be weakened. It will be gone. To this we have CTA sponsored legislation to strengthen the 50% law. And it's CTA's highest priority - Tier 1.

Let the battle begin!

ACCA's third highest priority is the elimination of the 75/25 law. To this we have CTA sponsored legislation to strengthen the 75:25 law. And it's CTA's highest priority - Tier 1.

Let the battle begin!

Another goal of ACCA is **differential pay**. To this we have CTA sponsored legislation to insure **uniform salary schedule** at hiring - locally. CTA has made it Tier 2.

Let the battle begin!

ACCA is not our friend!

And, when they find out about our sponsored legislation, I don't think they'll think CCA/CTA is their friend!

We will be calling on each of you to contact legislators in their local offices and to attend Lobby Day and walk the halls of the capitol with us.

Solution #2: Working Together:

We must be vigilant about building bridges for divisiveness destroys.

Your statewide leaders will continue to work together with leaders from other organizations to maintain what we have and push back crazy ideas.

A word on the Community College Initiative: as you know signatures have been turned in. If and when the initiative is officially qualified, CCA will move into action on declaring a position. You will have an opportunity to enter that debate at last.

My grandmother used to say, "Patience is a virtue." I want to thank everyone for understanding our process and for practicing patience.

I call upon the community college colleagues to join CCA for a Summit - "Finding Common Ground." Representatives from faculty, administration, and students will be invited.

Now – I have two local solutions:

Local Solution #1: Local Watch Dogs

I call upon all local chapters to become vigilant watch dogs in protecting your college from corporate greed.

JFK might not like this but I must paraphrase his famous quote:

Ask not how public tax money can be used for outrageous CEO salaries and obscene reserves; ask how public tax money can be used for students and those that serve them – faculty.

One critic stated that if colleges keep spending money on management salaries they are risking a backlash. I say it's time for the backlash.

Here are some of the steps you can take:

- Demand written policies regarding administrative salaries.
- Demand to see records to all compensation: salary, housing, car, travel, meals, health care
- Demand to see severance packages including retirement and hire backs
- Demand these policies and finances be transparent and be discussed in public

Our other colleagues in California higher education have *lost* this fight. We must not do so.

Local Solution #2: Elect Faculty Friendly Board of Trustee Members

In my travels I have run into local leaders who don't believe that teachers should be involved in politics. To them, I say: We'll get out of politics when politicians get out of the classroom. Here are the steps that I encourage each chapter to consider:

1. If you don't have a PAC, establish one immediately.
2. Build capacity by increasing and energizing your membership and educating them on the importance of power, solidarity, and the union.
3. Elect trustees
 - o Who believe in an academic model instead of a business model.
 - o Who will fulfill their promise to be fiscally responsible and will start at the top
 - o Who will make the administration accountable
 - o Who will push back, keeping the lid on CEO salaries and obscene reserves.
 - o Who will say no to the superintendent

Recently, CTA Board member Lloyd Porter stated *"It used to be that whatever the Superintendent wanted to do, the board wanted to do the opposite."* Let's make it that way again.

Solution #5 Take back the power!

Finally, we must be vigilant in defining our institutions. What we do is infinitely more important than making widgets. We make a difference. We can listen to the business community and the general public, but ultimately we must have the power to decide our mission and our curriculum.

We must be vigilant in securing funding as we are still underfunded. Despite recent increases in community college funding California community colleges remain at the bottom nationally. In terms of funding when compared to colleges nationwide. But we must clean up our own house before we can ask for more. With ¾ billion in the bank it's hard to make the argument that we need more money.

We must be vigilant in our support of the union. Solidarity and unity are the only way to progress. Unionization is the only force that can turn the tide for part timers and for all of our problems. We must be vigilant or we face the demise of the union.

While meditating recently, I thought if I was an administrator – an evil one -- and I wanted to destroy the union, what would I do?

- I would Eliminate collective bargaining and due process
- I would decrease faculty power by decreasing the number of full-timers
- I would eliminate academic freedom
- I would eliminate all laws that prevented my complete freedom on how many faculty I hired and how much of the budget was spent on them.
- I would take away the union's power to organize, to collect money and to have fair

share.

Does any of this sound familiar? We must reverse these trends and we must reverse them now.

Sadly, there has been a tragic shift. The Ivory tower is *long gone*. Greed and commercialization have replaced more traditional values. We must shift it back and regain our power.

And, if we don't my *grandchildren* will attend a community college populated by rich administrators, factory type curriculum, few meaningful extra-curricular activities, 90% part-timers – overworked and underpaid and no teachers union.

Every single one of us must work to prevent that!

Any questions? Call the CCA office at 916/726-4207.

