

Cap on part-time load could be lifted

-- Robert Yoshioka and Peg McCormack

The State Assembly's unanimous passage of AB 591 - a bill that would raise the percentage of a full-time load that part-time faculty can teach from 60% to 67% - was a stunning victory for NTTTE's around California. AB 591 is currently in the Senate Education Committee, and we are hopeful that this bill will be taken up by the full Senate in June.

Since AB 591 comes with no fiscal consequences it should not encounter any resistance passing through the upper house and across the Governor's desk for his signature. AB 1916 (Portantino) - a bill that substantially mirrors AB 591, is currently in the Assembly Appropriations Committee. AB 1916 has become a "spot" bill for Assemblymember Portantino, which could be used at some future date for other purposes. We understand that FACCC is planning to make a "friendly" amendment to AB 591 raising the workload ceiling from 67% to 70% in order to accommodate districts who operate under the quarter system, and there may be an amendment to protect existing bargaining units.

A re-entry student's perspective: Charlotte Lotts and Pamela Hanford

In a recent article in *Chronicle of Higher Education*, Charlotte Lotts described her experiences as a Ph.D.-holding professional taking community college classes. Describing herself as a "ravenous Pac-man" who devours community college credits for "practical knowledge and skills," she describes instructors who seem obsessed with roll-taking and tests, engaging in practices that tend to "focus on grades and classroom conduct, and to issue rules that encourage uniformity." These practices, she laments, "groom students to be obedient workers and followers rather than executives and leaders."

She describes instructors who "go overboard in trying to control students' behavior in the classroom" as exhibiting a "nun with the ruler syndrome."

CPFA News has asked Dr. Lotts and CPFA's central regional representative Pamela Hanford to engage in a dialogue about their perspectives on the community college classroom.

Q: Since the community colleges utilize a large number of part-time temporary faculty in teaching the core "critical thinking" courses such as English composition and philosophy, we wonder if a tendency to reward 'obedient workers' as opposed to those who question authority is a phenomenon that occurs more often in technical skills classes than in more traditional academic classes. What does your experience tell you about such differences in pedagogical practices among different disciplines?

Background

Sometime back in 2006, Peg was on a conference call with executive members of the California Part-Time Faculty Association (CPFA) talking about the demise of SB 847, the bill that CPFA had sponsored to raise the cap on Part-Time teachers to 80%. Because she had worked in the legislature for years, she knew how difficult it was to get any legislation passed, and knew that having a legislative advocate in Sacramento was imperative if any legislation was to prevail. It was my contention that SB 847 had failed because we had not done what sponsors of bills usually do - spend a lot of time in the Capitol.

She was challenged by another board member who said, "O.K., if you want to beat your head against a wall, and challenge the California Federation of Teachers, be my guest." She said, "Challenge accepted, but instead of 80%, let's go whole hog, and ask for a 100%!" That was the genesis of AB 591.

We decided to go beat our heads against the wall and traveled repeatedly to Sacramento in the early days of the legislative session of 2007. On February

Laws: I would assume there are rules imposed upon community college (CC) instructors that are inimical to creativity and to fostering student accountability. This may be due to perception (or reality) that CC students need more structure or that a high percentage of students must pass the program at all costs (i.e. in order to receive state funding). Perhaps the rules have to do with a perception about CC teachers.

The high percentage of part-time instructors at CCs may be a reason for certain failings in the classroom. Policy-makers may be uneasy about the teaching ability of part-timers; and therefore create mounds of rules as a safeguard. Crippling uniformity and "the death of common sense" may result. In addition, some CC teachers may see the restrictive regulations and "level playing field" attitude as a virtue and pass it on to their students.

I have not found any differences between core "critical thinking" classes and technical classes with respect to the level of creativity permitted in the classroom or the tendency to "reward obedient workers." For example, my CC philosophy class required little more than secretarial skills. It was 90 percent note taking and 10 percent memorization for tests. The only positive thing I can say is that the tests were essay, rather than filling in those annoying bubbles, but they allowed for nothing more than a spitting back the teacher's words. Theories were never discussed or analyzed.

My experience in university philosophy classes has been radically different. I have a BA, Master's Degree

Conversation - continued on p. 6

New salary data now available:

Chris Storer's annual analysis comparing part-time to full-time faculty salaries in the CCCs, with guide to acronyms p 4-5

21, 2007, we introduced the first draft of Assembly Bill 591 providing full benefits, 100% parity, right for full-time employment, and, oh yes, a new name for "part-time" faculty, Non-Tenure Track Temporary Employees, or NTTTE's. After a number of technical amendments, the bill went to the Policy Committee of Post Secondary Education with a solid list of supporters - California Part-Time Faculty Association, (CPFA) Communication Workers of America (CWA), California Teacher's Association-Community College Association (CTA-CCA), and the California Faculty Association (CFA). As expected, the California Federation of Teachers (CFT-AFT), and the Community College League opposed the bill. A strong showing of teachers, most from Butte College, showed up at the hearing, and the bill squeaked out by one vote.

The bill was then assigned to the fiscal committee, or Committee on Appropriations. Knowing that the equal pay provision in the bill would require fiscal analysis, Assemblyman Dymally decided to turn the bill into a two year bill. The bill was taken off what was called the "suspense" file, and held in committee.

AB 591 - continued on p. 3

Coalition of Contingent Academic Labor returns to California:

August 8-10 COCAL VIII, San Diego State University, info at www.cocal-ca.org



Editor's report: a 10-year retrospective

-- Sandra Baringer

In 1998, some part-time community college instructors had a long meeting at a campground called El Chorro on the California coast between Santa Maria and San Luis Obispo. They were faculty members from across the state who had been discussing the problems of getting some political clout with the Chancellor, the legislature, and their respective unions on an email listserve, and a relatively new technological development back in those ancient times. The listserve had been set up by FACCC – Faculty Association of California Community Colleges – a nonunion-affiliated professional association and advocacy group.

Many of the people involved were from independent unions: Margaret Quan from the Contra Costa district; Lantz Simpson and Gloria Heller from Santa Monica; Chris Storer, Emily Strauss, Mary Anne Ifft, and Elaine Anderson from Foothill-De Anza.

Lin Fraser taught in both CTA and CFT-represented units at Sierra and Los Rios districts. Dave Bush taught in CWA and CTA-represented units at Butte and Shasta. Therese Gray, at that time, taught in the Coast district, where part-timers over 50% FTE are in a CFT affiliate and those under 50% FTE are in a CTA affiliate. Jackie Simon taught for various districts in San Diego County. Mary Jo Anhalt travelled from Bakersfield, where part-time faculty had no union representation until the CTA bargaining unit finally admitted them into its ranks in summer of 2007.

Local agitators Robert Yoshioka, Ralph Sutter, and Debbie Brasket were trying to organize a part-time faculty union nearby at Allan Hancock College in Santa Maria. I was teaching part-time at Palomar College in north San Diego County, where Mira Costa part-timers had just organized their own union. I was trying to figure out how to do the same thing at Palomar.

Contrary to urban legend, only six of us actually slept in tents at this historic meeting: guess which six and win a prize at the tenth-year conference at Santa Monica on May 3.

Two months after El Chorro, we met at a park near Bakersfield, drafted a constitution, and elected an executive council. A growing group met in parks for the following two annual meetings: a weekend retreat in Big Bear in 1999 (where we did *not* sing “kum-bay-ya”) and a return to El Chorro in 2000.

One rationale for the rustic locales of our early meetings was the marginalization of part-time faculty from institutional space. At a time when few community colleges granted even communal office space for their part-time instructors to meet with students, and when few part-time faculty bargaining units existed, part-timers were not acculturated to demanding meeting space at the institutions at which they taught. That has changed. Last year, we met at Butte College and were welcomed by one

of the college administrators. This year, we meet for the second time at Santa Monica College.

Within months of the Big Bear retreat, AFT set up an organizing office in Fullerton. Linda Cushing, a part-time art instructor in north Orange County soon to become a national AFT organizer, would never have to sleep in a dormitory bunk again. Supported by that Fullerton office, part-time faculty created their own bargaining units at the North Orange, Citrus, Santa Clarita, and Victor Valley community college districts. They joined with full-time faculty in creating new wall-to-wall units in two districts where faculty unions had never existed: Palomar and Cerritos.

CPFA members were instrumental in the Action 2000 petition drive which led to AB 420 and the part-time salary equity fund. CPFA hosted the Coalition of Contingent Academic Labor conference in San Jose in 2001, bringing in union organizers and activist from across the United States and Canada.

Part-time faculty may not have achieved equal pay in the ten years since CPFA was born, but they are no longer a force to be ignored. Part-timers sit on negotiating teams and hold influential offices in their unions, both at the local and statewide level. Their unions pay for their travel expenses to attend CPFA events so they don't have to sleep in tents! To see which districts have advanced the most in terms of salary equity, health insurance, and office hour pay for part-time faculty, see our centerfold chart.

Of the fifteen people that I remember from that initial meeting, fewer than half are still teaching part-time in community colleges. Three have retired. At least three eventually obtained full-time jobs in one of the districts where they taught, and one of those – Lantz Simpson – is now president of the Santa Monica union representing both full-time and part-time faculty.

Emily Strauss, ESL instructor and our first director of administration, moved to China to teach English there. Debbie Brasket, first editor of *CPFA News*, eventually took a higher paying nonteaching job in the private sector. I finished my Ph.D. at UC Riverside and obtained a lecturer position there that, though non-tenure-track, pays far better than my former part-time assignments at Palomar.

Jackie Simon continues to teach, but also holds an elected position on the Mira Costa College Board of Trustees. Dave Bush went to Princeton Theological Seminary and then moved to Louisville, Kentucky; he still teaches part-time in California over the internet. Chris Storer, CPFA's founding chair, remains active with AAUP and still teaches philosophy at De Anza College.

Others remain and continue the struggle. Only a few of the current CPFA executive council members – Robert Yoshioka, myself, and Lantz Simpson in ex officio capacity – attended that initial El Chorro meeting. There is always room for new leadership, particularly younger leadership. We hope to see many of you at COCAL VIII in San Diego, August 8-10.

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

Executive Council, CPFA

Executive Council Chair: David Milroy
 French; Grossmont, Mira Costa, & Southwestern Colleges
 (858) 569-8435; dmilroy53@gmail.com
 Director of Finance: John Martin
 History; Shasta & Butte Colleges
 jmartin@shastacollege.edu
 Director of Administration: vacant
 Director of Membership: Chris Coyle
 sharks1900@gmail.com
 Legislative Analyst: Robert Yoshioka
 Independent scholar
 rby2oz@impulse.net
 Director of Publications: Sandra Baringer
 English; UC Riverside
 sbaringer@gmail.com
 Director of Public Relations: Martin Goldstein
 Communications; Santa Monica College
 goldstein_martin@smc.edu
 Director of Communications: Matt Johnston
 Art; Gavilan College
 mjohnston@gavilan.edu
 Northern Regional Representative: Donna Frankel
 Dance, Foothill & Mission Colleges
 donna@dancingcruises.com
 Central Regional Representative: Pamela Hanford
 English, Shasta College
 pamelahanford@charter.net
 Southern Regional Representative: vacant
 Greater Los Angeles Regional Representative: Millie Drake
 LA Trade Tech
 Spanish; milliear@juno.com
 Ex Office: Lantz Simpson
 English; Santa Monica College; simpson_lantz@smc.edu

Publication and Circulation : CPFA ProNews is published twice a year: fall and spring semesters. Circulation: 55,000. Distributed statewide to faculty, administrators, and district board members at all California community college campuses.

Editorial Staff:

Editor: Sandra Baringer
 Distribution Manager: David Milroy
 Technical assistant: Joseph Schwartz

Opinions expressed herein are those of the authors and not necessarily the opinions of CPFA except as specifically stated to be CPFA positions.

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.

To Advertise:

Send your ad to: sbaringer@gmail.com or David Milroy (858) 569-8435 (dmilroy53@gmail.com).
 CPFA News is published in the fall and spring semesters. Contact CPFA; 2118 Wilshire Blvd. Los Angeles, CA 90403.

AB 591 - continued from p. 1

Over winter break, we spent a lot of time in Sacramento and realized that there was no chance that the bill would come out of the Appropriations committee in January unless all the items that cost money came out of the bill. On January 7th, we amended the bill and eliminated the 60% cap completely, allowing NTTTE's to teach a 100% load, but with none of the benefits of the original bill.

We were immediately besieged with letters and visits from the California Federation of Teachers. Most of the complaints about the bill centered on the fact that these "part-timers" would not have benefits or parity. No matter how much we countered that NTTTE's currently had none of these items, the CFT would not budge. Further, the CFT insisted that the language would eliminate collective bargaining. Unfortunately, the California Faculty Association agreed. This, if true, was not intended, and we asked for their help to correct any language that harmed collective bargaining. They refused to do so as long as the bill continued to call for a lifting of the 60% cap.

The bill was taken out of the Appropriations committee and sent directly to the floor. The heat on Assemblyman Dymally increased. While the Communication Workers of America came to help,

wrote strong language for a floor alert, and personally called legislators, the CFT went to Assemblyman Dymally's Achilles heel: the Los Angeles Labor Federation. Assemblyman Dymally, and several candidates he is backing in various Los Angeles races, was seeking early endorsements for the primaries. The CFT was able to block such endorsements, and the labor contributions that went with the endorsements. Unfortunately, the CWA was convening a conference in Hawaii and could not counter this attack.

As the vote loomed closer, Yoshioka and instructors from Butte and Redding pounded the floor explaining the bill and its impact. Anyone who was lobbied supported the bill, but most Democrats said they would be reluctant to support the bill without support from CFT.

On Wednesday, January 23rd, Mr. Dymally pulled all the parties together in his office to discuss AB 591. Because seating was limited, I had asked that anyone attending bring only one other person. Unfortunately, CFT brought five people, crowding into the small room early, and in addition to them, CFA and FACCC showed up in opposition. The NTTTE's included CWA, CPFA, and CCA.

There was little discussion, the opposition hammered away at the fact that AB 591 was anti-

labor, eliminated collective bargaining, and created an oppressed class of teachers. Although the NTTTE's were eloquent in their rebuttal, by meeting's end, it was clear that Mr. Dymally was not interested in carrying AB 591 any longer. He told the people gathered that AB 591 was the "right thing to do", but he did not have the votes, and so, with a wave of his hand, he announced that he was pulling AB 591 and left the room.

After the meeting, the representatives of CWA, CCA, CPFA, and CFA gathered to decompress. At about 3 pm, they decided to re-write the bill and drop the cap to 67%, a position that CFT had previously proposed, but had not brought up in the meeting. A delegation of NTTTE's went in to speak with Mr. Dymally, and was successful in pressing their case. AB 591 rose from the ashes through the combined hard work of representatives from CWA, CCA, CPFA and CFA. With Assemblyman Dymally's approval, the bill was amended, and on Tuesday, January 29, 2008, the bill was voted 66-0 out of the Assembly.

Now, the bill is in the Senate awaiting hearing in the Senate Education Committee.

One thing is clear. There is a lot more work to do, and we look forward to the next moves. Nobody knows what the future holds, but we can be sure that this fight is long from being over.

Book review:**Bousquet describes administrations' decades long attack on contingent faculty**

How the University Works: Higher Education and the Low-Wage Nation

- Mark Bousquet, with foreword by Cary Nelson
New York University Press: New York, 2008

-- Gregory Zobel

If you have ever felt that college administrators were waging a class war against contingent academic laborers, then reading *How the University Works (HTUW)* will light your fuse. Author Marc Bousquet does not waste time hurling epithets, offering empty accusations, or bemoaning the poor and oppressed state of contingent academic laborers. Instead, Bousquet exposes, critiques, and analyzes some academic administrations' unethical methodologies in a series of well-researched and documented essays.

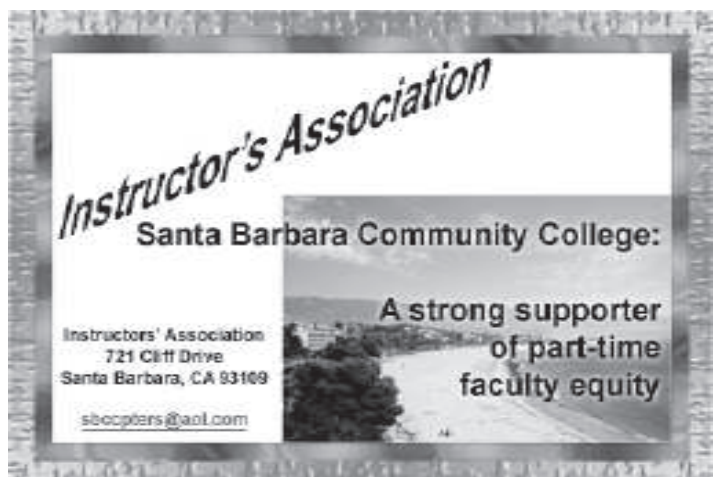
Bousquet's text does many things—too many for any single review to cover—but it has two critical points for adjuncts. First, Bousquet shreds the dismal, disempowering, and mesmerizing job market myth. Administrations use the job market myth to justify poor working conditions, worse pay, and no benefits for adjuncts. Don't believe the hype: there is no job shortage; administrations are fragmenting full-time positions into part-time gigs. With clear, coherent, and devastating depth, Chapter 6 of *How the University Works* — "The Rhetoric of 'Job Market' and the Reality of the Academic Labor System" — drives this point home. This piece alone is worth the book's price.

I apply Bousquet's analysis on a daily basis when I speak to colleagues about adjuncting, benefits, pay, and job searches. His analysis has the potential to shift perspectives and paradigms on higher education. With enough adjuncts reading, thinking, and applying these ideas via collective action to the job market and workplace, contingent academic labor could stir up—if not shake—some foundations. This is not hyperbole. Once we believe the myth of the job market, many of us are willing to take abuse, lower pay, and a lack of benefits just to have a chance at a tenured position. This is an organized scam to get adjuncts to accept lower pay while administrations gut their tenured lines. It is vital to remember administrations' goal: increase adjuncts and decrease tenure.

If an adjunct accepts the job market myth, Bousquet's second point seems even more dismal: the pressure, the performance, and the extraction we experience every day on the job is not an accident. It is intentional. As Bousquet details in "The Faculty Organize, But Management Expects Solidarity"—Chapter 3 of *HTUW*—this pressure is the result of the Toyotist management strategy where the goal is to ever increase the pressure on workers so production remains high. The end

result: your managers, your bosses, are not going to ease up. Bousquet takes the reader step by step through the evolution of this ever-more-effective extractive system. Pressure can only increase because it is foundational to their management philosophy. What happens when you've been squeezed to a pulp? NYU administrator Ann Marcus' attitude sums this up best: "We need people we can abuse, exploit and turn loose" (quoted in Bousquet).

While Bousquet does not use the phrase, his analysis and discussion clearly depict a highly organized class war against adjuncts and faculty by administrations and the individuals who run them. Higher education is where it is not because of accident, chance, or budget shortfalls—higher education is where it is because of a long-term management strategy designed to crush organized labor unions, fracture academic laborers into various strata so they fight among themselves, and centralize financial, curricular, and policy controls in administration. So far, administration is doing pretty well. The struggle is not over. *How the University Works* provides brilliant and essential analysis that erases any doubt that adjuncts are the targets of class war. By clarifying this point and elucidating administrations' strategies, it will be far easier for adjuncts to organize, identify clear targets for action, and stake our claims for good pay, professional conditions, and great benefits.



The Chancellor's Office still does not report on the additional stipends in those district who pay office hours separately from salary, so this makes some of the compensation data not totally comparable. For example, in my case, my salary would be about 11-12% more were office hour pay figured in. For Foothill-De Anza, this would mean an average salary of about \$95.00/hr which might shove us up to 3rd place, depending on how the other districts accounted for office hours.

The gap continues to close (remarkably in some districts) but gets worse in a few (the negative %s in column 16). There are more holes in the data for the negotiated parity amounts because many districts failed to get their reports in to Sacramento. The number of participants in the Office Hour and Health Care programs continues to increase, and there have been a few new districts added to these lists.

Please report any errors on union affiliations to Sandra Baringer, CPFA News editor. Errors in the data itself should be reported to your union, your governing board, and the Chancellor's office.

— Chris Storer, part-time philosophy instructor, De Anza College; former CPFA Chair

2007 T Salary % T Mean Sal Column 13	2007 OvLd Sal % FT Mean Sal Column 14	2007-2000 Dif OvLd % FT Ave. Salary Column 15	2007-2000 Dif PT % FT Ave. Salary Column 16
43.26%	43.51%	2.08%	5.74%
84.43%	72.41%	27.00%	41.04%
73.83%	43.26%	4.01%	28.85%
56.08%	80.86%	13.26%	12.95%
57.67%	50.72%	-1.60%	8.27%
55.00%	43.37%	-7.00%	5.78%
49.13%	49.79%	9.76%	11.44%
50.43%	57.49%	2.97%	2.91%
49.54%	36.09%	-0.60%	13.43%
49.38%	61.84%	3.61%	5.06%
50.20%	52.67%	7.94%	0.53%
34.89%	0.00%		2.08%
47.15%	56.71%	4.91%	3.57%
42.85%	33.91%	-4.02%	-1.25%
41.67%	39.28%	1.19%	7.85%
53.09%	49.84%	5.05%	3.78%
46.05%	48.08%		16.48%
47.25%	51.61%	-2.95%	-0.13%
42.94%	53.60%		2.42%
37.44%	40.26%	5.07%	4.74%
42.01%	47.05%	8.09%	7.16%
40.12%	51.22%	0.86%	6.39%
39.85%	41.65%	1.72%	1.73%
38.71%	42.40%	0.25%	1.30%
45.61%	48.40%	5.84%	5.57%
40.54%	0.00%		2.04%
36.13%	47.37%	-1.45%	-0.14%
36.34%	37.34%	-1.22%	-1.19%
37.38%	35.79%	-2.45%	0.93%
43.97%	51.46%	2.96%	4.99%
55.01%	57.49%	18.25%	18.50%
34.03%	37.96%	-0.47%	-4.23%
37.92%	52.29%	-3.15%	3.75%
45.13%	52.04%	6.70%	8.40%
36.46%	30.09%	-4.04%	3.01%
36.72%	38.76%	8.38%	7.59%
37.15%	42.88%	10.19%	4.60%
34.03%	54.00%	11.45%	3.25%
38.45%	46.83%	9.07%	0.97%
37.92%	43.99%	-3.75%	
36.67%	41.60%	-1.45%	3.28%
34.64%	34.64%	1.73%	
32.83%	38.35%	-0.57%	1.54%
34.58%	35.53%	8.21%	8.94%
33.71%	35.40%		
33.37%	45.17%	-7.21%	0.27%
34.89%	41.81%	7.98%	3.75%
38.77%	44.12%	1.47%	2.65%
33.88%	35.92%	-1.79%	-0.97%
33.60%	41.32%	2.37%	0.15%
34.90%	34.54%	-0.82%	1.48%
34.68%	35.20%	11.37%	11.28%
30.82%	30.22%		-1.27%
31.88%	35.17%	2.35%	-0.46%
28.31%	34.55%	-5.40%	2.36%
33.57%	38.04%	5.67%	4.28%
28.05%	24.99%		1.01%
24.75%	28.10%	-3.17%	-4.02%
29.53%	31.38%	-6.20%	-1.73%
32.22%	34.93%	5.02%	9.16%
36.11%	34.51%	2.99%	7.87%
30.06%	33.46%	3.38%	-0.12%
34.01%	40.28%	0.55%	0.47%
30.04%	40.41%	8.63%	-3.93%
30.35%			-2.44%
30.95%			-6.51%
30.97%	34.15%	-5.55%	1.98%
32.26%	33.60%	1.55%	0.20%
26.55%	27.71%	-4.16%	-4.23%
28.16%	37.24%		-3.31%
21.32%	25.10%		

61.88% 12.98%

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 of the California Teachers Association of the National Education Association. A union.
- CCC/CFT/AFT** - Community College Council of the California Federation of Teachers of the American Federation of Teachers. A union.
- CCCI** - 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.

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.



Representing faculty and classified workers in public and private schools and colleges, early childhood through higher education.

Marty Hittelman President Dennis Smith Secretary Treasurer Laura Rico Senior Vice President

A conversation - continued from page 1

and Doctorate in Philosophy, so have taken numerous courses in the subject (and as recently as 2005). Debate and analysis are standard practice, and so-called radical views (of which I have many) are discussed along with the more traditional ones.

Overall, I would say that some CC teachers are better than others in fostering creativity. The tendency to question authority is probably less related to subject matter than teacher.

Hanford: In certain disciplines (nursing - welding), it behooves students to be "obedient workers." There are few situations in the medical field where a student who questions authority will make headway or succeed. Likewise, we really can't have students holding arc welders and running amok. Such disciplines need instructors who are able to keep the ranks lined up, paying attention, and following the rules.

In other disciplines, the differences in pedagogical style are really far-ranging. The study of law is one area where "thinking outside the box" and viewing a problem from a different angle can garner positive results. In fact, if every attorney had the "obedient worker" mentality, few would foster new and interesting defense or prosecution positions. I've had university professors who ran their English literature classes like well-oiled and finely tuned machines and others who chaired round-table discussions which might move in many unexpected, uncharted directions.

This looser pedagogical style is possible in lower division courses when all members of the class are engaged and productive, and practically impossible in classrooms containing immature or disruptive students. It is unfortunate that one bad apple can spoil the entire class, but I've seen it happen. It's very sad when everyone (including the instructor) heaves a collective sigh of relief when habitual disrupters are absent and the group may instead focus on the business of learning. For this reason I have on several occasions asked certain students to drop my class. And they did.

Q: One part-time English instructor has recounted a recent experience with a student who routinely arrives at 8am for a 7am class and then demands that the instructor fill him in on what he missed. When the instructor advised him that the college does not pay her to hold office hours, he threatened to sue the college. To what extent do you think part-time instructors who

are paid only for actual classroom hours, with no pay for preparation, grading, or outside consultation with students, should be available to students outside of scheduled classroom hours?

Laws: This student clearly has no respect for the school or the teacher. He has the idea that the system owes him an education and that he has no responsibilities in return.

Unfortunately, this entitlement attitude is rampant in society. Teachers should not accommodate bullies, nor should they be required to provide office hours when they are not being paid for them.

The accessibility and low cost of CCs create a double-edged sword. On the one hand, CCs make education convenient and affordable. On the other, low tuition may be one reason for depressed teacher salaries and may possibly contribute to a general lack of respect for a CC education. Some people do not value a commodity unless it accompanied by a sizable price tag and unless it is perceived as exclusive. I remember feeling honored when I was accepted into a doctoral program at the University of Southern California. I was not about to go astray because I felt lucky to be accepted, and I was going into debt for the experience.

I took a typing class at a CC years ago, but had to leave in the middle of the semester to begin a Master's program. I was grateful for what I had learned about typing, but admittedly did not value typing as much as post-graduate work. My typing teacher was offended when I told her I had to quit. She threatened me with an F and tried to convince me to postpone the Master's program until later. I felt it was appropriate for me to devalue typing in this situation and inappropriate for her to try to convince me to alter my plans. It seemed as though she wanted to maintain some sort of classroom attendance quota. Otherwise, why would she badger me to do what was clearly against my best interest?

Hanford: Actually, I think it would be delightful if that student sued the college, even if he appears to be a rude and ungrateful fellow. Part-time instructors grade papers and prepare for classes out of the goodness of their hearts, not because community colleges compensate them for doing so. It is true that many students show up with an "entitlement" mentality, and to some extent they should. They are "entitled" to learn from an instructor for a certain number of hours in a classroom (or online). And they are obligated to complete a certain number of assignments, for which they are entitled to receive grades. And, if they

have problems or questions, they are entitled to visit an instructor in an office space and have those questions answered, those problems resolved.

However, if a student in classroom A was fortunate enough to register (by accident, since there is no indication in the catalog) for a class taught by a full-time instructor, that student will find the instructor on campus, in his office or in his classroom for approximately 28 hours out of the week. The rest of the time that instructor might be dashing out for shared governance meetings, but is still around. Instructor A is also paid to prepare for class, to grade papers, and for professional development in his field, all of which enhance the classroom experience of student A.

Unfortunately, the student in classroom B signed up (by accident, since there is no indication in the catalog) for a class taught by a part-time instructor. Student B may, if he's lucky, find Instructor B on campus for one office hour per week, if that campus has agreed to provide that office hour. Some campuses do not do so, while some provide as few as 4 office hours for the entire semester. One would think that student B, since he has paid the same fees as student A would be entitled to exactly the same service. Certainly, his presence in the classroom brings exactly the same amount of state money to the college to pay for these services, but because of his uninformed choice, he will not receive them. Nor will he have an instructor who is paid to grade his papers, paid to prepare to teach the class, nor paid for professional development — all of which detract from the classroom experience of student B. Further, that college district not only refuses to provide that service to that student for which it is amply paid, the district insists the instructor NEGOTIATE that service on behalf of the student at the bargaining table.

I can almost hear the voice of James Earl Jones in my ears: "People will sue, Pamela. People will most definitely sue." I'm sitting on my bleachers here in my field of dreams, just waiting for that one student (with a lawyer father?) to turn this system upside down and make that dream come true.

Q: Community college administrations and oversight groups have been attempting to design accountability measures with the goal of increasing completion of degree rates and transfer rates to four-year colleges. Should administrations be more attentive to the differing interests and needs of more mature, non-degree-seeking candidates?

Laws: Huge emphasis should not be placed on the completion of degrees or transfer rates. American education in general and CCs in particular are misguided in this area. Many students believe education is just an unpleasant hurdle and that the only aim is to pass the test or acquire the degree. The objective should be to learn.

CCs should help students attain a genuine enthusiasm for the subject matter and nudge them to take it to the next level on their own. Whenever possible, it should be about cross-disciplinary context and big picture thinking.

Administrators and teachers should not cater to anyone in particular, regardless of whether it is mature, non-degree seeking candidates or those just out of high school. "Catering" also contributes to the aforementioned entitlement attitude. Teachers should have a significant degree of freedom to design their classes as they see fit. Students may drop out of the system initially when they see the hurdles are higher or unfamiliar, but I believe they will eventually gain a respect for the CC system and enter with a greater level of commitment.

Hanford: Administrators and oversight groups should at the very minimum separate out data from non-degree-seeking candidates, whether or not they are "more mature." It is the inclusion of their numbers in the overall statistics that have skewed, somewhat, the completion and transfer rates which appear to be lower than expected. Closer attention also needs to be paid to the outcomes in institutions where part-time faculty are over-used. Studies

Ventura County Federation of College Teachers

AFT, Local 1828, AFL-CIO

A leader in better working conditions and rights for part-time faculty

Leading the way in closing the pay equity gap

(805) 650-8035
www.aft1828.com

have shown that as the percentage of part-time faculty increases, the completion and transfer rates decrease.

This can be creatively interpreted, but the fact remains – these students have fewer face to face meetings with their instructors. Their instructors are busy driving from institution to institution to make a living. Their instructors are teaching while ill because they have no health insurance. Their instructors are teaching long past retirement age because they HAVE no retirement. These are the issues we must deal with if we're really concerned about degree completion and transfer rates.

Q: The rehiring of non-tenure-track instructors is overwhelmingly dependent on student evaluations. How do you see classroom practices being affected by this?

Laws: I have not noticed teachers altering classroom behavior, grading or course content in order to attain favorable student evaluations.

However, student evaluations of teachers are wholly untrustworthy, and should not be used for hiring strategies. Many students believe the instructor will see their answers, so they fabricate their evaluations. Even when a final grade has been recorded, students may worry that they will be taking a future class with the same teacher or that others in the department will find out about a negative evaluation and hold it against them. Students may also find it difficult to give a teacher a bad mark when it seems like he or she tried to do a good job. I usually give teachers fairly high marks regardless of their teaching abilities. I can't bear the notion of making them feel bad.

It might make more sense to ask students who have finished at a school to think back and rank the best teachers and classes. If a student remembers a former class or teacher in a favorable light, it would be meaningful.

Hanford: In situations where instructors have no seniority and no re-hire rights, and particularly when instructors are very new, it is likely this insecurity affects classroom practices. In my first assignment I was given an orientation handbook which suggested we call students at home if they'd been absent a few times, to encourage them to come back. The tone of this convinced me that I would be judged by how many students actually finished my class. It also played in the back of my mind as I dealt with disruptive students instead of just jettisoning them out of the classroom.

However, in districts where the Ed Code is followed and part-time instructors have peer evaluators once every three years, there is some security even if there are no re-hire rights (provided those peer evaluations are positive). Even though I work in a district that refuses to negotiate seniority or re-hire rights, I felt secure in the classroom after that first year, even before the peer evaluation. At that time our department chairs were fellow faculty, and my colleagues always supported me in matters of classroom discipline. Now, as administrations everywhere become more and more top-heavy, we have deans instead of department chairs, and this is a relationship that can be one that is less collaborative and more adversarial. Even so, the adjunct instructor who has gained some experience, support, and good peer reviews should not be overly-influenced by student evaluations.

Dr. Laws suggests we ask students who have finished at a school to rank teachers and classes. Perhaps our best example of this was a student who became successful in business, and in later life sent a gift of a Porsche to his former instructor, who taught, by the way, part-time.

Q: Many students in community college classrooms these days are actually still in high school. Others, though high school graduates, may lack goals or motivation, or expect to be able to coast through classes in the same way they did in high school, minus the Saturday detention for absenteeism. Other recent high school graduates, of course, are highly motivated and diligent. How can instructors, especially instructors with no job security, best balance the learning styles of variously-motivated teenagers with those of more mature students?

Laws: Teachers should stop worrying about “balancing learning styles” and simply teach the class as they think it should be taught. Instructors at four-year universities get a reputation for a particular teaching style, and students make schedule choices based upon that information. Why should it be any different at CCs? Prior to registering for classes, it would be helpful if students had access to course syllabi.

I do not think the CC system should be an extended high school or educational safety net. Students who lack the desire or motivation to be in college should not be there at all. The system currently seems to be designed to prop up CC students. It bends over backwards to make sure uncommitted students can make the grade with minimal effort. It's all backwards. The teachers and school should offer information. If a student wants to learn, let him. If he doesn't, cut him loose. Someday when he's ready, he may return. That's what I did.

Maybe the CC system could explore a tutor, mentor or advisor program. It works well in American graduate schools and in colleges in Great Britain. The tutor, mentor or advisor could be a more advanced student with the same major—even possibly from a nearby four-year university—who gets points for acting in this role. When a student has to meet with someone on a weekly or monthly basis and explain what he or she has done, the student is more likely to be held accountable. The more mature students would probably opt out of the mentor program, but some might decide to act as mentors for younger or less experienced students.


Hanford: In my experience, the high school “undergrads” are highly motivated to succeed. They often sit in the classroom with unmotivated high school graduates who

have simply moved on to a “bigger” high school with no idea of where they're going or what they're doing. In fact, some of my favorite students are these extra-motivated high school students, along with the older returning students who have a degree in their sights. These are people who know where they're going and what they have to do to get there, and they're willing to do what it takes.

And, we have the occasional retired senior citizen who is just taking classes for fun. In my last on campus semester, I had an elderly retired attorney. For the first few weeks, other students were wary of her because she liked to debate me on sometimes minor issues. I tended to enjoy these exchanges, because I believed they demonstrated for my students the value of learned and courteous discourse. But more interesting – after a few weeks, this elderly student had acquired a small contingent of student “groupies.” It was clear to them that she was valuable in peer review, and a real firecracker at doing online research.

I believe the best way to balance the “learning styles of variously motivated” students is to engage them all, and mostly to allow them to interact with and learn from one another.

Ask your union how many part-timers it will be sending to COCAL VIII. Early registration deadline is June 15.



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	Barbara Price, Pres.	barbara@coastcca.com
College of the Desert	Fergus Currie	Drtheatre@aol.com
Crafton Hills College	DeAnna Jensen, PT Rep	enginstr@aol.com
Gavilan	Matt Johnston	mjohnston@gavilan.edu
Golden West College	Sean Glumace, VP	sglumace@gwc.cccd.
Imperial College	Mary Lofgren	mary.lofgren@imperial.edu
Lake Tahoe	Mike Spina	spina@ltec.edu
Long Beach Part-time	Vincent Riojas, Pres.	vriojas@lbcc.edu
Mendocino College	Jessica Morris, Pres.	jmorris@mendocino.edu
MiraCosta	Al Nyman, Pres.	lou3@cox.net
Mt. San Antonio	Ellen Straw	estraw@mtsac.edu
Napa Valley College	Linda Mallett	lmallett@napavalley.edu.
Orange Coast College	Barbara Price, Pres.	bamp1234@sbcglobal.net
Rancho Santiago	Dave Hall, Pres.	chestnutdave@yahoo.com
Rio Hondo	Lynette Nyaggah	LNyaggah@riohondo.edu
Riverside	Mark Carpenter, PT Rep	mark.carpenter@rcc.edu
San Bernardino Valley	Bill Franklin, PT Rep	bfranklin@sbvc.edu
San Joaquin Delta	Mary Little, PT Rep.	mssc615@pacbell.net
Shasta	Pamela Hanford	phanford@shastacollege.edu.
Sierra	Jim Weir, PT Rep.	jim@rst-engr.com
Solano	Esther Pryor	esther.pryor@solano.edu
Southwestern	Carol Stuardo	estuardo@swccd.edu
Taft College	Jeff Ross- Pres.	jross@taftcollege.edu

You may also contact the part-time faculty on the CCA Board of Directors:

Pamela Hanford, PT Faculty Director	pamelahanford@charter.net
John Sullivan, District J	j_m_sullivan@yahoo.com
David Milroy, District M & CCA Interim Sec.	dmilroy@san.rr.com
Jim Weir, District E & CCA Treasurer	jim@rst-engr.com
Jessica Morris, District A	jmorris@mendocino.edu

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 Associaton

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

Filing for unemployment compensation over summer break

-- Dave Hall, CEFA

Teachers who are part-time faculty in the community college system and do not have other employment may be eligible for unemployment benefits between semesters.

File for benefits immediately after the last class taught for each semester.

First, go to www.edd.ca.gov to access relevant information regarding filing of unemployment claims. Time is of the utmost importance. Missing deadlines will mean denials of claims.

When filing for unemployment you will need to provide the address of your employer. The District headquarters is the address that should be given to EDD representatives. This address. Do not provide your local school site's address or supervisor's name- this will only confuse the process and may lead to inaccurate information be given to EDD representatives and a consequent denial of claims.

Ask your local union for advice as to the District Human Resources name that should be given to EDD

FACCC now offering Delta Dental plan to part-timers

Details:

www.cccbenefts.com/dental.htm

or call Scott Lucas at (800) 552-6427.

You can also contact Natalie Devlin at FACCC for more information - (916) 447-8555.

representatives. It needs to be someone who understands the definition of "reasonable assurance of employment" and that as a temporary community college instructor, you do not have such assurance between academic terms. If you cannot determine a specific name give the name of the head of Human Resources in your district. Local department chairs and other employees are not usually aware of the Cervisi decision or EDD law as they pertain to part-time temporary faculty filing for unemployment benefits.

If you are asked if you are a union member and you are, then inform your EDD representative that this is the case. However, it is important to note that your union does not look for work for you.

Keep a copy of your assignment letter for the following semester, if you have one, and refer to the paragraph at the bottom of the page that declares that your assignment is contingent upon enrollment numbers and other factors. This is evidence that you do not have reasonable assurance of going back to work the following semester per the Cervisi decision.

For more information, go to www.cdfa.org and click on the link entitled "Unemployment Benefits-Your Rights and Responsibilities"; also, www.faccc.org and follow the "Part-time Faculty" link where you will find the "EDD Letter to FACCC," "Part-time Eligible for Unemployment Insurance," and the "American Federation of Teachers 2121 Briefing on EDD for Part-time Faculty."

Finally, and this is vitally important, do NOT attempt to claim benefits during the week of FLEX activities prior to the beginning of classes, whether or not you attend any of the activities. If you claim benefits for FLEX week and receive benefits and the District then informs EDD that you had the opportunity to work FLEX week and you did not, you may be fined and denied EDD benefits for a lengthy period of time as a result.

Thanks to decades of right-wing propaganda and left-wing self-caricature, the public is generally hostile to humanities professors, whom they regard as hypocritical, pampered elitists spouting unintelligible jargon, instead of as middle-aged mothers with ongoing student-loan payments who teach remedial composition at three colleges for \$20,000 a year.

-- Thomas H. Benton, April 4, 2008
Chronicle of Higher Education

**California Part-time Faculty Association
MEMBERSHIP APPLICATION OR RENEWAL**

Please print legibly

Name _____

Home phone _____ Email address _____

Address _____

College/district _____ Department _____

Application date: _____ Renewal? (Y or N) _____

Select either payment by check or payroll deduction.

NOTE: Districts with CPFA payroll deduction are:

Butte, Cabrillo, Contra Costa, Foothill-DeAnza, Glendale, Grossmont-Cuyamaca, Mira Costa, Palomar, Riverside, Santa Monica, Shasta, Solano, Southwestern, and West Kern.

Contact CPFA for help setting up payroll deduction at your college.

With either payment option, mail the entire application to:

CPFA Membership
2118 Wilshire Boulevard, PMB 392
Santa Monica, CA 90403

Visit our website at www.cdfa.org. Questions? Contact Chris Coyle, sharks1900@gmail.com

PAYMENT BY CHECK: Please make check payable to "CPFA"

Annual Membership: ___ \$30 Low Income ___ \$50 Regular ___ Sustaining \$100

(please choose the category you can afford)

Annual Student Membership: ___ \$10

Annual Institutional ___ \$250-499 ___ Sustaining \$500

Business Organizational Status IRS 501 C (6)

PAYROLL DEDUCTION AUTHORIZATION:

To: _____ Community College District:

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 # _____