PONDERINGS OF THE PRESIDENT
By Laurie Ordin

The hardest thing for me about writing this column is getting my body in front of my computer, but that’s because I need to think of something to write about before I get there. With negotiations ongoing and controversy abounding regarding huge pay increases for CoM administrators I had thought about these topics for this month’s article. Then one of our members sent me an article that he had just read entitled “Power Shift” by Benjamin Ginsberg, who is the David Bernstein Professor of Political Science and chair of the Center for Advanced Governmental Studies at Johns Hopkins University. He is the author of The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters.

I’m going to summarize and quote from Ginsberg’s article. He surely speaks his mind better than I ever could. He writes:

“In recent years...the power of educational professionals in America’s colleges and universities has declined sharply relative to that of administrators. This power shift...has been an unmitigated disaster for higher education, undermining what was once the world’s greatest system of colleges and universities.

Everywhere, it seems, legions of administrators, many who have never taught a class, are engaged in strategic planning, endlessly rewriting the school mission statement....All these activities waste enormous amounts of time, require hiring thousands of new “deanlets” - administrators who are not of the faculty - and more often than not, involve the services of expensive consultants. This...business is so foolish that it is difficult even to caricature.”

Ginsburg then goes on to cite two recent reports that “point to the onward march of the administrative...wreckage of America’s campuses.”

“According to the National Center for Education Statistics, in 2010-11, less than 30 percent of the $449 billion that went to American colleges and universities was spent on actual instruction. Indeed, for every $1 spent on instruction, $1.82 was spent on non-instructional matters including “institutional support.” i.e what Ginsberg refers to as the care and feeding of deanlets. “If the ratio of deanlets to professors in 2010 had been the same as in 1976, there would now be nearly 400,000 fewer deanlets whose combined salaries account for one-fourth of all tuition dollars paid by students and parents in 2010.”

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If any of this reminds you of what is happening at College of Marin, it might be because it is almost exactly what is happening at College of Marin. The term “deanlet” that Ginsberg uses refers to Vice Presidents, Assistant Vice Presidents, Provosts, Assistant Provosts, Deans, Assistant Deans, and their support staffs.

According to records that UPM has found, College of Marin had 18 managers in 1995. By 1999 there were 23. At the present time, there are 30 positions that are designated management positions. This trend has occurred in direct contrast to decreasing student enrollments. It is our understanding that 4 of these positions are vacant, but searches are ongoing. Our list consists of Vice Presidents, Assistant Vice Presidents, Executive Directors, Directors, Assistant Directors, Chief Officers, Deans, and Assistant Deans.

While Ginsberg makes the point in his book that he knows some very effective deanlets, the very name makes it clear that he thinks things are way out of hand. The same flattering things can be said for some of the deanlets at College of Marin, however, there is a growing feeling among faculty and staff of a top down, oppressive tone spreading throughout our college.

You may be wondering about the money that this is costing at College of Marin. Of the 30 management positions previously discussed, 27 of them are funded at a minimum of $105,848. Many of the salaries (not including our CEO’s) are much higher and go up to $182,150. One point that I found particularly perplexing was that 27 managers, most of whom have been hired during the last few years, make more at entry than a member of the faculty with a Ph.D. who has been with the college for 21 years.

If you’re wondering how much of a dent 12 additional management positions since 1995 puts into the budget, let’s just take a stab at an estimate. Although our budget monitor tried, she was unable to get the exact figures from HR. Let’s take a number that is considerably lower than the midpoint between $105,000 and $182,000. How about $125,000? $125,000 x 12 = $1,500,000. Let’s add $37,000 x 12 for health benefits, retirement contributions, etc. (I came up with this number by looking at my pay stub.) That’s another $444,000. The total estimated compensation differential for those 12 additional managers is $1,944,000 per year. How many classes could be taught with that money? How much could be added to our salary schedule?

According to the Board packet dated August 2014, the management salaries went up from 4.7% of the 2013/14 budget to 5.3% of the 2014/15 budget. At the same time faculty salaries went down from 34.9% of the 2013/14 budget to 33.4% of the 2014/15 budget. This differential is for just one year.

At this point, I’m wondering just how snarky I am going to be in concluding this article. Have our students benefitted from this increase in administrators? Is our success rate higher? Are our students getting almost $2 million (and increasing with every step increase) more value as a result of these administrative increases? Are we, as faculty, benefiting from having more managers? Is having more supervision good for us as academics? Are we able to do a better job as teachers when almost $2 million more is siphoned off each year than was taken in 1995? How much more effective are you because we have an updated mission statement and strategic plan? How about having institutional SLOs? Degree SLOs? Course SLOs? Remember the good ol’ days when we measured student learning outcomes by giving students grades? And no one was standing over us demanding that we analyze these outcomes? Did each student use critical thinking, creativity, or just plain rote memorization in the accomplishment of the goals we set out for them? They’re kidding, right?

Well, no they are not kidding. This is our reality and our day to day work is impacted in a big way by this reality. As always, UPM is working to try to maintain a sane working environment for you and improve it if possible. But UPM is not just your chief negotiator, your president and the handful of people on the Executive Council who meet every week for your benefit. UPM is all of us….all of YOU! So stay informed, stay in touch, and stay involved.
EDITORIAL

A LESSON FROM DETROIT

In July of this year, the City of Detroit began shutting off water delivery to the homes of over 17,000 residents whose payments were past due. The order was appealed, but Judge Steven Rhodes refused to block the action, saying that despite the potential health risks to the affected householders, there was no right to free water and Detroit couldn’t afford to lose the revenue.

Some of us shook our heads in dismay at the callousness of the Judge’s ruling, but we were sure that such a decision could never have been rendered here in Marin.

Interestingly however, we do seem to have the same issue playing out at College of Marin, where an administrative decision has been made to opt on the side of revenue enhancement, rather than on the side of compassion.

Earlier this year, one of our long serving faculty members retired due to health issues. Regrettably, this instructor’s resignation letter was submitted several weeks before the SERP retirement program was approved, and s/he was therefore not legally eligible to receive the SERP incentive - unless the District would be willing to agree to a one-time, non-precedent-setting exception.

Unfortunately, President Coon has seen fit not to agree to this. Despite repeated appeals by UPM for compassionate consideration, Dr. Coon wrote, “I have decided to uphold my original decision declining to agree to your proposal…” “While I am personally empathetic to [this faculty member’s] health challenges, I have a fiduciary duty to oversee the responsible use of the District’s public funds.”

Fiduciary duty or compassion? If you were President Coon, on which side would you have come down? □
Wages

As you know from recent UPM communiqués, UPM has accepted the District’s offer on Wages, and we soon expect District confirmation of UPM’s acceptance of President Coon’s “average increase of 8.68% for full- and part-time faculty” (See President Coon’s “Message to Faculty,” September 30, 2014). By accepting the District’s Wage offer, we can now look forward to finalizing Article 4, Benefits, and hope that the remaining Articles go smoothly.

Regarding Wages, a few key figures are important to keep in mind: As recently as 10/14/14, the Board approved a new Management Salary Schedule. Of the 30 management positions listed, 27 managers will start at or above the new Column 1, Step 3: $105,848.00. The potential at Column 8 and Step 7 is $182,150.00. Most of these managers have been permanent at College of Marin less than one year. By contrast, Step 1, Column 1 of the UPM Salary Schedule is $45,527, the highest Step (at Column 5) being $102,017. In other words, if we have the appropriate Doctorate, we will, if we work long enough, max out below the starting salary of most managers.

Furthermore, a Board Agenda Item dated August 19, 2014, lists the following salary percentages:

<table>
<thead>
<tr>
<th>Financial Year 2013/2014</th>
<th>Financial Year 2014/2015</th>
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<tbody>
<tr>
<td>Management Salaries:</td>
<td>Management Salaries:</td>
</tr>
<tr>
<td>4.7% of Total Budget</td>
<td>5.3% of Total Budget</td>
</tr>
<tr>
<td>Faculty Salaries:</td>
<td>Faculty Salaries:</td>
</tr>
<tr>
<td>34.9% of Total Budget</td>
<td>33.4% of Total Budget</td>
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</table>

The percentage increase for management and corresponding percentage decrease for faculty speaks for itself.

Benefits

The UPM Bargaining Team has been waiting patiently for newly released information on Health Care Benefits, and in the beginning of November the District informed college employees that it now had the updated information that would allow UPM and the District to meet and finalize Article 4, Benefits. However, the District’s notification to all college employees and its call to convene a meeting of the Benefits Advisory Committee to discuss this new information before it bargains Benefits at the table with UPM, borders on, if it is not in fact, Direct Dealing. We have notified the District of this impropriety.

Article 8 Workload

Two items of interest here: I reported the District’s position on Article 8.1 and 8.2 in the last update, but this is worth repeating. Months ago, the District opened Article 8 in the hope of changing language that would require faculty to perform certain professional service duties. We went back and forth on this, and soon UPM agreed if the District would pay us extra if finishing these duties required us to put in time beyond our 37.5 hour work week. The District immediately rejected our counter. Now, the District’s position is that these duties do not need to be negotiated (Indeed, they say, they are NOT negotiable!), and the District intends to enforce completion of them even if they fall outside the 37.5 hour work week.

UPM’s position on duties listed in 8.1 is that said duties are expected but not contractually required. Despite “expecting” us to complete duties within the 37.5 hour work week, the District cannot require additional work on top of the defined work week. Additional workload such as this MUST be negotiated, yet the District has already declared that 8.1 is not negotiable.

Department Chair Elections

At the November Department Chairs meeting, District representatives agendized Department Chair Elections for discussion. Several faculty members pointed out that Chair elections were contractual, but District reps circumvented that fact by saying they only wanted to “facilitate” elections. At least three Chairs asked District reps to identify the problems that needed “facilitation,” but they declined to (or couldn’t) answer the questions. It is curious that only after one Chair brought up Chair compensation that the District response was, Well, THAT’S contractual. The procedure for Chair Elections is identified in Article 8.12.1. It is UPM’s position that Chair elections are and must remain faculty prerogative with no District involvement.
Calendar/FLEX

As most people already know, we’ve negotiated a calendar with a few changes. I realize that some faculty members are not happy about the new dates for spring break (Now Ski Week) at the end of February, and I agree that getting through March and April without a break will be tough. But arranging things as we have was the only way to achieve a calendar with later start dates, longer periods between semesters and earlier end dates.

As a consequence of the new calendar, we have additional FLEX dates/Obligations. The additional FLEX days make our new calendar possible and must be completed in lieu of instructional days. In other words, they are part of our work year. Along with the many pre-planned opportunities to fulfill these FLEX obligations (See our FLEX page at: http://www.marin.edu/com/ODP/StaffDevelopment/index.htm) activities can include “individually designed activities to improve or enhance a person’s skills or knowledge in his/her own discipline” and “Wellness activities that assist individuals to be physically and mentally better able to perform their jobs (e.g., humor in the workplace, stress reduction, self-defense, nutrition, exercise, weight reduction) For more information, see: http://www.marin.edu/WORD-PPT/Flex_Calendar_Guidelines_04-07.pdf.

By the time this newsletter is in your hands, we’ll all be looking forward to scraping snow from our doorsteps and enjoying Holiday traditions, and we’ll keep you posted as to any updates at the Bargaining table.

A CHRISTMAS SONG FOR THE DISTRICT
- From Our UPM Bargaining Team -

Christmas is coming, your budget’s very fat
Please to put a penny in our faculty’s hat
If you haven’t got a penny, a ha’penny will do
Wait! You haven’t got a ha’penny?
We hardly think that’s true.

(If it were, you wouldn’t be giving your VPs a 30% pay raise?)
IN THE UNITED STATES, there is always a shortage of funds for education. This is not surprising, given that our national spending for education is one of the lowest among industrialized nations. Well over 50% of the Federal budget each year finances war. Money spent on one cannot go to the other. Therefore, educators in the U.S. should pay attention to the war budget. Slight reductions in the war budget could free up large sums for education (not to mention health care, Social Security and other worthy causes).

The first step toward changing this situation is calling attention to it. But even if people have heard these numbers before, many are inclined to forget them, because it seems almost impossible to do anything about them. However, forgetting the absurdity... or obscenity... of this situation tends to reinforce it. This is summed up in the oft-repeated Latin phrase *Qui tacet consentit*: He who is silent, consents.

One group of local senior citizens is a visible exception to this attitude. They are not silent! Every Friday afternoon between 3:30 and 4:30 (4:30 to 5:30 during Daylight Savings), they gather on the corner of Camino Alto and East Blithedale in Mill Valley to protest the ongoing wars that are exhausting our national treasury.

They have been doing this weekly since 2001! This is a great example of persistence and optimism. After seeing them, I began to think, “What if this happened in every city and town across the United States? Things might really start to change in Washington!”

However, after joining them on several occasions, I began to realize that their actions have already been effective in stimulating another kind of change closer to home. This is the internal change that comes from leaving isolation and frustration behind and joining with other human beings to discuss our current situation, and do at least a little something about it.

So if you are feeling frustrated and isolated any Friday afternoon, take the first step. Join the folks on the corner. Then tell the rest of us what it was like!

* * *

If you would like to help support our *UPM Political Action Committee*, please fill out the payroll deduction form below. Moneys received are used to support educational initiatives.
UPM HOLIDAY PAGE

THANKSGIVING GET-TOGETHER

Thursday, November 20, 3:00-4:00 pm.
SMN 225

Only 3:00 to 4:00??
Whoever heard of a one hour
Thanksgiving Party?!

-but-
There’s a method to our madness.
Come and find out!

“HOME FOR THE HOLIDAYS”

A UPM Pot Luck Party
For all Faculty & their Sig. O’s

At the home of
UPM President Laurie Ordin
Friday, December 12th, 5:00-7:00 pm.

PLEASE COME AND MAKE THIS YEAR’S
PARTY EVEN MERRIER THAN LAST YEAR’S
EVENT.

4 Acacia Ave., San Rafael, CA 94901
Across t from Dominican Sisters Convent,
RSVP: davidpatterson1965@gmail.com
For Food Suggestions.
NOVEMBER LABOR HISTORY

NOVEMBER IS THE BIRTH MONTH of Louisa May Alcott. Born in 1837, she is best known for her novels *Little Women*, *Little Men* and *Jo’s Boys*.

But Alcott also wrote many other works including a semi-autobiographical novel published in 1873 called, “Work: A Story of Experience.”

It describes the exploitation of women workers in the new era of industrial capitalism, and depicts the struggles of a young woman trying to support herself working outside the home in a variety of different jobs and who eventually became a voice and activist for other working women.

Alcott knew whereof she wrote because she grew up in grueling poverty and also worked outside the home, as a laundress, a seamstress, and a domestic servant.

She grew up in an abolitionist family where her parents were station-masters on the *Underground Railway*, so she understood brutality, whether expressed in the chattel slavery of the South or as the wage slavery of the industrial North.

We sometimes view Alcott’s work as reinforcing traditional gender and family values, but Alcott, like her protagonist in her novel “Work,” considered herself a voice for working women.

NOVEMBER (1855) IS ALSO THE BIRTH MONTH of Eugene V. Debs, labor leader and Socialist. He said, “If it had not been for the discontent of a few fellows who had not been satisfied with their conditions, we would still be living in caves. Intelligent discontent is the mainspring of civilization. Progress is born of agitation. It is agitation or stagnation.”

FUNTUNFUNEFU

SIAMESE CROCODILES

A West African Adinkra symbol signifying democracy and unity.

“The Siamese crocodile has two heads which fight each other over food. But it only has one stomach. A reminder that infighting is fruitless to those who have common goals.”

Perhaps our faculty can learn from these crocodiles in Ghana. We should be joining together, in unity if we expect to reach our goal of a just contract.

Please support your union.

DEAN HUMOR

A NEWLY HIRED COLLEGE DEAN was sitting in his new office when a visitor whom he thought might be a faculty member walked in. Wishing to appear authoritative, the Dean picked up the phone and pretended he was speaking with the college president about some high level curricular matters. Finally, he hung up and asked the visitor, “May I help you?” The man smiled and said, “Sure, I’ve come to connect the phone.”

“We are fighting for simply this... the creation of a society without domination.”

-Adrienne Rich
GOOD OF THE ORDER (2)

WHY UNION?

UNIONS ARE MORE THAN JUST an employment insurance policy for working people. Most union members and union officials have learned that when workers think of their union merely as a business that provides services, rather than as a group of people banding together to fight for common interests, the union quickly loses its clout and credibility. When an employer looks and sees only a small handful of active union staff and no one standing behind them, pretty soon the employer starts thinking that the union isn’t really much to contend with. Those unions who have been most successful in furthering the interests of their membership have had the active support and participation of their rank and file.

If UPM is to be successful in furthering the interests of our faculty, we need the support and participation of our members. We’re here for more than just grievance handling. We’re here to help make our working lives as joyful and financially rewarding as possible. So please participate by volunteering to sit on union committees (some are compensated), and/or by running for union office. When you participate and support your union, you not only help improve your own life but you become part of the largest social equity movement in America – one that has improved the lives of millions of people around the world. □

[Adapted from The Union Member’s Complete Guide, by Michael Mauer]

UPM MEETING AT IVC

ATTENTION UPM MEMBERS! We are holding a “STATE OF THE UNION” informational meeting at IVC on THURSDAY, DECEMBER 4th at 3:00pm, in Building 27, Rm 116.

Members of our Executive Council and Bargaining Team will be there to present the latest updates on:

- WAGES
- BENEFITS
- WORKLOAD
- CAMPUS MORALE
- UNION SOLIDARITY

PLEASE COME AND SHARE YOUR VIEWS AND CONCERNS.

□

NEW UPM OFFICE LOCATION

STARTING NOVEMBER 24th, our UPM office will be located in “Village Square” VS 11. Come Visit!

□

MORE DEAN HUMOR

TWO COLLEGE DEANS rented a boat and fished in a private secluded lake every day. One day they caught 30 fish. “Mark this spot so that we can come back here again tomorrow,” said one of the deans to the other.

The next day, on their way to rent the boat, the same dean asked his colleague, “Did you mark that spot?”

His colleague replied, “Sure, I put a big ‘X’ on the bottom of the boat.”

“You fool!” said the first dean, “What if we don’t get that same boat today?” □
INTELLIGENT DONKEYS KNOW THAT WORKING TOGETHER WILL WIN THE PRIZE

SO WHY BE A DUMB ASS?

JOIN THE UNION AND WORK TOGETHER WITH YOUR COLLEAGUES FOR A JUST CONTRACT

UPM MEMBERSHIP APPLICATION

I hereby apply for membership in the United Professors of Marin, AFT Local 1610

Name: ___________________________ SS#: ___________________________

Address: _________________________ City: _______________ Zip: ________

Date: _____________________________ Email: __________________________

Home Phone: _____________________ Campus Ext: ________

Check the appropriate category:
___ I am a permanent credit or non-credit employee or leave replacement
___ I am a temporary credit or non-credit employee on the semester system
___ I am a Community Education instructor

* Return to the UPM mailbox or to the UPM Office.

And please make sure you have completed the UPM payroll deduction option, in Human Resources.