

CPFA NEWS

Serving 42,967 Non-tenure Track Faculty in the California Community Colleges

Volume 10/Number 1 Fall 2008

Student Learning Outcomes: Who's assessing the assessments?

-- Sandra Baringer

Student Learning Outcomes assessments, or SLOs, have become the new issue of the day with community college governing boards and administrators, especially those who have been visited recently by accreditation teams. Much of the buzz about SLOs derives from the Spellings Commission report in 2006, a report commissioned by U.S. Secretary of Education Margaret Spellings to study and make recommendations on "The Future of Higher Education." Concerns about pressure from the federal administration to impose standardized testing in higher education along the lines of what has developed in response to the federal No Child Left Behind legislation led to a recent amendment to the Higher Education Act stating that the Secretary of Education may not "establish any criteria that specifies, defines, or prescribes the standards that accrediting agencies or associations shall use to assess any institution's

success with respect to student achievement" (20 USC 1099[b]).

Regional accrediting agency ACCJC (Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges) is independent of the federal government, but enacted some accreditation standards in 2002 generally designed around fair notice and due process to students, including the requirement that

"The institution assures that students and prospective students receive clear and accurate information ... In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline" (ACCJC Accreditation Standard II.A.6.).

"The ACCJC has gone too far in its demands regarding SLOs, especially when they intrude on negotiable evaluation criteria and violate principles of academic

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Eighth COCAL conference forging ahead with regularization strategies

-- Martin Goldstein

This year's COCAL conference was held on the spacious campus of San Diego State University, August 8-10, 2008. The Coalition of Contingent Academic Labor (COCAL) is a loose federation of faculty activists working on part-time issues in all levels of higher education. Its members come from all over the US, as well as Canada and Mexico. Previous COCAL conferences, generally held every other year, have been in Boston, New York, San Jose, Montreal, Chicago, and Vancouver, with the next in 2010.

A COCAL Conference is kind of like a discipline conference for academic troublemakers, and routinely they are filled with gripes, complaints, and outright horror stories. But this one was different. Of all I've been to, this one was without doubt the most positive; no matter where you turned, people were strong, optimistic, confident. Everybody's conference is different, of course,

with 250 people and scores of workshops and breakouts, so I can only report on what I experienced.

I went there with a purpose, looking for signs of an emerging consensus on the next crucial steps for contingent labor. For me, that step is taking out the contingent part, or at least, minimizing it as much as possible. Regularization (a concept introduced to me at a prior COCAL) requires not just equal pay and benefits, but crucially equal job security for the load you teach.

That job security, those due process rights, are a major part of what gives teachers academic freedom, and if they don't have them, they don't have it. This has become a mantra of the AAUP recently, and it's quite simply the truth. At Santa Monica College, where I teach, we have achieved an excellent form of job security for our part-timers, a contract status known as Associate Faculty. So it can be done. But who else was doing it, or even thinking about it? Is it enough of a

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67% cap on part-time employment signed into law
- see Chair report page 2

Teaching to the Test

-- Phyllis Eckler

We have all cringed whenever new testing requirements have come down from on high. In the past few years the K-12 system has had to deal with the No Child Left Behind legislation, which sets specific and sometimes rigid standards for the knowledge base of public school students. At the community college level there are new testing requirements set out by departments in their Student Learning Outcomes. These tests are supposed to help institutions of learning improve their teaching and find students who need help.

Meanwhile, teachers themselves are also being evaluated within the workplace. For those on tenure track or probationary track, these teaching evaluations play a similar prescriptive role. A faculty member who is tenured or has undergone a time-consuming hiring search and interview process is not one that can easily be let go. And so college mentors work on giving instructive

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Chair report

-- David Milroy

Well...The elections are over and hopefully we are all happy with most of the outcomes.

AB 591, the 67% law, passed and will take effect on January 1, 2009. Many colleges have already changed their contracts to allow for future assignments up to 67%, while still others have gotten a jump on us all by assigning 67% for this fall semester! As is usually the case with NTTTE matters, there are those colleges where the administration and the union have chosen to ignore the new law, as is their right, and to deny the non-tenure track faculty assignments to teach over 60% of a teaching load. Many of these schools are still back down at 50% and 40%!

At least now, it is a local issue that NTTTE's (Non-Tenure Track Temporary Employees) can push their unions to renegotiate in their next contract. Congratulations to all of the NTTTEs and associations that worked so hard to get AB-591 passed. Thanks to Peg McCormack, Robert Yoshioka, the CPFA Executive Council, Stacey Burks and CWA, Pam Hanford and CCA for their invaluable guidance and support in writing, amending and supporting this historic legislation that is the first since AB420 passed in 1999... nearly ten years ago!

Job security will be our next initiative. How many of us have been teaching for 10-20-30+ years...and still wonder if, in spite of outstanding peer and student evaluations, whether we will have an assignment next semester? Far too many of us find ourselves helpless when faced with a Dean or chair who for whatever reason, be it financial, personal or vindictive, decides to assign "our" classes to a FT for over-load or even a brand new NTTTE with no teaching experience.

Sadly, we non-tenure track temporary employees don't get fired with a dramatic pink slip or a March 15th notice. We just sink quietly into oblivion as people ask, "What ever happened to what's his name?" The few who do dare to question their lack of continued employment are far too often told "The District has total right of assignment and don't forget, you are an at-will

employee"!

While some colleges have bargained and won a degree of job security for their NTTTEs (Santa Monica, Butte, San Francisco, Los Angeles, Foothill-De Anza, Los Rios, Victor Valley, Palomar, San Diego, Grossmont, and Southwestern to name a few), this language often does not guarantee priority rehire and assignment. It is no good if a college can take two of your three assignments, give you one 3-unit class, and say you are "protected." Since when is a 66% cut in income being "protected"?

CPFA and the CCA and CFT Part-time Committees are all working on possible job security legislation. Protection would start somewhere between two to four years, depending on what everyone can agree to. Some say that three or four years out of a consecutive six-year period is more standard so that NTTTEs can prove their "worth" and two years may not be enough time, depending on how often student evaluations and classroom visits are occurring on each campus. We know that some departments do regular evaluations, while other departments in the same college do them irregularly if at all! Evaluations are a corner stone for establishing rehire rights and priority of assignment. We can't insist on priority based on quality performance if we have not been fairly evaluated (see Phyllis Eckler's article, "Teaching to the Test").

One lesson we learned from AB-591 is that when CPFA and the unions work together, we can move mountains. Although it was a bumpy road getting to the final 67% language in AB591, when presented to the Senate and the Assembly, it passed without objection. If future legislation can be presented with broad support from all of the groups, we will be assured a far easier trip to the Governor's desk. We have learned that divisive interference and back room deals from rival groups can almost surely kill any legislation.

One bright spot on the horizon is the current talk about a possible merger between the two

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CPFA MISSION STATEMENT

The Mission of the California Part-Time Faculty Association (CPFA) is to create the opportunity for community college students to have equal access to quality education by promoting professional equity for all faculty. As educators, we understand that only with faculty who share equally in the responsibilities and rewards of the profession can such opportunity for academic success and education be afforded students in the California Community College system.

Students, therefore, must be provided with faculty, whether employed full-time or part-time, who undergo the same rigorous hiring, evaluation, and promotional processes; who are compensated for preparing lesson plans, grading assignments, and advising students; who are compensated for participating in departmental meetings and serving on professional committees, including the shared governance process; who are provided with the peace of mind that health and retirement benefits provide; who are provided with the protection of due process and academic freedom; and who are able to invest in their professional future through a system for building tenure or seniority,

including, in the case of part-time faculty, preference for full-time hiring.

In this regard, CPFA is dedicated to achieving our mission by:

- Encouraging practices and policies that ensure our faculty is as diverse as the students we serve;
- Educating the public, as well as students, faculty, administrators and legislators, about part-time faculty concerns and issues;
- Serving as a coalition and resource base for all individuals and organizations interested in promoting professional equity;
- Working to complement, enhance, and reinvigorate the work that is already being done in faculty organizations, statewide and nationally, who share our mission;
- Creating alliances with other faculty, academic, labor, or social organizations, statewide or nationally, who share our goals;
- Seeking legislative means to achieve our goals.

Welcome to CPFA NEWS!

CPFA is the first statewide organization in California created by and for part-time faculty. Our mission is to promote professional equity for all faculty in the California Community College system by ending the exploitation of part-time faculty.

As such, we are promoting communication among part-timers across the state; educating the public and the academic community about part-time faculty issues; and serving as a resource base for part-timers working to improve the quality of education by improving the working conditions of over 65% of the faculty. This newspaper is one way we hope to achieve our mission.

CPFA News is published in the fall and spring, and distributed statewide to 107 community college campuses. Send your letters, ideas and articles to sbaringer@gmail.com.

--Sandra Baringer, CPFA News Editor

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To Submit Letters, Articles, and Story Ideas:

Email submissions preferred. Letters limited to 300 words and articles to 700 words. Include your name, address, phone number and email address with each submission. Letters and articles may be edited. News briefs on union organizing or contract negotiations for part-timers are particularly welcome. We are also looking for personal interest stories and opinion pieces.

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Student Learning Outcomes - cont. from p. 2

freedom,” said CFT president Marty Hittelman in a recent letter to the ACCJC President and board chairman. “We believe both of these standards, as written and as applied, intrude on matters left to collective bargaining by the Legislature. For a time, we recognized that the ACCJC’s inclusion of these standards might have been considered to be mandated by the regulations and approach of the U.S. Department of Education.”

Hittelman does not object to encouragement of such standards by the ACCJC, but to any attempt at imposing mandatory practices.

The California Education Code acknowledges the negotiability in collective bargaining of evaluation procedures and criteria and specifies that community college evaluations procedures must include a peer review process and, to the extent practicable, student evaluations. (Cal. Ed. Code § 87610.1, 87663[g]); under tEERA (Educational Employment Relations Act), absent mandatory proscriptions in the law, all aspects of evaluation are negotiable.

The connection between accurately informing students of course objectives with evaluation of the instructors teaching the courses lies in ACCJC Accreditation Standard III.A.1.c.: “Faculty and others directly responsible for student programs toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes.”

The accrediting agency’s pressure toward standardizing student outcomes assessment affects non-tenure-track faculty members in diverse ways, some positive and some sinister. At best, outcomes reviews check individual syllabi of instructors to make sure all the stated course objectives on the official course outline are covered. This may result in much lengthier syllabi, but is not necessarily a bad thing. One instructor found the process not particularly painful, remarking that it was combined with an improved, more objective matrix for assessing student performance. This particular outcomes matrix, however, like standardized testing in the K-12 system, is not being used in grading the students but rather for checking to see if the instructors are teaching what they are supposed to be teaching effectively.

Other instructors fear that overzealous or nervous administrators, fearful of ACCJC scrutiny, may start mandating that particular texts be used or that particular questions be included on final exams. One informant said that her department chair had started prescribing certain questions for the final exam, though it was not apparent whether these questions were coming from the department level or from some higher administrative level.

Hittelman warned the ACCJC that it “cannot mandate inclusion of information in syllabi which faculty, by reason of academic freedom and tradition, are entitled to determine using their own best academic judgment, or through the negotiations process.” The academic freedom issue is especially compelling given recent attacks on academic freedom through state legislative proposals based on David Horowitz’s so-called “Academic Bill of Rights” (ABOR), though most of these proposals have not been passed into law because legislators tend to see them for the Orwellian doublespeak that they are. And non-tenure-track faculty members are the most vulnerable to attempts to direct or “standardize” the curriculum. At a time when the folly of attempting to teach a “great books” list in a college curriculum in an age where the amount of literature written in English is exploding and the standards for judging it are in flux and negotiated differently according to diverse cultural

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largest and most powerful community college faculty groups in the state: CCC/CFT and CCA/CTA. While still in the early stages of discussion, the possibility of one united organization going to Sacramento as the single voice of nearly 90% of California’s community colleges would be impressive... and effective! As freeway flyers, those of us who teach at both CCA and CFT/AFT campuses should have the added benefit of paying state and national dues once at one college... and only local dues at the other colleges.

This new merged union would be the first union created during the new environment that we have (thanks in no small part to CPFA) in which NTTTEs play a major role in both locals and statewide associations. Both CCACTA and CCC/CFT were established before most PTERS (at that time “adjuncts”) were even considered worthy of membership, let alone participation in union governance. My, how things are changing...and change is good!



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factors, the standardization of humanities curricula seems particularly problematic and vulnerable to political pressure.

But another problem with ACCJC pressure for more student learning outcomes assessment is that it simply adds another layer of work for instructors to perform. Not trusted to evaluate their students fairly through their own testing mechanisms, they may be required to evaluate themselves by way of yet another student testing device they are required to score. In some districts, a few non-tenure-track faculty members have obtained supplemental contracts to perform SLO work for ancillary pay, in other words, pay for which the district will allow them to work above the 60% FTE cap (soon to become 67%) because the work is not direct instruction and thus not subject to the cap.

Such ancillary contracts for part-time faculty should be encouraged, because they need the additional work which, to full-time faculty, may just be an additional burden on their already-disproportionate share of administrative, governance, and curriculum work.

CFT proudly and effectively represents more adjunct faculty members than any union in California, and is a sponsor of Assembly Bill 591, legislation that aims to change the teaching load for part-time faculty from 60 to 67 percent.

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of Teachers

AFT, AFL-CIO



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Rehire rights: Contract Comparisons

-- Sandra Baringer

As union locals continue their attempts to negotiate some form of job security for part-time faculty, CPFA has been looking at the language of some of the collective bargaining agreements that provide it. Various terms reemployment preference, reassignment rights, or seniority, the districts which have implemented such job security provisions include Santa Monica, Los Angeles, San Francisco, Foothill-De Anza, and Butte. Though there are a few others as well, these districts have been chosen for comparison here because their contracts are representative of some of the better systems for rehiring by seniority ranking.

CPFA is pursuing legislation to provide a ground floor of minimum reemployment preference rights consistent with those established in these contracts.

The Butte contract provides for rehire rights after one year: "seniority lists by discipline" after "satisfactory completion" of the second term (fall, spring, or summer), "as determined by the formal evaluation procedures." Seniority accrues "based on actual load credit per class": in other words, someone who has been teaching three classes has seniority entitlement to three classes, not just one.

The Los Angeles district mandates seniority after two years (four semesters out of eight), with the course load set at the "highest number of standard hours assigned based on two or more of four semesters."

The Foothill-De Anza district contract allows for "reemployment preference" after five quarters, thus between the first and second years. It is contingent on satisfactory evaluations prior to getting on the list (as

is the case with Butte). If an administration fails to conduct an evaluation within the first three quarters, as has been a problem in the past, then "the employee shall, if otherwise eligible, receive reemployment preference." But at least one set of student evaluations must also be obtained, and it is the responsibility of the instructor to see that student evaluations are completed, so if there are no student evaluations, an instructor cannot be placed on the reemployment preference list.

The FHDA system does not, however, ensure a load up to the level of past loads. It uses what has been called the "snake" method, where everyone on the preference list gets one class, then a second course is given, starting again at the top of the list, with a third run through the list if enough classes are left (at that point, most assignments will run into the 60% load limitation). FHDA has not yet modified the collective bargaining agreement to allow for assignments up to 67%, as many districts have already done (where contract language had incorporated the 60% limit).

The San Francisco district has "part-time reemployment preference" only in departments that have adopted seniority lists, so there is discretion at the department level as to whether to have a reemployment preference system, but reemployment preference appears to be fairly common in the district. The reassignment must be to a course taught at least twice within the last 10 semesters, and the number of courses assigned is determined by the concept of "modal load": ordinarily, the instructor is assigned a

number of hours equal to the "single most frequently occurring load" in the most recent four semesters out of the past six semesters.

The Santa Monica contract allows for "Associate Faculty" status after five semesters of consecutive employment, which entails reemployment rights for the following year at a level "no less than the total number of assigned teaching or non-teaching hours in the fourth and fifth qualifying semesters ['Base Assignment']". However, a separate provision limits "Associate Faculty" status to no more than 60% of the part-time faculty working in "a discipline within a department".

The language in all of these contracts is extensive, dealing with the effects of breaks in service, reductions or augmentations in assignments, determination of instructional need, determination of qualifications to teach a specific course, termination of rights for unsatisfactory performance or misconduct, bumping rights of full-time faculty, and, in some cases, limitations on full-time faculty overload rights.

In order to give some sense of what negotiation of such rights entails, Article 6.6 of the Santa Monica contract is reprinted here in its entirety. The full contracts of the districts discussed here can be found online as follows:

Butte: www.cwa9414.com or www.butte.edu

Foothill-De Anza: <http://fa.fhda.edu>

Los Angeles: www.aft1521.org

San Francisco: www.aft2121.com

Santa Monica: www.smcfa.org

Santa Monica Faculty Association: Article 6.6, Associate Faculty

6.6.1 Purpose: The purpose of this provision is to grant, on an annual basis, some degree of employment stability for eligible part-time faculty members within the limitations imposed by the District's needs to create course schedules that match current student demand and provide appropriate assignments for full-time faculty members.

6.6.2 Eligibility: After five consecutive semesters of employment with the District, with an assignment of at least 5 LHE per week within a discipline for each of the five consecutive semesters, a part-time faculty member shall be designated as "Associate Faculty" provided that the part-time faculty member has not received less than a satisfactory evaluation during the qualifying five semesters. No more than 60% of the part-time faculty in a discipline within a department shall have Associate Faculty status. (For the purposes of this provision, discipline shall be defined as listed in the Board of Governors Minimum Qualifications for Faculty and Administrators in California Community Colleges.) In the event that the number of part-time faculty who qualify for associate faculty status within a discipline exceeds 60%, the Vice President of Academic Affairs or Student Affairs, a Faculty Association representative, and the department chair/leader will meet and confer to determine the associate faculty list for that discipline.

The Vice President, Academic Affairs, at his/her sole discretion, may waive the 5-LHE-per-week requirement and/or the 60% limit. The District shall notify the part-time faculty member when he/she achieves Associate Faculty status (Appendix L-3). Notification of achievement or renewal of Associate Faculty Status shall occur by March 31 of each year.

6.6.3 Associate Faculty List: Once a part-time faculty member is designated as Associate Faculty, he/she shall be placed on the Associate Faculty list in an order to be determined by the date of first assignment in the department, provided that the part-time faculty member has not had a break in service. If there has been a break, the placement on the Associate Faculty list shall be determined by the faculty member's first semester of employment as a part-time faculty member in that discipline following the most recent break. For the purposes of this article, a break in service shall be defined as not having completed or not having been offered an assignment for two or more Fall/Spring cycles. If a tie exists, total teaching/non-teaching hours in the discipline shall be used to break the tie. The Associate Faculty list shall be updated for each department by the Academic Affairs office by March 20 of each year. The updated list will be transmitted to the Faculty Association office and to each department.

6.6.4 Reemployment Right: Upon notification of achievement or renewal of Associate Faculty status, a part-time faculty member shall be re-employed for the following Fall and Spring Semesters, with the total number of assigned teaching or non-teaching hours for the two consecutive semesters no less than the total number of assigned teaching or non-teaching hours in the fourth and fifth qualifying semesters ("Base Assignment") as long as the need for the assignments for which the associate faculty member is qualified continues as determined within the sole discretion of the department chair and the Vice President of Academic Affairs or Student Affairs. For the purpose of this article only, "qualified" means (1) possessing the appropriate minimum qualifications to render service in the assignment, and (2) having adequate preparation for the specific course or assignment through appropriate education or successful recent experience. The department chair shall be the judge of whether or not a part-time faculty member has adequate preparation for the specific course or assignment, but, in making the judgment, the department chair shall apply assignment standards that are substantially the same as those used in assigning full-time faculty within the department.

6.6.5 As long as they are qualified for the available assignments, part-time faculty with associate faculty status shall be offered an assignment before any part-time faculty member without associate faculty status is offered an assignment. If, during any particular semester, there are more part-time faculty with associate faculty status in a discipline than there are available assignments in that discipline, the seniority of part-time faculty shall be considered among the criteria used in offering assignments to associate faculty.

6.6.6 Associate faculty shall have the right to an assignment which displaces another part-time faculty member who is not an associate faculty member under the following conditions: (a) The associate faculty member was assigned a class that was canceled due to lack of enrollment or is withdrawn because it is needed to fill the load of a full-time faculty member. (b) There was no alternative assignment available for that associate faculty member through creation of a new class or by the trading of assignment with another faculty member. A reasonable effort will be made by the Department Chair to offer a replacement course, for which the associate faculty member is qualified, that falls in the time frame documented on the faculty member's assignment preference form.

6.6.7 Associate Faculty status renewal: On or before March 31 of each year, an associate faculty member shall be notified in writing whether his/her status is to be renewed or not to be renewed for the following Fall and Spring semesters. If there is no assignment available for which the associate faculty member is qualified, the Associate Faculty status will not be renewed. In such cases, the affected faculty member's name shall be placed on an "inactive" list for consideration of Associate Faculty status renewal in the next cycle. If Associate Faculty status is not renewed in the next cycle, Associate Faculty status shall be terminated in accordance with 6.6.8 below.

Associate Faculty status may be renewed at an assignment level less than the "Base Assignment" if the available number of assigned teaching or non-teaching hours for which the associate faculty member is qualified is less than his/her "Base Assignment." "Base Assignment" shall be adjusted if it stays at the new level for four consecutive semesters. Nothing in this section prevents an associate faculty member from receiving an assignment greater than the "Base Assignment."

6.6.8 Associate Faculty status termination: An associate faculty member shall retain his/her associate faculty status unless, notwithstanding notification per 6.6.2 or 6.6.7, it is terminated pursuant to the following conditions:

- The associate faculty member receives an evaluation that is less than satisfactory.
- The associate faculty member fails to perform the normal and reasonable duties of his/her assignment or is otherwise guilty of misconduct as defined by Education Code 87732.
- The associate faculty member declines all of his/her assignment in the discipline.
- Associate Faculty status has not been renewed for two Fall/Spring cycles.

Before termination of Associate Faculty status, the associate faculty member shall be given written notice of the reason for such termination.

6.6.9 Notwithstanding 6.6.5, Associate Faculty status shall not be terminated under the following circumstances:

- An assignment is canceled for any reason other than misconduct or an evaluation that is less than satisfactory.
- Verified illness or other extenuating personal circumstances which the part-time faculty member and the appropriate dean mutually agree make acceptance of assignment(s) impossible.
- The part-time faculty member turns down an assignment that is offered to replace another assignment that was canceled.
- The part-time faculty member requests not to receive an assignment in the department provided that the request is in writing and is received by the department chair at least 60 calendar days before the beginning of the semester. If a part-time faculty member makes only one request of this kind in any five-year period, it shall be honored. A request not to receive an assignment for two consecutive semesters shall be counted as a single request.
- The part-time faculty member is a recipient of an "hourly task assignment."

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feedback and suggestions for improving one's teaching. The hope is that these long-term employees will improve their classroom manner with time. However, in the case of adjunct faculty the evaluation process can sometimes be a test of whether a teacher should stay or go.

Adjunct faculty are aware of this trend but they may not know to what extent their teaching can be tracked. With the new computer programs now available to administrators, the percentage "fill rate" (how many students sign up for a class as compared to the number that could be accommodated) of a faculty member's classes can be followed, the student retention levels can be tracked, the distribution of "A" to "F" can be ascertained and how the teacher is perceived by students is available through their computerized evaluation scores. Meanwhile there are more public venues for student evaluations in the form of Pick a Prof (which alerts students as to the actual number of "A"s or "F" a particular professor has distributed in past semesters) or RateYourProfessor.com, the results of which can cycle back in the form of a poor or high "fill rate" at the start of a semester. While a supervisor's class visit, perusal of the faculty member's self-evaluation, and comments on student evaluations should inform the write up by that supervisor, these other issues cannot help but influence the report. Moreover the final judgement of "needs to improve," "meets standard," or "exceeds standard" can have a definite impact on the future hiring of that adjunct.

While statistics have their place in the evaluation of "learning delivery systems," they can be faulty when one is assessing an adjunct faculty member. Many of the entry level courses in English and math are given to adjunct faculty while full-time faculty can opt to teach the higher level courses in a department. These courses often suffer from high failure or attrition rates simply because students are not prepared for the rigors of a college curriculum. Meanwhile, some excellent part-time non-credit teachers can receive negative scores on the computerized student evaluations because their students are not aware that a non-credit teacher, for example, will not be in "his/her office during office hours" because they neither have an office or office hours, and is not paid to "assist students outside of class" as a full-time faculty member is.

How does knowledge of statistical evaluation standards, which has become more and more common in adjunct circles, affect the institution of learning itself? Grade inflation, the increasingly familiar act of giving undeservedly high grades to students, has become a real problem in colleges and universities around the country. No doubt this is a result of some of the rating sites mentioned above as well as the contingent nature of our

A Guide to Acronyms and Organizations in Higher Education

AAUP - American Association of University Professors

A nationwide professional association that acts as a union in a small number of California institutions (i.e. has collective bargaining rights).

CCA/CTA/NEA - Community College Association / California Teachers Association / National Education Association.

A union.

CCC/CFT/AFT - Community College Council / California Federation of Teachers / American Federation of Teachers.

A union.

CCCCI - California Community College Independents.

A consortium of union locals unaffiliated with any of the larger unions.

CPFA - California Part-time Faculty Association.

A statewide professional association for non-tenure-track community college faculty that does not seek collective bargaining rights, acting as networking support for part-timers within their unions.

CWA - Communication Workers of America.

A union; has collective bargaining units for part-time faculty in a few districts.

FACCC - Faculty Association of California Community Colleges.

A statewide professional association that does not seek collective bargaining rights, engaged in legislative advocacy and professional support for community college faculty.

related groups:

AFL-CIO - American Federation of Labor-Congress of Industrial Organizations.

A national union coalition with which AFT and CWA, but not NEA, are affiliated.

Contrary to common misunderstanding, AFL-CIO is not "The Teamsters." In fact, the Teamsters recently dis-affiliated from AFL-CIO.

CFA/CTA/NEA - California Faculty Association/CTA/NEA.

Also affiliated with AAUP and SEIU. Represents all faculty in the California State University system

UC-AFT - University Council -AFT.

Also affiliated with CFT. Represents non-tenure-track (non-Senate) faculty in the University of California system.

college teaching pool. Faculty who can be hired and fired "at-will" need to keep their students happy. Part-time faculty, who are given the choice to teach a course that is popular with students, over another that is necessary but has a high attrition rate, will opt to teach the well-liked course. Standards may be eased and curriculum may be narrowed to make students feel comfortable with the material. One of the questions on the Glendale College student evaluation asks if "the announced course objectives and what is taught is the same." Sometimes students do not even understand that the course objectives that were explained on the first day of class, are what is being taught during the ensuing semester, so they will mark the column "sometimes" on the form. Yet these bubbled-in student evaluations are going to be turned into statistics and can be used to determine the future of an adjunct faculty member's job at the college.

Evaluations are a valuable assessment tool when partnered with prescriptive mentoring by senior faculty. That includes suggestions for staff development courses that the faculty member should take, open invitations for classroom visits to demonstrate teaching styles within

the department, and sharing of course material that might help the new recruit. Too often, however, the expeditious judgment that arises from computerized statistical data overrides the time and care necessary to nurture a new part-time faculty member. Division chairs need to produce the evaluation and followup time is limited. With the growth that we are seeing in our community colleges, we cannot afford to dismiss novice teachers or see them run for the doors because they received a "meets standards" on an evaluation with no offer of help or support. Evaluators need to educate and inform their part-time faculty that they are a valuable asset to the college but that their teaching can be improved. An adjunct teacher should also be told that an evaluation can be reviewed in light of changes that occur even before the next three year cycle as is stated in our contract. We know that assessment aids us in helping our students become better learners, but assessment tools need to provide an accurate picture and we must then tailor our lessons to the students' needs. The same can be said for evaluations.

Basic Skills Conference: Helpful Tips to Help You

-- Rosalyn Kahn

This past August I attended the Academic Senate sponsored Basic Skills Initiative Summer Teaching Institute in Newport Beach. The conference drew 300 people from both Northern and Southern CA. Eighty percent of the participants, including myself, were part time faculty.

The conference began with a pictorial representation of Basic Skills students and their progression through community colleges statewide using all the people in the audience. The entire whole was the number of individuals who enter community college. Those left standing at the end were a mere five percent of the entire audience, which correlates with the number of people who actually successful transfer to a 4 year school.

Basic Skills is defined by the BSI as "those foundation skills in reading, writing, mathematics, learning skills, and English as a Second Language (ESL), which are necessary for students to succeed in college level work." Despite most school's great intention to send these students to their desired classes, a great number of students need help with English, math or study skills. There are huge numbers that slip through and end up in courses where they struggle to succeed. The tell-tale signs are those students who have trouble understanding the reading or who seem to take more than the necessary time to write an essay, even with extraordinary effort.

The conference ran from Sunday afternoon through Wednesday afternoon. During that time we were inundated with facts, figures, and the evidence to show why our economy is in trouble. The Academic Senate felt that part timers were so

important that each college was allowed to send only one full-timer and up to four part-timers, since they are the ones who predominantly teaching these lower level classes.

The economic sectors require people with a higher set of skills than the traditional method: AA Degree, BA or BS, Masters, PhD no longer fits the people. Companies are in dire distress for jobs they can't fill. Meanwhile, the job seekers are very limited with the knowledge and skills they have and the current job openings.

On day one, researcher Bob Pacheco from Barstow had us apply an Appreciative Inquiry-type exercise to examine the AARC (Accountability Report for Community Colleges) data from his college. He gave us the example of success rates (successful completion of a course with a grade of C or better) but low improvement rates (successful completion of the next level course within six semesters with a grade of C or better). We had to develop questions that might lead us to discover what may have caused this problem.

That evening following dinner we learned a strategy to gain immediate response to a classroom lecture. This strategy could easily be applied to any faculty reading this article. "It is not the thing you gather and read at the end of the term, rather something done in each class to evaluate what lessons the students learned and which are still confusing. Students are given three questions: 1) What was the clearest concept; 2) Was there anything confusing? 3) Do you have any other comments to share? I was extremely lucky to have the opportunity to apply these strategies in my class the next evening. Moreover, when I approached difficult areas, I returned to the conference and had colleagues with which

to discuss the best strategies to respond to these students questions to promote a positive learning outcome.

On day two we broke in groups by discipline. I joined the ESL group working on Active Learning. First we participated in an ice breaker where we all stood in a circle and said each other's name until each person had memorized and verbally repeated what was said before and then added their own name to the list. The game was good for building unity, helping students get to know each other, and promoting a positive learning environment. We also learned how to expand the idea further. One instructor added that after the first round, she would have people swap places and repeat it. Another instructor stated she took pictures and then attached them to a map where they could draw connections between the people and their home countries. She also linked it to geography and then included oral presentations as students shared information about their native homeland.

In that workshop, our outcome was to develop a lesson plan we would share with our group. First we learned the basic lesson plan model using INTRO as the introduction, THROUGH as the description of the activities and application which follows, and finally, BEYOND as the follow through activities.

One area that really resonated with me was a lesson to teach students how to interpret a text and put it into their own words. Many students in our classes have a variety of needs for services on our campus but are not aware of either location of these offices or what might be necessary to utilize the services. Have you ever experienced these problems? One group came up with a new spin on the scavenger hunt. First, students would visit offices such as financial aid, EOPS, International Student Center, Counseling, and Admissions. Students visiting these offices would collect a document, ask a question, and share the response with the class. Once they returned to class they were asked discovery-type questions about the use of the offices and what information was available. Finally, the process involved moving from the basic information to deciphering what the individual documents held and eventually putting the information in their own words. I really like the way the whole plan was explained and could easily see the crossover to my classroom setting.

We also had a session on Cultural Diversity. One tool I learned was the need to properly pronounce each person's original name. Too many times students provide an Americanized version of their name to avoid listening to a mangled pronunciation. Research has shown it's the best to call students by their true name.

A program from Washington State involved

The logo for the Ventura County Federation of College Teachers features the organization's name in a stylized, cursive font. The text is arranged in two lines, with 'Ventura County' on the top line and 'Federation of College Teachers' on the bottom line. The letters are interconnected and have a slightly shadowed or 3D effect.

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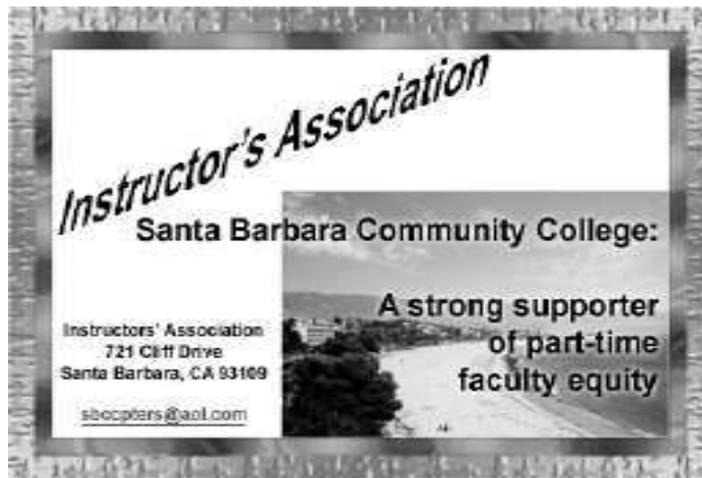
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the integration of non-credit classes with Basic Skills instruction, leading the students to earn a certificate for a particular trade while learning English at the same time rather than requiring the students to spend months or years learning English before they begin to prepare for the world of work. In Washington, students are able to attend class with two instructors: a content expert and an ESL teacher. This allows for contextualized language learning and gives students the language they require to succeed not only in school but on the job. Both instructors also monitor and tutor students to aid their comprehension outside class. Students who completed these courses were shown to receive higher wages on entry level assignments and were more likely to return for further education than regular students. Courses covered everything from woodworking to nursing assistants, prison guards, and potential employees for the Department of Water and Power. Similar programs have been used in California from Laney College up north and to Los Angeles Valley College and Trade Tech in the south.

On the final day we did the presentations from our breakout sessions on developing a lesson plan. Afterwards, we met with people from our region to plan on how we were going to implement this new information at our own schools. The conference was completed with a lunch. It was there I pondered how I could get a speaker from one of the service areas into my class. Drive and determination were critical. I returned from school and contacted the Financial Aid Office, which was more than eager to provide someone to chat with my students. I, in turn, aided in the preparation of their talk. The next day, I had them speak to both my evening and morning classes. I shared my success with my department chair who informed me that the new EOPS director wanted to do the same. Once more, I contacted the office and they came to speak to my class the final day of the session. My students were all eager to learn and I was elated to make this possible.

There were many valuable lessons I learned on how to better serve our students. A valuable resource for everyone to check out is the Basic Skills website located at www.cbcsi.org, containing a wealth of valuable information. Another suggestion is to look into the workshops being held on your campus, as the faculty returning from the conference may offer training to their peers. Hopefully, there is at least one idea you can take from this article and use in your class immediately. Knowledge can only be attained by a strong desire to make things better. Make sure you attend the next Basic Skills workshop in your area, and you can apply these benefits to your students.

Rosalyn Kahn teaches at Santa Monica College and Los Angeles City College. She was FACCC's 2007 recipient of the Margaret Quan Advocate of the Year award.



About tenure...

For too many, it seems too hard to get and those who have it guard it jealously...and those who pay for it don't want any more of it, though they give it lip service. Where it blocks equity, isn't it perhaps time to call time on it.

Just leave classic tenure to be what it is. Turn our attention to a more equitable status that all can be hired to, that perhaps doesn't have the heavy layoff protection of classic tenure but does, after a much more normal probationary period, have job security

Frank Cosco, President, Vancouver Community College Faculty Association



Community College Association

The Advocacy Association for California's
Community College Faculty

Contact your local CCA Part-time Faculty Rep. for information on CTA benefits, CCA Membership, and the latest progress on part-time legislation!

Coastline College of the Desert Crafton Hills College Gavilan Golden West College Imperial College Lake Tahoe Long Beach Part-time MiraCosta Mt. San Antonio Napa Valley College Orange Coast College Rancho Santiago Rio Hondo Riverside San Bernardino Valley San Joaquin Delta Solano Southwestern Taft College	Barbara Price, Pres. Fergus Currie DeAnna Jensen, PT Rep Matt Johnston Sean Glumace, VP Mary Lofgren Mike Spina Vincent Riojas, Pres. Al Nyman, Pres. Ellen Straw Linda Mallett Barbara Price, Pres. Dave Hall, Pres. Lynette Nyaggah Mark Carpenter, PT Rep Bill Franklin, PT Rep Mary Little, PT Rep. Esther Pryor Carol Stuardo Jeff Ross- Pres.	barbara@coastcca.com Drtheatre@aol.com enginstr@aol.com mjohnston@gavilan.edu sglumace@gwc.cccd. mary.lofgren@imperial.edu spina@ltcc.edu vriojas@lbcc.edu lou3@cox.net estraw@mtsac.edu lmallett@napavalley.edu. bamp1234@sbeglobal.net chestnutdave@yahoo.com LNyaggah@riohondo.edu mark.carpenter@rcc.edu bfranklin@sbvc.edu msc615@pacbell.net esther.pryor@solano.edu cstuardo@swccd.edu jross@taftcollege.edu
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You may also contact the part-time faculty reps on the CCA Board of Directors:

Pamela Hanford, Northern PT Faculty Dir.; Shasta Fergus Currie, Southern PT Faculty Dir.; College of the Desert John Sullivan, District K; Riverside David Milroy, CCA Secretary; Southwestern Jim Weir, CCA Treasurer; Sierra Jessica Morris, District A	pamela.hanford@gmail.com union-guy@hotmail.com j_m_sullivan@yahoo.com dmilroy53@gmail.com jweir@sierracollege.edu jmorris@mendocino.edu
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CCA/CTA/NEA
 5959 Greenback Lane, Suite 430
 Citrus Heights, CA 95621
 Ph. 916-726-4207 FAX 916-726-4238
www.ccafa.org

Have YOU joined your union?

The only way part-time faculty members will get attention at the bargaining table is to have a strong union membership base. Join your union local today if you are not already a member.

CPFA thanks its sustaining institutional members:

Continuing Educators Faculty Association (CEFA), Rancho Santiago District

Mira Costa College Faculty Association

San Diego Adult Educators Local 4289

Santa Monica College Faculty Association

Ask your union local to join us as an institutional member!

EEOC sues San Francisco State for age discrimination

Last June, the Equal Employment Opportunity Commission sued San Francisco State University in federal court for age discrimination in the hiring of a 31-year old ABD as an assistant professor in black students, rejecting the application of 61-year old Lawford Goddard, with a Ph.D. from Stanford, who had been teaching for 30 years, 15 of them at San Francisco State.

The EEOC has historically been reluctant to intervene in faculty hiring and promotion in higher education. Cases of discrimination have been considered hard to prove due to the wide discretion generally afforded academic judgment in the matters of not only qualifications but suitability for a particular job. But this is the second such EEOC lawsuit in recent years, the

first being on behalf of Rosemary Crane, a 68-year old community college English instructor who taught part-time for 11 years at Wilbur Wright College in Chicago, during which time she was passed over four times for tenure-track jobs, the most recent being in 2004 when two positions were filled by 29 and 30 year olds. The college settled with Crane in 2007 for \$40,000 and the offer of a full-time ture-track job.

The EEOC has regional offices in California in Los Angeles, San Francisco, Oakland, San Jose, Fresno, and San Diego. Discrimination complaints may also be initiated through the California Department of Justice Civil Rights Enforcement Section in Sacramento.

California Part-time Faculty Association

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You are hereby authorized to deduct from each of my regular salary warrants the amount below for professional organization dues and transmit these deductions to the California Part-time Faculty Association, without further liability to the above named district. This authorization shall remain in effect until modified or revoked in writing by me or the California Part-time Faculty Association.

Low Income Membership: _____ \$3/month Regular Membership _____ \$5/month

Sustaining Membership: _____ \$10/month (please check one)

Signature (for payroll deduction): _____ SS # _____

COCAL - continued from page 1

consensus issue, at least among the CC's, to be part of widely supported legislation, like the 60% law? That was our first real win. What's next?

I was looking for indications of what should be next, and I found them. From the opening night speakers on, the Vancouver model of regularization was on the table. I went to a breakout the next day on "Strategies for Achieving Job Security," where Bob Samuels of UC-AFT explained their process of achieving what he termed "tenure lite," where, effectively, few instructors get fired, and when they do, only with good cause and due process. A professor from Southern Illinois talked about de facto tenure in their Vancouver-like process of regularization. There was even a later panel on "Tenure for Contingents," though this proved to be more a proposal than a reality. But clearly, job security was on the table.

Other breakouts covered a range of issue from local chapter organizing to health and retirement problems, lobbying and legislation, academic governance, unemployment insurance, and globalization and corporatization of the university. CPFA, CCA, AFT, NEA, and AAUP all held association meetings, old acquaintances were renewed, friendships and professional connections rekindled, and generally a good time and a good vibe was had by all. We all left energized, filled with a refined sense of purpose.

It's not a futile struggle anymore. We're finally getting someplace. And even more importantly, we finally know where we're going. It's called regularization, and we're setting a course to get there.