



END OF THE SEMESTER HOLIDAY SOCIAL HOSTED BY CCFA

UNION TIMES

Spring 2019

Issue #4

Where We Stand

by Terry Miles, CCFA President

Dear Colleagues,

This is the second half of the communication I sent out on February 28. This one will focus on statewide issues and to a lesser extent, what I learned at the CCA Winter Conference last month.

Governor's Budget Proposal

Whenever a new leader emerges in governance, you are bound to see some change. Governor Newsome's January budget proposal has some surprises indeed. At first glance this new governor seems less fiscally conservative as his predecessor, but also perhaps a little more so on sweeping changes to education as it applies to the California Community Colleges. In what follows, I will highlight the key elements of his proposal as it applies to our working conditions. I will also comment on what the Legislative Analyst's Office has concluded regarding possible outcomes of this proposal.

The Governor has proposed some very positive measures as far as our revenue stream is concerned. He has raised COLA for 2019-20 from 2.35% to 3.46% and added a \$3 billion injection into STRS. The STRS allocation also calls for 1% reductions in district contributions to STRS over the next two years. This will alleviate more than \$170K in the first year in costs that our District would otherwise have to contribute to STRS for our unit. Additional savings will also occur for the adjunct and academic management contributions.

The Governor has not made a firm commitment to following the phase-in for the new funding formula as agreed to in the last adopted state budget. His "wait and see" approach will place the performance-based element at 10% for the remainder of the academic year with no guarantee of increasing its percentage next year. There may be a variety of reasons for this, but one possibility is the unpopular view many faculty have toward the concept of performance-based funding in general.

Last year, the Legislative Analyst's Office even commented on the propensity toward unsound accounting and grade inflation that performance-based funding could possibly usher in.

At the CCA Winter Conference, I attended a presentation by Mike Egan, a retired CTA guru on California legislation. After the conference, he made available a spreadsheet that reports simulations run by the Chancellor's Office on how each California community college district looks to fair under the new Student-Centered Funding Formula (SCFF). The main conclusions for Citrus under the SCFF for 2018-19 are quite positive. The Chancellor's Office estimates us to be up in revenue ~\$8.5M (or 12.58%) from the reported P2 report from last year, including COLA. Part of this comes from \$11.1M we are predicted to capture from student success allocations alone. Further, we are not slated to require any use of "hold harmless" revenues to balance our budget. In short, we stand to do reasonably well under the new

formula; at least in the first year of its implementation.

On-line Community College

Another fine presentation on the new On-line Community College was delivered by Mike Egan at the CCA Winter Conference. This was a very informative discussion that revealed much about the original plan and how it is being implemented to date.

As described, the plan for the On-line College was originally designed to target working individuals that are looking to enhance their current skill sets. The courses currently offered are all noncredit and not degree applicable. Another aspect of the original plan called for a full-time faculty to teach the courses initially. According to Mr. Egan, this has yet to come to fruition. In fact, during the presentation, one of the attendees pulled up the Registry (an on-line site for California Community

College employment advertisement) and found that the only ads for faculty at the On-line College were adjunct positions.

Mr. Egan also outlined the language in Ed. Code that called for the ability of the faculty at the College to organize and bargain collectively. The conventional wisdom at the time of drafting this language was that it would prove difficult for a remote group of faculty to do this initially, so the language calls for the collective bargaining unit to be affiliated somehow with a local unit at one of the existing California Community Colleges. Time will tell how this pans out.

The take home message I went away with is that the current offerings pose very little threat to the remainder of the system as long as they continue to be noncredit courses. If this changes, I would expect much greater pushback from the other colleges in the system.

Service Center One (SCONE)

In an effort to stay better informed and plugged into our umbrella organization, I have been attending our local Service Center meetings. These are usually once per month and are attended by mostly representatives from local K-12 districts. In addition to my attendance at these meetings, I am also serving as the Segment Director for the Higher Ed. institutions that are part of SCONE. In this role, I serve as representative to Higher Ed. on the SCONE Steering Committee, which meets regularly as well.

Attending these meetings has given me the opportunity to network and discuss issues that are germane to all of K-14, such as dual enrollment, AB 705 ramifications, and a host of other subjects. I will report out more about these meetings as the term evolves.

I'm certain we will have more issues and updates ahead as the state budget goes through its normal legislative processes. We also have another CCA Conference coming up in April. Stay tuned!



CCFA End-of-Semester Holiday Social in CFI

Musings from Barranca College

by Dave Brown, Chief Negotiator

Prejudice

We find ourselves in a time where overt acts and sentiments of bigotry, especially that which is reported in the mainstream media, are more prevalent and visible than ever before—at least in my lifetime. Seemingly empowered by the “victory” of the man who is now our President, a man who isn’t afraid to shame someone based on race, religion, gender, disability, status as a former POW, or having found their origin in a “shithole” country, extremist groups are finding their way out of the shadows and spreading their filth with abandon. But before you ask yourself what some middle-class white guy who buzz-cuts his hair and rides a Harley knows about bigotry, let me just tell you that, while I know quite a bit, that’s actually not what I want to talk about.

I grew up in northern Pasadena, California. I was a nerdy kid with blonde hair, son of an engineer/computer-programmer/physicist father and a British, class-conscious mother. Kids who looked like I did were hard to find north of Washington Boulevard. I learned the vileness of racism very well, like happens all too often when folks find themselves outnumbered by people who seem to care most about how others look. Thankfully, this never led me to harbor these sentiments myself.

It is about these feelings of being outnumbered and of being the underdog that I wish to speak. We live in a world where scholarly people, who have dedicated their lives and careers to the study subjects of universal import, must make peace with masses of people not “believing in” their findings because they are predisposed not to. Some, like our own President, for example, suggest climate change is a hoax because it was colder than usual one day. Ironic that he’d cite rising sea levels in his application to build a wall around his Scottish golf resort, isn’t it? If he *truly* doesn’t believe in climate change, I guess we’d just have to chock that up to one more example of his having invented a crisis because of his obsession with walls.

Scholarly folks like those described above study a variety of issues, submit peer-reviewed reports, and have them shot down as mere “opinion” or politically-motivated slant. Similarly, we here at Citrus are like a micro-political reflection of this phenomenon. How many of us, having committed little to no time gathering or analyzing facts, have found ourselves with our minds made up on things we really know nothing about? I can remember overhearing two well-respected members of our own faculty discussing our Counseling department. Neither of them a counselor, one of them offered, to

nods of approval from the other, “I don’t see what the big deal is. All they gotta do is tell the kids what classes they need to graduate.”

Really? Advanced degrees, years of scholarly work in your own right, and that’s the best you could do? Clearly there must be *something* you don’t know. As it turns out, our Counseling faculty are among the hardest working and least appreciated groups of people on campus. I know this because I’ve taken time to learn about what they do. Endless nuanced and different kinds of reporting, countless divergent groups of students with different needs, both personal and academic, all while finding themselves in an environment only flexible enough to allow them to, sometimes, pre-schedule their potty breaks. What’s more, our little College used to acknowledge the year-round nature of Counseling assignments by giving them 11-month contracts. No more.

OK, so that was a rant. Let me offer you something more benign to illustrate the objective of this epistle. Recently, we in the Automotive program had the pleasure of hosting some special guests for tours of our facility and to listen to an overview of our program and a vision for its future. We are proud of what we do and were very pleased to have them. Upon conclusion of the several

events, we had received a fair amount of praise. One such offering was, "I was amazed. These guys are *not* grease monkeys. There's a lot of amazing technology over there." Another suggested, "Seems like there's a lot more going on over there than we thought!"

I don't doubt that the individuals who offered their praise were sincere in having been impressed

and surprised. My point is that they had preconceived notions of what to expect. Meanwhile, the unnamed folks I'm quoting had no frame of reference other than what existed entirely in their minds.

Bad example? A lot of us have had bad experiences with mechanics and there's been enough bad press about the worst of them to taint one's inner view. So, let's take another; again, from our own little

micro-world. As your Chief Negotiator, I do my best to learn all I can about the issues for which I plan to advocate. In discussing Kinesiology, Cosmetology, and some other disciplines, I've listened to people who have suggested, "Yeah, but they don't have to prep. They just walk into class and go." Really? How much time have you spent over there observing?

My friends, I'd like to challenge all of us to resist prejudice; to resist the urge to prejudge things about which we really have no knowledge or understanding. It's harder and, in the short-term, may even deny us the satisfaction inherent with letting off a little steam at someone else's expense. But it will lead us, all of us, to a better place.



CCFA End-of-Semester Holiday Social in CFI

Overload Banking

by Jesus Gutierrez, CCFA Member At Large Representative

Have you ever thought about working a “lighter” schedule or perhaps taking off a full-semester with no restrictions on the use of your release time? If so, then consider overload banking! Simply put, you forgo overload pay for the opportunity to use the banked units as load units in a semester on either a partial or full-time basis.

According to our current contract, under article 18, we can bank up to eight units of credit overload lecture hour equivalent (LHE) per semester provided we submit the banking application by the first day of instruction to the Vice President of Academic Affairs. However, banking units is contingent upon the assignment being filled and the continuity of the program not being jeopardized by your absence.

The banked units will be used in a ratio of six banked units for every five semester units. For those academic employees whose assignment is not in the classroom, the ratio of six to five is with respect to the assignment expressed in hours. The Banking Application and Application to Redeem Banked LHE forms are found on

the intranet under the human resource link located on the document section for full-time faculty.

If you are unsure of when you will be using the banked units, you could still bank them. The requirement for not setting a date of use is at least one year notice of when you are ready to use them. At least one semester from the semester listed on the banking application, you will need to submit the Application to Redeem Banked LHE form to the VP of Academic Affairs who will forward the request for HR verification and then Board approval.

I am not sure why no more than eighteen overload units can be banked. At that magic number, I would be more than ready, willing, and able to take the semester off! Interestingly, the banked units do not earn interest, **expire** by the end of the seventh year they were banked **and paid** at the overload rate in effect when the units were banked. Ouch! Don't make the mistake of being paid at a lower rate when you could plan ahead to maximize not only your pay but also the time you will be off work.

*Screenshot of Banked Load Form and Redeem Banked LHE Form for reference below
Actual forms can be found on the Intranet under Human Resources (Documents and Forms - Full-Time Faculty)

Citrus College
 Vice President of Academic Affairs
 1000 West Foothill Blvd., Glendora, CA 91741-1899

APPLICATION FOR BANKING EXTRA LECTURE HOUR EQUIVALENT (LHE)

NAME _____ DATE _____
 DEPT _____ OFFICE EXT. _____

*This form is required each semester that load is banked.
 This form must be submitted **no later than the first day of instruction**.
 Please submit to the Vice President of Academic Affairs.*

I. My teaching load for Fall or Spring semester, 20__ is _____ LHE.
 (select one)

II. **LOAD TO BE BANKED**

| CRN | LHE |
|-----|-----|
| | |
| | |
| | |

(entered CRNs) must be designated as overload

In accordance with Article 18 of the collective bargaining agreement between Citrus College Faculty Association and Citrus Community College District, I wish to waive the receipt of extra pay for _____ LHE for the purpose of banking them.

III. **Released time:** Please indicate when you plan to use the banked load, either on a partial basis or on a semester leave. No more than 6/5 of regular semester assignment can be banked. Load will be banked and used at a ratio of six to five. You must receive prior approval from the Vice President of Academic Affairs at least one year prior to the use of banked hours.

I plan to use banked load Fall or Spring semester, 20__
 (select one)

Faculty Member _____ date _____ Dean _____ date _____
 Approved _____ Denied _____
 Vice President of Academic Affairs _____ date _____

Original: Office of Academic Affairs
 Copy: Dean, Faculty Member, Human Resources, Fiscal Services, Payroll

Citrus College
 Vice President of Academic Affairs
 1000 W. Foothill Blvd., Glendora, CA 91741-1899

APPLICATION TO REDEEM BANKED LECTURE HOUR EQUIVALENT (LHE)

NAME _____ DATE _____
 DEPT _____ OFFICE EXT. _____

*This form is required when banked hours are to be used to redeem pay, reduce load or take leave.
 This form must be submitted **no later than the first day of instruction, Spring or Fall semester**.*

I am requesting to redeem banked lecture hour equivalent (LHE) as:
 (Please check one of the following)

PAY LHE will be paid at the overload salary rate in effect at the time the hours were banked. The oldest banked hours will be used first. Per Article 18.7, I am selecting to take pay for LHE in lieu of leave. Load to be redeemed for pay is:

| SEMESTER | CRN | LHE |
|----------|-----|-----|
| | | |
| | | |

LOAD REDUCTION
 The semester I plan to use banked LHE is _____. LHE will be used to reduce the 15 LHE regular semester load. Per Article 18.6, 6/5ths of banked LHE is redeemed for load reduction. The oldest banked hours will be used first. Load to be redeemed for load reduction is:

| SEMESTER | CRN | LHE |
|----------|-----|-----|
| | | |
| | | |

LEAVE The semester I plan to use banked LHE is _____. The regular semester load is 15 LHE. Per Article 18.6, requires 6/5ths (18 LHE) of regular load to be saved in order to qualify for full banked leave, and must be requested no less than one semester in advance. I have saved _____ LHE of approved banked leave and am hereby requesting to redeem _____ LHE. Approval indicates I will have no district duties during the term listed above, but will continue to receive my regular rate of pay.

Faculty Member _____ Date _____ Dean _____ Date _____
 Approved _____ Denied _____
 Vice President of Academic Affairs _____ Date _____

Original: Academic Affairs
 Copy: Dean, Faculty Member, Fiscal Services, Human Resources, Payroll



Citrus College Faculty Association Officers and Executive Board for the 2018-2019 Academic Year

President: Terry Miles, Chemistry
 VP: Gerhard Peters, Political Science
 Secretary: Stephanie Yee, Counseling
 Treasurer: Dave Ryba, Chemistry
 Chief Negotiator: Dave Brown, Automotive Technology

At-Large Representatives:
 Jesus Gutierrez, Mathematics
 Senya Lubisich, History
 Paul Swatzel, Mathematics
 Liaison: John Fincher, Speech