



# CFA Pomona Newsletter

California Faculty Association, Pomona Chapter [www.cpp.edu/~cfa](http://www.cpp.edu/~cfa)

winter 2017, Issue 1

## President's message from [Weiqing Xie](#)



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Happy new year to all of you. I hope you celebrated the start of 2017 in good spirits with family and friends.

As the New Year dawns, on behalf of the chapter leadership team, I want to congratulate you, the Cal Poly CFA membership, for an absolutely outstanding turnout with the CFA's 2016 Bargaining Survey. Cal Poly's response rate was 56%, which compared to both the response rate at the other CSU campuses and historical CFA response rates, is a truly amazing result. Furthermore, and more importantly, this demonstrates that you, the faculty, have an untapped potential to make very powerful statements to the CSU.

As we prepare for returning to the bargaining table, we need to continue and sustain this

level of engagement in our fight to improve our working conditions, our livelihoods and our ability to meet the needs of our students. This is the only way we can achieve our goals in the face of headwinds of uncertainty, such as the lowering of CalPERS' investment projections and ever changing government politics and policies. Together, with one mind and heart, hands at the plow, we can succeed!

As one aspect of bargaining preparation and to help CFA members understand the possible consequences of bargaining health care premiums, we have prepared a comparison chart on page 4. It shows the increase in employee health care premiums if we move from a 100/90 plan to an 80/80 plan.

For those of you who missed our benefits quiz at the beginning of last quarter, here's a recap. For state employees, health insurance

premiums are set by the insurers, and state law determines the proportion of the premiums paid by the employer and the employee. This is a two-step process where first a weighted average of the premiums of the four plans with the highest enrollment statewide is computed annually. Then an XX/YY formula is applied to this average. This means the employer pays XX% of the employee's premium and YY% of each dependent's premium. While other state bargaining units use formulas 85/80, 80/80 or other, Unit 3 is presently under 100/90 formula. The 100/90 formula is set by state law but can be overridden by collective bargaining.

***President's message continues on page 3.***

## Lecturer Representation at CPP [Bonnie Thorne, Lecturers' Representative](#)

Cal Poly is one of only three CSU campuses without lecturer representation on the Academic Senate. Our Academic Senate permits full-time lecturers to run for senate, but the campus has relatively few full-time lecturers. The other 20 campuses have non-dedicated seats open to all or some part-time lecturers and/or have dedicated lecturer seats.

The Statewide Academic Senate encourages lecturer participation in shared governance. They passed a resolution titled **Non-Tenure Track Faculty and Shared Governance in the California State University:**

**A Call to Campus Senates** which states:

... opportunities for democratic participation, for all faculty unit employees including voting eligibility, leadership opportunities, campus and Statewide Senate representation and inclusion at college, division, and departmental meetings are essential components of shared governance... (AS-3199-14/FA).

In 2013, Paivi Hoikkala and John Lloyd (History) submitted a referral to the Academic Senate proposing that two dedicated seats be created for lecturers to be elected

by lecturers. To date there has been no decision made on the referral.

Lecturers make up 60% of the faculty in the CSU. The Academic Senate states that it is the voice of the faculty, but without lecturer representation, it is the voice of only some faculty. Without representation, lecturers lack a voice in decision making that affects them.

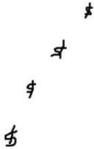
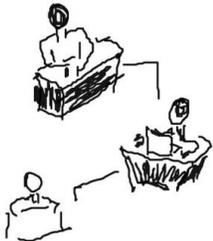


## Academic Personnel II: Managing Education

### D.D. Wills, Membership & Organizing Chair



Ed  
management



Instruction



***This is the second article in a series on the structure and nature of our workplace – the university. This one addresses the question: What do education managers do?***

Since my days as WASC Coordinator for the university, I have followed trends in higher education management. Some of them, like “deliverology” (c 2001), and “innovative disruption” more recently, have lived short lives as their hollowness and inappropriateness to higher education were revealed. Other fads, including assessment and other accountability-related initiatives, are with us still. After over twenty years, it would be hard to say exactly what improvements in student learning or faculty performance have been brought about by assessment, but all the program and course SLOs are in place,  $\&$  dotted and  $\&$ ’s crossed, and all the monitoring/review/evaluation processes related to them. How many centers, programs, consulting firms, accrediting offices, and administrators’ jobs exist to manage this accountability apparatus? A lot. The number of faculty, especially tenure-track, didn’t grow commensurately – just our workload.

Peruse the [Academic Impressions](#) web site; you’ll find all kinds of activities highlighting the fads in higher ed administration of the day: competency-based education, leadership development, incentivizing faculty retirement, managing difficult faculty, managing teams and meetings, reform of general education, flexible learning spaces, developing new programs, building a culture of \_\_\_\_\_, quality assurance, managing diversity, innovation and entrepreneurship programs, STEM/STEAM, all kinds of student support services, community outreach and service-learning, encouraging inter-disciplinarity ... The latter refers to the notion that faculty are so narrowly specialized and the majors they teach in so insular that we are essentially working in ‘silos’ cut off from each other and the surrounding landscape and require management help to reach outside. This radical portrayal not only belies the reality of long-standing inter-disciplinary collaboration at the academy but

diminishes the value of expertise itself, the foremost measure of scholarship. Webinars, publications, conferences, associations, consultants, graduate degree programs, and, of course, administrative positions exist to address the need for bureaucratic management of these things.

Planning has taken many forms in academia – strategic planning, master planning, academic planning, planning for public-private partnership, to name a few. On our campus, the Joint Review process of the mid-1990s and Prioritization and Recovery were both initiatives that proposed to cut programs, distribute budget along the lines of priorities identified by the administration, and re-structure the university. All faculty, departments, and colleges devote major resources to planning, along with central management. It is a cottage industry for consultants and administrators. It is a lot of extra work for faculty.

Graduation rates have become the focus of public attention, as a kind of token of university performance, even though these rates have not suddenly gotten much worse. Faculty could tell administrators how to improve these rates: small class size, more course offerings, lower tuition and fees, more tenure-track faculty relative to part-time, better labs and classrooms. Going the route of big management – student success, advising initiative, graduation initiative, student engagement programs – means no additional investment in instruction. It also means a de-professionalization of some of the activities normally associated with faculty (course-related, major-related, and career advising, mentoring, supervision of major programs). But it means an employment boom for administrators whose jobs exist to manage ‘student success’. On-line education has been another gift that keeps on giving. MOOCs have been demonstrated not to be suitable for our undergraduate population; nor have they been adopted by elite insti-

tutions for their better-prepared students. Blackboard and other on-line pedagogical applications are eminently appropriate for some uses in some courses. Administration clearly wants more on-line education, for its supposed efficiency (no physical classroom required, greater class size tolerated) and perhaps for other reasons. Our previous Chancellor’s pipe dream of replacing human faculty with learning environment designers offering ‘canned’ on-line courses (which he tried to achieve through such sneering nostrums as “faculty think they are a sage on the stage” or “class time is seat time”) has not come true, but we are left with a legion of technicians and managers supervising teaching. I had the dubious pleasure of having one technician/trainer tell me what should go in my syllabus.

Ivan Illich coined the term ‘shadow work’ to describe the unpaid, often unseen, ancillary work we must do to be able to do our ‘real work’ (compensated, labeled or describable, purposeful).<sup>1</sup> It includes obvious things like commuting, keeping your office tidy, learning how to use your equipment, etc. Today we do a lot of shadow work that is passed off as service, committee work, and related duties. I do not include shared governance, most department and college committees that concern curriculum and academic matters, or initiatives that come from the faculty and staff themselves. All of the above initiatives, themes, fads, and programs that come from the administration create shadow work for us.

***Is teaching no longer the first activity of the university, but rather managing?*** If so, how has this come to pass? What does this mean for the future of higher education and the profession of university professor? These and other questions will be addressed in the third article of the series.

<sup>1</sup> Illich, Ivan. 1981. Shadow Work. Salem, N.H.: Marion Boyars.

# President's message, continues

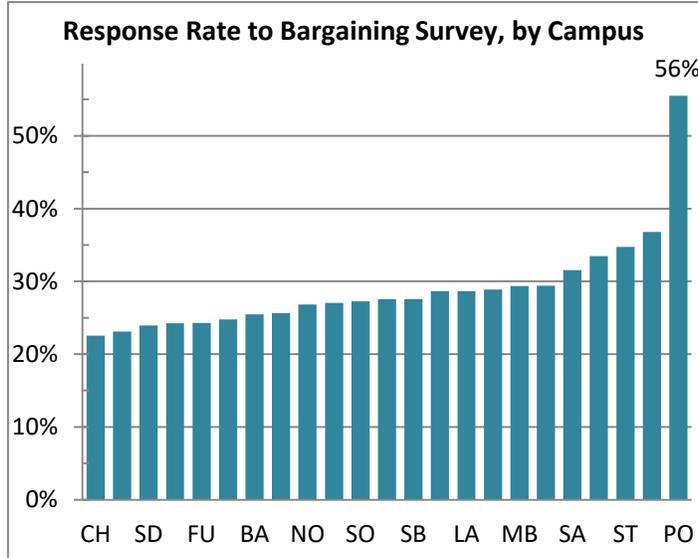
As a part of upholding the current CBA, we will continue to promote and defend academic freedom, and due process, uphold and champion faculty rights, fight for financial protection for the faculty, and promote and honor faculty participation in the governance of

the university.

The present times are uncertain and even inauspicious for our union and our profession. We need your ideas and feedback to help us take collective action and achieve our goals, and in future newsletters, we will publish letters to the editor and

guest editorials. So please feel free to write!

My best wishes to you for a healthy and a productive new year!



## RTP consultations

For first year faculty, the CFA will be offering RTP advising sessions to provide assistance in preparing Pre-RTP packages.

The dates and location are Wednesday, January 11 and Thursday, January 12, 12:00-2:00, in the Library, 2<sup>nd</sup> Floor, Room 15-2417 (conference room). Light refreshments will be available.

Appointments are nearly filled up. If you are interested,

please inquire if there is a slot left that you can make: [FacRightsChair.PO@CalFac.org](mailto:FacRightsChair.PO@CalFac.org)

For those attending, it is very important to bring a draft of your self- evaluation **and** a copy of your DRTP document.

By 20 January, faculty applying for **2<sup>nd</sup> and 3<sup>rd</sup> year reappointments** will be receiving the results of the **URTPC evaluation**, and other faculty will be receiving the

results of the **Dean's evaluation**. If you would like assistance in interpreting your evaluation and, if necessary, responding, the CFA offers RTP consultation by appointment. If you would like assistance, please contact: [FacRightsChair.PO@CalFac.org](mailto:FacRightsChair.PO@CalFac.org)

Be aware you have a **10 calendar day window beginning with receipt of the evaluation** to respond.



## Cal Poly Pomona Chapter

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In the following table, the 3<sup>rd</sup> column shows employee contribution for 2017 health plans under 100/90 formula. The last column shows employee contribution for the same health plans under 80/80 formula. **All unit 3 members are using 100/90 formula currently.**

Formula 80/80 is used in the table for a comparison purpose. It is being used by some units of state employees. We do not know if 100/90 formula will be replaced by a different one for unit 3 at this time.

### Health Plan **Monthly** Employee Contributions under Formulas 100/90 and 80/80 (Unit 3)

Health Plan	Employee and Eligible Dependents	2017 Employee Contribution under 100/90 Formula	2017 Employee Contribution under 80/80 Formula
Anthem Blue Cross Select HMO	Employee Only	33.23	181.23
	Employee + 1	131.46	355.46
	Employee + 2	197.6	462.6
Anthem Blue Cross Traditional HMO	Employee Only	165.91	313.91
	Employee + 1	396.82	620.82
	Employee + 2	542.57	807.57
Blue Shield Access+	Employee Only	123.44	271.44
	Employee + 1	311.88	535.88
	Employee + 2	432.14	697.14
Health Net Salud Y Mas California	Employee Only	0	0
	Employee + 1	0	0
	Employee + 2	0	0
Health Net Smart Care California	Employee Only	0	133.89
	Employee + 1	36.78	260.78
	Employee + 2	74.51	339.51
Kaiser Permanente California	Employee Only	0	103.92
	Employee + 1	0	200.84
	Employee + 2	0	261.59
United Health Care Alliance HMO California	Employee Only	0	127.17
	Employee + 1	23.34	247.34
	Employee + 2	57.04	322.04
Pers Care (PPO)	Employee Only	119.37	267.37
	Employee + 1	303.74	527.74
	Employee + 2	421.56	686.56
Pers Choice (PPO)	Employee Only	33.88	181.88
	Employee + 1	132.76	356.76
	Employee + 2	202.29	467.29
Pers Select California (PPO)	Employee Only	0	114.25
	Employee + 1	0	221.5
	Employee + 2	23.45	288.45