

# CPFA NEWS

Serving 45,257 Non-tenure Track Faculty in the California Community Colleges

Volume 11/Number 2 Spring 2010

## Job security legislation introduced for part-time faculty

-- Sandra Baringer

On February 10, AB 1807, a bill that would mandate reemployment preference rights for part-time community college faculty, was introduced in the California assembly. Under this bill, part-time instructors who have taught at least a 20% load (ordinarily, one course) for three years would be placed on a reemployment preference list for future class assignments equivalent to the course load they taught the previous semester.

CPFA has been working on the principles and language of such a bill for a year and a half, and the introduction of this bill marks an unprecedented

achievement in coalition advocacy by part-time community college faculty members. As the CPFA Executive Council refined its goals and language for a job security bill last spring, the CFT Part-time Committee was doing the same thing. Ultimately, a coalition team of part-time faculty officers and committee members from CPFA, CFT, CCA/CTA, CWA, and FACCC worked out a version upon which their respective organizations could agree, obtained the support of assembly members Fiona Ma (principal co-author), Paul Fong, and Pedro Nava, and Fong and Nava introduced the bill.

*Job security bill cont. on p. 4*

### Inside this edition:

<b>Chair report</b>	<b>p.2</b>
<b>Full text of AB 1807</b>	<b>p. 4</b>
<b>Professional associations: why join</b>	<b>p.5</b>
<b>Contingent Academic Labor: a bibliography</b>	<b>p. 5</b>
<b>Ballot initiatives update</b>	<b>p. 8</b>
<b>Events calendar</b>	<b>p. 8</b>

## College Education, NOT! The growing privatized online instruction industry

-- Robert Yoshioka

Have you ever thought to yourself, "What would it be like to teach at one of those schools like ITT, or Phoenix University?" You know the ones I mean: the ones that seem to occupy slick, modern office buildings with easy freeway access and high visibility from the road. Surely the thought must have crossed your mind to someday look into teaching opportunities at one of these schools, or maybe while surfing the web, you have come across banner advertisements, touting their online and onsite courses? Study anything from cosmetology to computer programming, office management to phlebotomy or graphic design to criminal justice: what a wide range of subjects! The advertisements urge potential students enroll in order to prepare themselves for exciting, highly paid and secure jobs. So, what's behind the hype, and how does one become a part of the teaching faculty at these "schools?"

At a time when the economy is in a tailspin, when part time teaching assignments in community college districts seem to be drying up, the one area in Higher Education that continues to grow is the so-called "career colleges and universities." These for-profit businesses say that they not only serve students wishing to be trained, but they also provide services to businesses seeking to "maximize employee and organizational performance." Examples of these institutions include Kaplan University, La Verne University, Anthem Educational Group, Grand Canyon University, and Capella University Online.

While many of these "schools" maintain small (and lean) local outlets with limited course offerings, their

main focus is providing "professional and career" education online via the internet. Lest one forget that these organizations are "For-Profit" entrepreneurial operations, cursory examination of their "course schedules" would typically reveal a tightly focused curriculum with little or none of the depth and breadth that characterizes full service publicly funded colleges. They are not required, nor do they strive, to duplicate the fullness of public higher education. While the largest "education companies" routinely maintain small local and regional campuses, their focus is on providing new student and employee training, and this

format brings with it challenges for administrators, part-time staff and adjunct faculty. In fact, if these "edu-entrepreneurial" companies had to rely on face-to-face teaching, they would not be as popular or as profitable.

So, where does this leave the novice "professional and career" educators who are thinking about transitioning from NTT (non-tenure-track) jobs with the community colleges to working as adjunct faculty for one of these "education companies?" Maybe with another temporary "fix" to their wage situation, but

*Online instruction industry- cont. on p. 6*

## De facto vs. de jure: analysis of the CCC part-time salary data

-- Sandra Baringer

Every year when the salary chart is printed in *CPFA News*, a few people complain that the part-time salary data is not accurate for their particular districts. There are several reasons for problems with this data. One is inaccurate reporting by the districts, but the primary reason for the difference between appearance and reality on the salary chart is the difficulty of reflecting the whole range and implementation of various local salary scales in numbers that simply report average (mean) pay. Another important reason is that office hour pay, for historical and accounting reasons, is not included in the average salaries reported by most districts.

Averages vary based not only on any given pay

rate, but also on the number of steps and ranges in the salary schedule. There is still at least one district that pays ALL part-time faculty the same hourly rate for credit instruction, with no variations for degrees held or length of service (Imperial Valley College: \$55/hr credit, \$38/hr noncredit). Or, the rare district may pay all part-timers on one column regardless of level of education, as at Mt. San Jacinto College: starting at \$42.734 per hour (yes, they are paying in tenths of a cent!), advancing to \$44.819 per hour after 3 years, and then to a whopping \$46.904 per hour after 6 years.

In most districts, however, such insulting salary scales are no longer the case. Consequently, the average salary overall for a district's part-time faculty

*Salary data analysis - cont. on p. 7*

## Chair report: AB 1807 -- a history lesson

-- John Martin

By now, most of our members have been informed of our new legislation, AB 1807, which is before legislators in Sacramento. The passage of this bill will give NTTEs (Non-Tenure Track Employees) across the state more job security within the California community college system. This historical change to the Ed Code will be the most extraordinary improvement for part-time faculty since the passage of AB 591 (the 67% law).

When the number 1807 was given to this bill in February, I immediately made a historical connection. As an instructor of American history, I realized that the year 1807 was a time when this country and Great Britain began their respective journeys back to humanity by taking the first steps to halt the largest forced migration in world history: the international slave system. Tragically, this global system was considered a way of life by the dominate American/European culture. In fact, it was seen as a necessity for economic growth, and furthermore, it was part of the perceived yet perverted need for "human progress."

In March of 1807, the U.S. Congress (and later Great Britain) outlawed international slave trading. Congress passed its act to "prohibit the importation of slaves into any port or place within the jurisdiction of the United States...from any foreign kingdom, place, or country" (this wouldn't take effect until 1 January 1808). While both countries continued to support their internal slave societies for decades to come, these acts and the political awareness as well as the moral implications that came with them, had effect on the public's consciousness. African slavery was eventually put to rest decades later. The British colonies eliminated the practice by 1833, but almost a million lives were lost during the American Civil War before the 13th Amendment was finally ratified on December 6th 1865 (there were still 9 states left to complete this process, including California).



These two landmark events in 1807 gave hope for those who opposed slavery as they gave further impetus to overturn slavery itself. It was a first step to do away a system that exploited the expendable "at will" laborers. In the same way, AB 1807 will not only give us hope, and in the meantime provide greater job stability, but will give us and CPFA the necessary momentum to further alter an outmoded system that still exploits its tens of thousands of "at will employees" within California's community college system.

Are the historical events of 1807 a metaphor for our issue here? I think so. Will the passage of AB 1807 give us what we need? Time will only tell. Will local bargaining units and administrators find ways to circumvent this new change? We hope not. Is it a start for real changes for NTTEs to achieve more equality and respect from our peers and our administrators? I hope so. And finally, will this begin a new era for NTTEs? Yes!

Go to our website for the AB 1087 language and the updates on the legislative process: [www.cdfa.org](http://www.cdfa.org).

## 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 all California community colleges. Send your letters, ideas and articles to [sbaringer@gmail.com](mailto:sbaringer@gmail.com).

--Sandra Baringer, CPFA News Editor

### Executive Council, CPFA

Executive Council Chair: John Martin

History; Shasta & Butte Colleges  
(888)-345-1154; [jmartincpfa@gmail.com](mailto:jmartincpfa@gmail.com)

Director of Finance: David Donica

Business & Comp. Science, College of the Siskiyous  
[donica.siskiyous@gmail.com](mailto:donica.siskiyous@gmail.com)

Director of Communications: Pamela Hanford

Independent Scholar  
[pamela.hanford@gmail.com](mailto:pamela.hanford@gmail.com)

Director of Administration: Donna Frankel

Dance, Foothill & Mission Colleges  
[donna@dancingcruises.com](mailto:donna@dancingcruises.com)

Director of Membership: Chris Coyle

[sharks1900@gmail.com](mailto:sharks1900@gmail.com)

Legislative Analyst: Robert Yoshioka

Independent scholar  
[rby2oz@impulse.net](mailto:rby2oz@impulse.net)

Director of Publications: Sandra Baringer

Univ. Writing Program; UC Riverside  
[sbaringer@gmail.com](mailto:sbaringer@gmail.com)

Director of Public Relations: Joan Merriam

Communications; SierraCollege  
[jcm@foothill.net](mailto:jcm@foothill.net)

Central Regional Representative: Andre Sims

Physical Education, Sierra College  
[dojopa@gmail.com](mailto:dojopa@gmail.com)

Northern Regional Representative: Eric Strayer

Sociology; Hartnell College  
[ericstrayer@pinxit.com](mailto:ericstrayer@pinxit.com)

Southern Regional Representative: David Milroy

French; Grossmont College  
(858) 569-8435; [dmilroy53@gmail.com](mailto:dmilroy53@gmail.com)

Greater LA Regional Representative: Mike Dixon

English, Ventura & Santa Monica Colleges  
[myk15@verizon.net](mailto:myk15@verizon.net)

Ex Officio: Lantz Simpson

English; Santa Monica College  
[simpson\\_lantz@smc.edu](mailto:simpson_lantz@smc.edu)

**Publication and Circulation:** CPFA ProNews is published

twice a year: fall and spring semesters. Circulation: 51,000. Distributed statewide to faculty, administrators, and district board members at all California community college campuses.

### Editorial Staff:

Editor: Sandra Baringer

Distribution Manager: David Milroy

**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:

Contact Sandra Baringer ([sbaringer@gmail.com](mailto:sbaringer@gmail.com)) or David Milroy ([dmilroy53@gmail.com](mailto:dmilroy53@gmail.com)).

### Membership Information:

E-mail Chris Coyle ([sharks1900@gmail.com](mailto:sharks1900@gmail.com)) or write to CPFA; 2118 Wilshire Blvd. PMB 392; Santa Monica, CA 90403.

## Finally, a place at the table: Chancellor's office establishes part-time faculty advisory committee

-- Robert Yoshioka

It has been 10 years since the passage of AB 420. Since that time NTTE's (non-tenure-track employees) have made significant advances in improving our working conditions, but one of the things that has eluded us has been our regularized presence at CoFO (Council of Faculty Organizations, Consultation Council, and the Board of Governors. Simply put, we NTTE's, some 40,000+ strong, are the only group of "players" in the California Community College System who are not represented, except, of course, as a "sub-committee," or "afterthought" within the context of full-time faculty controlled unions and interest groups. It should, therefore, come as no surprise that several activists and NTTE advocates have been casting about for vehicle to carry our concerns forward to all other stakeholders within the statewide governance structure of the CCC's.

On November 25, 2009, we learned that Jack Scott, the newly appointed Chancellor of the CCC's, was slated to attend a regularly scheduled meeting of the Chancellor's EEO & Diversity Advisory Committee on December 15, 2009 in Sacramento. His appearance was significant because we had been trying, so far unsuccessfully, to meet with Chancellor Scott to propose the creation of The Chancellor's Part Time Faculty Advisory Committee.

On December 15, immediately after Chancellor Scott delivered a speech lauding the work of the EEO

& Diversity Advisory Committee, Robert Yoshioka and David Milroy were able to speak privately with Chancellor Scott, at which time they "pitched" the need for a Part Time Faculty Advisory Committee. After about 15 minutes, Scott accepted our written proposal, along with letters of support from various organizations including CWA, CCA and CPFA, and indicated that he would study our proposal.

You can imagine our surprise when almost one month later, on January 14, 2010, we received an email from Vice Chancellor Morgan Lynn who wanted to schedule a meeting at our earliest convenience to discuss the formation of the Chancellor's Part Time Faculty Advisory Committee. That meeting was scheduled for January 19, 2010, and was held at the Chancellor's offices in Sacramento.

Vice Chancellor Lynn began that meeting by stating that Chancellor Scott, in consultation with members of his staff, had decided to create the Part Time Faculty Advisory Committee! Needless to say, the NTTE's in attendance were excited by this development and the assembled, including Vice Chancellor Barry Russell, spent the rest of the meeting reviewing the committee's mission, membership, governance and potential projects that might be undertaken by such a committee.

One of the most important things that will flow from this committee will be NTTE's ability to formally and legitimately attend CoFO meetings, participate in Consultation and have the ability to make presentations

### People are saying...

*But our willingness, or need, to take underpaid work also makes us an army of scabs, guaranteeing there will be fewer full-time jobs, and turning the teaching profession into a hobby for retirees or the bored spouses of those who already bring home a living wage.*

- Jaime O'Neill, "Army of Scabs: A Retired Teacher Realizes He's Ripping Himself Off." Sacramento News & Review, 11/5/09

*"Now is the time to eliminate courses that are primarily avocational," Chancellor Jack Scott said at a community college convention in November. "It is not our job to provide physical exercise for adults who don't want to pay the fees to join an athletic club or provide a course for those who want to learn quilting."*

-- Laurel Rosenhall, "Community Colleges Rethink Mission as Budgets Tighten." Sacramento Bee 2/9/10

before the BOG. At last, we will have a vehicle to carry forward items on OUR (NTTE's) agenda, rather than having to have our issues dealt with second hand by proxy. We will, at last, be able to make representations on our own behalf to other systemwide stakeholders and have some reasonable assurance that our voices and concerns will be regularly heard.

One of the problems facing us is our ability to field NTTE's for this committee to regularly attend CoFO, Consultation, and the BOG. Anyone wishing (and able) to volunteer and participate in this ongoing effort is urged to contact Robert Yoshioka (rby20z@impulse.net), David Milroy (dmilroy53@gmail.com), or John Martin (jmartincpfa@gmail.com) to work on this important committee.

# CFT

## is the voice for adjunct faculty in California.

### Adjuncts elected to the CFT Community College Council

Mike Dixon	Ventura County Federation of College Teachers
John Govsky	Cabrillo College Federation of Teachers
Mehri Hagar	Los Angeles College Faculty Guild
Carmen Roman-Murray	San Francisco Community College Federation of Teachers

### Members of the CFT Part-Time Committee

Phyllis Eckler, Chair	Glendale College Guild <a href="mailto:peckler@glendale.edu">peckler@glendale.edu</a>
Sandy Baringer	UC-AFT Riverside <a href="mailto:sandra.baringer@aft1966.org">sandra.baringer@aft1966.org</a>
Mike Dixon	Ventura County Federation of College Teachers <a href="mailto:myk15@verizon.net">myk15@verizon.net</a>
Lisa Chaddock	AFT Guild-San Diego and Grossmont-Cuyamca Colleges <a href="mailto:lisachaddock@yahoo.com">lisachaddock@yahoo.com</a>
Mona Field	Southern Vice President, Community College Council <a href="mailto:mfield@glendale.edu">mfield@glendale.edu</a>
Liz Gersten	Victor Valley Part-Time Faculty United <a href="mailto:balloonlizard@verizon.net">balloonlizard@verizon.net</a>
John Govsky	Cabrillo College Federation of Teachers <a href="mailto:john@teacherjohn.com">john@teacherjohn.com</a>
Mehri Hagar	Ventura County Federation of College Teachers <a href="mailto:mhagar@qnet.com">mhagar@qnet.com</a>
Kathy Holland	Los Angeles College Faculty Guild <a href="mailto:kdholland2002@yahoo.com">kdholland2002@yahoo.com</a>
Deborah Kaye	Los Angeles College Faculty Guild <a href="mailto:debkaye@pacbell.net">debkaye@pacbell.net</a>
Kimberly Keenan	San Francisco Community College Federation of Teachers <a href="mailto:kkeenan@ccsf.edu">kkeenan@ccsf.edu</a>
Neal Kelsey	Coast Federation of Classified Employees <a href="mailto:nealkelsey@yahoo.com">nealkelsey@yahoo.com</a>
Jose Mungray	AFT College Staff Guild-Los Angeles
Carmen Roman-Murray	San Francisco Community College Federation of Teachers <a href="mailto:croman@ccsf.edu">croman@ccsf.edu</a>
Sam Russo	Adjunct Faculty United, North Orange Colleges <a href="mailto:srusso@adfacunited.org">srusso@adfacunited.org</a>
Dan Salamone	Yuba College Federation of Teachers <a href="mailto:belldan@succeed.net">belldan@succeed.net</a>
Jory Segal	San Jose/Evergreen Faculty Association <a href="mailto:jory.segal@evc.edu">jory.segal@evc.edu</a>
Blake Thomas	Oxnard Federation of Teachers & School Employees <a href="mailto:blake.thomas@ouhsd.k12.ca.us">blake.thomas@ouhsd.k12.ca.us</a>
Mary Van Ginkle	AFT College Staff Guild-Los Angeles <a href="mailto:vanginm@email.laccd.edu">vanginm@email.laccd.edu</a>
Peter Virgadamo	Part-Time Faculty United at College of the Canyons <a href="mailto:pete_virgadamo@yahoo.com">pete_virgadamo@yahoo.com</a>

California Federation  
of Teachers

AFT, AFL-CIO

A Union of Professionals



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

# AB 1807: the complete text

BILL NUMBER: AB 1807 INTRODUCED  
 INTRODUCED BY Assembly Members Fong and Nava  
 (Principal coauthor: Assembly Member Ma)  
 FEBRUARY 10, 2010  
 An act to amend Section 87482.5 of the Education Code, relating to community colleges.

## LEGISLATIVE COUNSEL'S DIGEST

AB 1807, as introduced, Fong, California Community Colleges: temporary employees.

Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law authorizes the establishment of community college districts under the administration of community college governing boards, and authorizes these districts to provide instruction at community college campuses throughout the state.

Existing law requires that a person employed to teach adult or community college classes for not more than 67% of the hours per week considered a full-time assignment for regular employees having comparable duties, excluding substitute service, be classified as a temporary employee.

This bill would require a community college district to place the name of a temporary employee employed under those provisions, who meets specified requirements, on a reemployment preference list. The bill would provide a temporary employee on that list with specified rights of first refusal to a teaching assignment in his or her faculty service area, as defined.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 87482.5 of the Education Code is amended to read:

87482.5. (a) Notwithstanding any other law, a person who is employed to teach adult or community college classes for not more than 67 percent of the hours per week considered a full-time assignment for regular employees having comparable duties shall be classified as a temporary employee, and shall not become a contract employee under Section 87604. ~~If the provisions of this section are in conflict with the terms of a collective bargaining agreement in effect on or before January 1, 2009, the provisions of this section shall govern the employees subject to that agreement upon the expiration of the agreement.~~

(b) Service as a substitute on a day-to-day basis by persons employed under this section shall not be used for purposes of calculating eligibility for contract or regular status.

(c) (1) Service in professional ancillary activities by persons employed under this section, including, but not necessarily limited to, governance, staff development, grant writing, and advising student organizations, shall not be used for purposes of calculating eligibility for contract or regular status unless otherwise provided for in a collective bargaining agreement applicable to a person employed under this section.

(2) This subdivision ~~may~~ shall not be construed to affect the requirements of subdivision (d) of Section 84362.

(d) (1) A district shall place on a reemployment preference list for each faculty service area, as defined by Section 87743.1, the name of each temporary employee subject to this section who meets all of the following criteria:

(A) Completion of six semesters or nine quarters of employment at a community college within the period of the six most recent academic years of employment at the community college. Subject to the terms of a local collective bargaining agreement, this minimum term may be a lesser number of semesters or quarters.

(B) Has no break in service exceeding 24 consecutive months within the period of the six most recent academic years of employment at the community college. Subject to the terms of a local collective bargaining agreement, the maximum break in service may be a greater number of consecutive months.

(C) Has at least one assignment per term of employment within a faculty service area, at a minimum of 20 percent of a full-time load or the equivalent thereof.

(D) The employee's most recent evaluation of performance was satisfactory, or the employee is in good standing under the terms of the applicable local collective bargaining agreement.

(2) For purposes of placing employee names on the reemployment preference list, the list shall be prioritized based on the earliest date of hire. Subject to the terms of a local collective bargaining agreement, this priority may, instead, be based on the number of semesters employed at a community college district or other professional employment rankings. For purposes of ranking employees pursuant to this paragraph, the community college district shall utilize existing personnel documentation and practices.

(3) The district shall provide a temporary employee whose name appears on the list described in paragraph (1) with the right of first refusal to teach an assignment in the faculty service area, for any semester or quarter, that is equal to either the total number of hours or units assigned to the employee for the prior semester or quarter of employment or the number of hours or units set forth under the terms of the applicable local collective bargaining agreement. The employee shall have the right of first refusal to teach that assignment before any person who is ranked lower on the reemployment preference list or

whose name does not appear on that list, for as long as there is a need for the assignment for which the employee is qualified and as long as the employee's name remains on the list pursuant to this subdivision.

(4) If a reduction in course offerings, funding, or enrollment results in the suspension of employment of a temporary employee subject to this section, the employee's name shall remain on the list described in paragraph (1), and the employee shall continue to have the right of first refusal described in paragraph (3), for a period not exceeding two years after the last date on which the employee would have been eligible to be placed on the list. Subject to the terms of a local collective bargaining agreement, that period may be a greater number of years, semesters, or quarters.

(5) A determination as to the effect of an assessment of performance or good standing, course scheduling and assignment priority, a break in service, program needs and reductions, removal from the reemployment preference list and procedures for that removal, consideration for an increase in assignment, or any other matters affecting the reemployment preference under this subdivision, is subject to local collective bargaining agreements.

(6) Employment rights established by this subdivision shall not be construed as a reasonable assurance of reemployment for purposes of unemployment compensation eligibility between academic terms.

(7) Compliance with this subdivision may be addressed through local collective bargaining units, the Public Employment Relations Board, or any other appropriate governmental agency.

(e) (1) It is the intent of the Legislature that subdivision (d) should supplement, and not supplant, reemployment preference rights negotiated pursuant to local collective bargaining agreements in effect, or any other reemployment preference rights established at the local level, on or before January 1, 2011.

(2) If the provisions of this section are in conflict with the terms of a collective bargaining agreement in effect on or before January 1, 2011, the provisions of this section shall govern the employees subject to that agreement upon the expiration of the agreement.

## Job security bill - cont. from page 1

Attempts to legislate such job security rights have been made before, but unlike Scott Wildman's AB 420 in 1999 and Jackie Goldberg's AB 907 in 2001, where job security rights were tied to pro rata pay and other part-time faculty rights with budget impacts, this bill is revenue-neutral.

And unlike CPFA's attempts the past few years to get the cap on part-time load lifted from 60% to 80% or 100%, this bill appears to have the support of all the faculty unions. The position of community college administrators remains to be seen, but since this bill would provide for more orderly staffing of fluctuating course sections in times of economic uncertainty, it is hoped that the administrative organizations will not oppose it.

A growing number of community college districts have collective bargaining agreements which already contain some sort of rehire rights for part-time faculty, who are defined as "temporary" by 87482.5 of the California Education Code. Despite CPFA's recent victory in getting the cap on part-time course load lifted to 67% (a compromise from its attempts to get the load removed altogether), the "temporary" classification remains, by definition alone, the major obstacle to academic freedom, due process rights, and simple dignity for the growing number of long-term instructors teaching off the tenure track, i.e. without "regular" employee status under the Ed Code. This somewhat Orwellian "temporary" classification is a holdover from several decades ago when the classification was created with the original intent of utilizing temporary federal grant funds. But as Lantz Simpson wrote in his history of the 60% law in 2002, "administrators set out to crush the tenure system. They succeeded wildly. Within ten years there were 25,000 more temporary part-time faculty in the community colleges."

This job security bill makes reemployment subject to regular performance evaluations, but implements orderly expectations about future course assignments and carries with it due process rights for violation of the clear prescriptions of the law regarding placement and position on a reemployment preference list. Districts that already have greater reemployment protections for part-time faculty, for instance, right to a "full" load up to the 67% full-time-equivalent limit, will maintain those greater protections, but districts that have lesser or no reemployment protections will have to implement them.

The full text of the bill appears on this page. It is expected to be scheduled for hearing in the Assembly Higher Education Committee in March or April. Contact information for legislators can be found at [www.leginfo.ca.gov](http://www.leginfo.ca.gov).

CPFA encourages all part-time faculty to speak to their local boards of trustees in support of this bill to enlist the support of the statewide trustee organization, the Community College League.

## Professional associations: why you should join yours

-- Sandra Baringer

Many non-tenure-track instructors, due to heavy teaching loads, travel time between colleges and districts, and lack of adequate professional development support from their institutions, tend to lose touch with their professional associations after graduate school. But some professional associations are starting to become more welcoming to the growing body of non-tenure-track faculty members in their disciplines.

The Committee on the Academic Workforce (CAW), which describes itself on its website as “a group of higher education associations, disciplinary associations, and faculty organizations committed to addressing issues associated with deteriorating faculty working conditions and their effect on college and university students in the United States,” recently released an 10-page Issue Brief in February calling for “One Faculty Serving All Students” ([www.academicworkforce.org](http://www.academicworkforce.org)). This document, which has generated a lot of discussion among observers of higher education and its contingent labor force, is signed by fifteen prestigious associations including the American History Association, the American Philosophical Association, the Community College Humanities Association, the Modern Language Association, the Conference on College Composition and Communication, and Teachers of English to Speakers of Other Languages.

Maintaining membership in professional associations and occasionally attending conferences is not only important to maintaining currency in one’s field: it can be invigorating and empowering to break out of the isolated routine of NTT instruction to meet with others who are not only contributing to their professional disciplines but helping their professional associations recognize and respond to the particular issues involved with the growing size of the contingent faculty workforce. Maria Shine Stewart recently wrote an inspiring article for Inside Higher Education about such an experience at the latest Modern Language Association convention in Philadelphia in late December (“Afterglow from the MLA,” Feb. 5, 2010).

Another advantage to membership in one’s professional association is access to professional resources. The Modern Language Association is well-known for its MLA Bibliography, the leading research data base for literary scholars. But the MLA is trying to become more proactive on contingent labor issues as well with its recent establishment of a standing Committee on Contingent Labor in the Profession. This committee is currently constructing a bibliography wiki on contingent academic labor issues.

The following bibliography of book-length treatments on academic labor and related higher education issues, from the MLA wiki-in-progress, illustrates how much has been written on this topic in the past twenty years.



## Contingent Academic Labor: A Bibliography

- Baldwin, Roger G., and Jay L. Chronister. *Teaching without Tenure: Policies and Practices for a New Era*. Baltimore, MD: Johns Hopkins UP, 2002.
- Berry, Joe. *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*. New York: Monthly Review Press, 2005.
- Berube, Michael. *Employment of English: Theory, Jobs, and the Future of Literary Studies*. New York: NYU Press, 1997.
- Berube, Michael & Cary Nelson. *Higher Education Under Fire: Politics, Economics, and the Crisis of the Humanities*. New York: Routledge, 1994.
- Bousquet, Mark. *How the University Works: Higher Education and the Low-wage Nation*. New York: New York University Press, 2008.
- Cross, John G. and Edie N. Goldberg. *Off-Track Profs: Nontenured Teachers in Higher Education*. Cambridge: MIT Press, 2009.
- Donoghue, Frank. *The Last Professors: The Corporate University and the Fate of the Humanities*. New York: Fordham University Press, 2008.
- Dubson, Mark. *Ghosts in the Classroom: Stories of College Adjunct Faculty--and the Price We All Pay*. Boston: Camel's Back Books, 2001.
- Gappa, Judith., & David Leslie. *The Invisible Faculty: Improving the Status of Part-timers in Higher Education*. The Jossey-Bass higher and adult education series. San Francisco: Jossey-Bass, 1993.
- Herman, Deborah M., & Julie Schmid. *Cogs in the Classroom Factory: The Changing Identity of Academic Labor*. Westport, Conn: Praeger, 2003
- Johnson, Benjamin, Patrick Kavanagh & Kevin Mattson, Eds. *Steal This University: The Rise of the Corporate University and the Academic Labor Movement*. New York: Routledge, 2003.
- Krause, Monika et al. *The University against Itself: The NYU Strike and the Future of the Academic Workplace*. Philadelphia: Temple University Press, 2008.
- Martin, Randy, Ed. *Chalk Lines: The Politics of Work in the Managed University*. Durham, NC: Dume University Press, 1998.
- Nelson, Cary & Stephen Watt. *Academic Keywords: A Devil's Dictionary for Higher Education*. New York: Routledge, 1999.
- Nelson, Cary & Stephen Watt. *Office Hours: Activism and Change in the Academy*. New York: Routledge, 2004.
- Nelson, Cary. *No University is an Island: Saving Academic Freedom*. New York: NYU Press, 2009.
- Nelson, Cary. *Will Teach for Food: Academic Labor in Crisis*. Minneapolis: U. of Minnesota Press, 1997.
- Readings, Bill. *The University in Ruins*. Cambridge, Mass. : Harvard University Press, 1996.
- Schell, Eileen E. & Patricia L Stock. *Moving a Mountain : Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*. Urbana, Ill. : National Council of Teachers of English, 2001.
- Washburn, Jennifer. *University Inc: The Corporate Corruption of Higher Education*. Basic Books, 2005.

### CPFA members speak to Association of Community Association of Community College Trustees

At ACCT's national convention in San Francisco last October, CPFA activists Phyllis Eckler, Martin Goldstein, and Mona Field made a panel presentation entitled “**New Faculty Majority: Does Our Dependence on Adjunct Faculty Harm Educational Quality?**” The full outline with talking points from this presentation is posted on CPFA's website and is suitable for background use in preparing remarks to local boards of trustees.

## Education, NOT! - cont. from page 1

more likely with disappointment and, if it is possible, even more fatigue and frustration! Since the bulk of instruction in these “For Profit Institutions” takes place online, the prospective adjunct faculty needs, at the very least, to be comfortable and conversant with teaching courses in her specialty ONLINE.

But before delving into a discussion about the terms and conditions for adjunct employment, there is a larger issue here that needs to be discussed: the ramifications of working for an “education company.” In my search for information about adjunct employment, it has been almost impossible to find any school’s hiring policies, let alone their salary schedules. Persistence on the internet, however, yielded this link to DeVry University: (<http://devryinc.hrmdirect.com/employment/client/devryinc/ApplicantFAQ.htm>)

I assume that the terms and conditions for adjunct faculty employment are pretty much similar across the board. The long and the short of it are summarized in the FAQ section of this web page, and some of the salient points are listed below:

1. There seem to be two classes of faculty... adjunct and full time (sound familiar, boys and girls?). Adjuncts are responsible for monitoring individual online (and on-site) classes, they must handle discussions, keep grade books, and make sure that the “content” of each class is being presented in a timely fashion. Course Architects need Full Time Faculty (and I could not find hiring criteria for this class of employee) are designated as “content providers,” and never the twain shall meet. It is unclear to me where these individuals are housed, but it is a safe bet that these “Course Architects” are not routinely to be found in the small local outlets (campuses).

2. Adjunct faculty are considered INDEPENDENT CONTRACTORS, and as such, receive not only no health or pension benefits, but no tax withholding and no right to unemployment compensation. What they get paid for each course is what they get paid,

period...end of story. Adjuncts are subject to both student and administrative scrutiny and one can be let go without cause, with even the smallest mistake, or minor inadvertent modifications to the learning module being monitored would be subject to discipline and discharge with no appeal possible.

3. Salaries range from \$2,000.00 for a two unit class (\$1,000.00 per unit) to \$2,760.00 for a four unit class (\$690.00 per unit) You do the math.

4. Adjuncts are allowed to teach up to two classes per session – or no more than a total of 33 units per academic year of 3 – 15 week sessions.

5. I could find no reference to faculty advocacy groups (read here faculty unions), but this seems to be typical for organizations in this sector. One can be let go without cause, and one has no review process, nor does one have the protections of due process. In short, leaving the Community College System to teach in the “private sector, is like jumping from the frying pan into the fire. Is this something that you really want to contemplate doing?

6. And one final thing: When one is hired, one is paid a \$250.00 (one time only) training stipend at the successful completion of one’s first course. How’s that for an incentive?

With one student in four taking online courses in colleges and universities – including community colleges – across the country, the encroachment of For Profit Edu-business is forcing traditional colleges and universities to re-think the role of online education and its impact on the level and quality of instruction that is being offered today.

The reality of the job market and the exploitative nature of working for schools like DeVry should get us to review how we treat our NTTE’s and resolve to do a better job in terms of improving benefits and efforts at retention so that we will not consider leaving to take work elsewhere. The one thing that qualitatively differentiates the California community college

system as it applied to NTTE’s is our almost complete coverage by one or another union. Before leaving the fold it would be wise to consider the benefits of such an arrangement, and rather than leave, perhaps it is time to become involved in union activities in order to enhance and safeguard our rights and protections under the law.

The choice of work venue is yours to exercise. I would only caution some deliberation and forethought and maybe going to the following website to see what some people are saying about the likes of DeVry University: <http://www.ripoffreport.com/Devry-University/devry-university-sold-a-degree-CE435.htm>. Take heart, I believe that the worst is over, but then again most who know me know that I have always maintained that my glass was half full!

*The author invites comment and discussion of this article. He may be reached at [rby2oz@impulse.net](mailto:rby2oz@impulse.net).*

*Editor’s note: An article in eCampus News (Jan. 26, 2010) reports that “A recent analysis of existing online-learning research by the U.S. Department of Education revealed that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction. What’s more, students who took the class using a ‘blended,’ or hybrid, model of instruction performed best of all.” This study, however, most likely focused on online education offered by longer-standing accredited institutions who offer online education only as a supplement to an on-campus education with its accompanying curricular standards – and the hybrid model is rare among the newer online education enterprises.*

*Meanwhile, Kaplan University has announced a new partnership with the California Community Colleges. See Erica Perez’s article at [californiawatch.org/watchblog](http://californiawatch.org/watchblog): “One Class for the Price of Ten: Community Colleges Partner with Kaplan,” (Feb. 10, 2010).*



### No Prescription Drug Coverage?

Find the savings you need with **Keenan Saver Rx!**

**The Keenan Saver Rx Card is a free pharmacy discount card that lets you access prescription drugs at a significant discount. The card can be used by ANYONE with a valid prescription but is especially valuable for:**

- part-time employees
- friends and family members who are un-insured or under-insured
- retirees who have reached the Medicare “donut hole”
- employees with pharmacy benefits when purchasing any non-covered pharmaceuticals.

**The Keenan Saver Rx Card is:**

- **Entirely free.** It does not cost the card holder any money to obtain the card or benefit from the discount.
- **Accepted nationwide.** Over 58,000 pharmacies including most major chains accept the card.
- **Offering discounts of 5 – 40% on pharmaceuticals.** In addition, the card offers the best prices on the top 20 drugs in the industry.
- **Easy to use.** Just show your card to the pharmacist to obtain your discount. For any questions, the Customer Service Center is open 24 hours a day/7 days per week.

Keenan Saver Rx is administered by Envision Rx Options.

For information about Keenan Saver Rx and how to get your card to start saving on prescriptions today go to [www.facc.org](http://www.facc.org).

[www.keenan.com](http://www.keenan.com)

*Innovative Solutions. Enduring Principles.*

**Keenan**  
Associates

## Salary data analysis

- continued from page 1

instructors will depend on how much additional compensation instructors with more advanced degrees are getting via differential column placement, how many step increases are given for length of service, and the size of those step increases. And then there will be further variation in overall averages based on how long instructors tend to stay in the district. If many of the districts' departments operate like revolving doors, hiring moonlighting grad students for a few years and then booting most of them out the door as soon as they hit 30, for example, the average salary will be lower than the salary schedule might reflect.

So that is the *de facto* scenario that is the subject of analysis of the salary parity chart in the fall 2009 CPFA News (which can be viewed at [www.cdfa.org](http://www.cdfa.org)).

Then there is the *de jure* scenario. Several years ago, the Chancellor's office started requiring districts to define their parity goals with respect to part-time salary parity. This requirement is a corollary of the categorical parity funds that were first initiated ten years ago. The San Francisco district was the first to set a goal of 100% pay parity for part-time faculty, and remains a leader in achieving *de facto* as well as *de jure* pay parity. Other districts have defined parity in different ways. For example, the Cabrillo district in Santa Cruz defines 100% pay parity as follows:

13.1.2.1 The parties agree to the principle of equal pay for equal work regarding the salary schedules for adjunct faculty and full-time contract/regular faculty. The parity definition of adjunct salary is defined as 100% of that portion of a full-time faculty workload performed by an adjunct faculty member.

13.1.2.1.1 The parties agree to the following goals in this order: Goal (1) That Step 1 through Step 12 and all columns of the Adjunct/Overload Faculty Salary Schedule be calculated to equal no less than 60% of the Contract/Regular Faculty Salary Schedule, and the Academic Specialist Adjunct/Overload Salary Schedule equal no less than 80% of the Contract/Regular Faculty Salary Schedule (Appendix G.1 and G.2). Once Goal 1 has been achieved, then Goal (2) To equalize the Adjunct/Overload Faculty Salary Schedule and the Adjunct Academic Specialist/Overload Salary Schedule, up to and including Step 12, by bringing the Adjunct/Overload Faculty Salary Schedule up to 80% of the Contract/Regular Salary Schedule. Once Goal (2) has been achieved, then Goal (3) To negotiate an agreement which increases the steps for adjunct faculty beyond Step 12.

Thus, Cabrillo defines parity as first 60% of full-time pay for an equal amount of teaching time (goal 1), then as 80% of full-time pay for an equal amount of teaching time (goal 2). This reflects an apparent workload decision: that 20% of a full-time faculty member's pay represents service and administrative functions that part-time faculty are not required or expected to perform. Goal 3 of the Cabrillo contract indicates an intent to reward long-term part-time faculty with higher pay.

On the *de facto* pay parity chart, Cabrillo comes in as fourteenth, despite the fact that it was one of the first districts to make a genuine attempt to achieve equal pay for equal work. Whether the average salaries at Cabrillo start to come up over time, with expansion of step increases, remains to be seen.

A full analysis of how various districts are doing with pay parity goals is a complex endeavor which someone should undertake. One thing seems obvious, however: though the establishment of an office hour categorical fund was a good idea at the time, and has resulted in large numbers of students gaining access to part-time faculty members who would have had no such access ten years ago, compensation for office hours as a separate salary item makes accurate inter-district salary comparisons next to impossible.

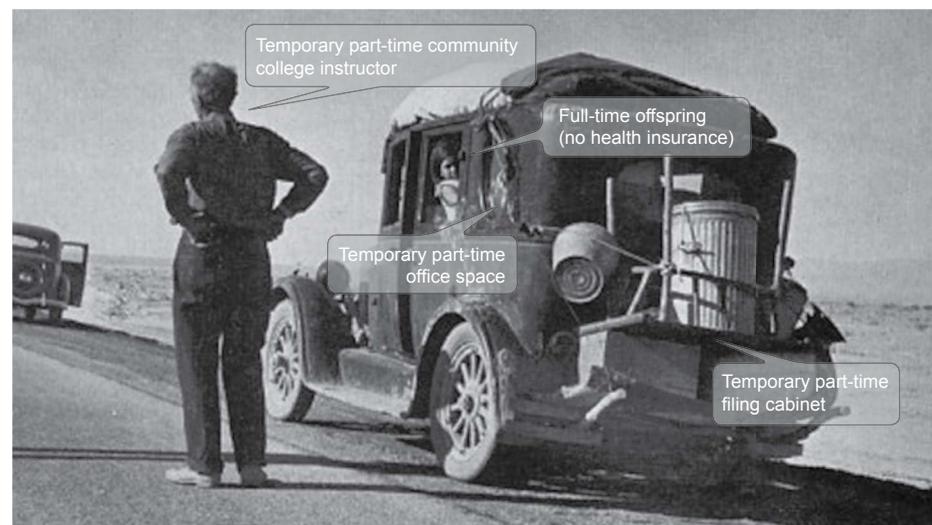
**There is a simple solution to this jigsaw puzzle: what we could call a "truth in salary" mandate.** Districts should be required to pay and report part-time faculty salaries as FTE (full-time equivalent) percentages. Enough of trying to figure out how many actual hours of work a \$42,734 classroom hour represents. To Joe the Plumber, that looks like a respectable rate of compensation, when we all know that it is not. Where full-time instructors are making \$80,000 per year, then an instructor teaching three 3-credit courses per semester should be making \$48,000 per year, because 9 credits is 60% of a full-time load.

Or, if a district decides that it neither wants nor expects its part-time faculty members to attend department meetings, help with committee and senate work, or otherwise pay any attention to what goes on there – *and* can demonstrate that full-time faculty actually spend 20% of their time doing that stuff -- it can set full pay parity at 80% FTE and pay that 60% FTE part-time instructor 60% of 80%: \$38,400 per year.

In the course of conversion to an FTE pay system, districts and their unions need to agree on what reasonable office hours are, and then pay for them as part of the salary. Such an arrangement should not interfere with districts'

**Salary data analysis - cont. on p. 8**

## How is Your Journey on the Contingent Faculty Road?



**Join your CCA Colleagues at the  
CCA Spring Conference & W.H.O. Awards  
at the Rio All Suites Hotel in Las Vegas  
Friday-Sunday, April 23-25, 2010  
see [www.cca4me.org](http://www.cca4me.org) for details!**

**Contact your local CCA Part-time faculty representative for information on CTA benefits, CCA membership, and the latest progress on part-time legislation!**

CCA Campus	CCA Representative	Email
Coast College	Barbara Price	barbara@coastcca.com
Crafton Hills College	DeAnna Jensen	enginstr@aol.com
Desert, College of the	Fergus Currie	drtheatre@dc.rr.com
Gavilan College	Matt Johnston	mjohnston@gavilan.edu
Hartnell College	Eric Strayer	ericstrayer@pinxit.com
Imperial Valley College	Armando Mendez	ajmendez@post.harvard.edu
Kern Community College District	Leif Syrdahl	leifricki@att.net
Lake Tahoe Community College	Eric Hellberg	hellberg@ltcc.edu
Long Beach City College	Elizabeth Reeves-Arreaga	earreaga@lbccchi.org
Mendocino College	Jessica Morris	jmorris@mendocino.edu
Merced College	Stephanie Martin-Ward	srmward@aol.com
MiraCosta College	Kathleen O'Brien	kobrienmcc@hotmail.com
Mt. San Antonio College	Linda Chan	lchan@mtsac.edu
Napa Valley College	Linda Mallett	lmallett@napavalley.edu
Orange Coast College	Barbara Price	bamp1234@sbcglobal.net
Rancho Santiago College (CEFA)	Dave Hall	chestnutdave@yahoo.com
Rio Hondo College	Lynette Nyaggah	LNyaggah@riohondo.edu
Riverside CC, City Campus	Melissa Bourbonnais	melissa.bourbonnais@rcc.edu
Riverside CC, Moreno Valley	Cynthia Mahon	Cynthia.Mahon@rcc.edu
Riverside CC, Norco Campus	Dorothy Reina	Dorothy.Reina@rcc.edu
San Bernardino Valley College	F. Ed Nuno	fe_nuno@yahoo.com
San Joaquin Delta College	Josie Malik	josiemalik@aol.com
Shasta College	John Martin	jmartinnte@gmail.com
Sierra College	Andre Sims	dojopa@gmail.com
Siskiyou, College of the	David Donica	donica.siskiyou@gmail.com
Solano Community College	Kristie Iwamoto	kristie.iwamoto@soloano.edu
Southwestern College	Carol Stuardo	cstuardo@swccd.edu
Taft College	Diane Jones	djones@taft.org
<b>You may also contact the part-time faculty on the CCA Board of Directors:</b>		
Northern Part Time Faculty Director	John Martin	jmartinnte@gmail.com
Southern Part Time Faculty Director	Fergus Currie	drtheatre@dc.rr.com
District A Director	Jessica Morris	jmorris@mendocino.edu
District C Director	Andre Sims	dojopa@gmail.com
District J Director	John Sullivan	j_m_sullivan@yahoo.com
CCA Secretary	David Milroy	dmilroy53@gmail.com
CCA Treasurer	Jim Weir	jim@rst-engr.com

### CCA/CTA/NEA

4100 Truxel Road  
Sacramento, CA 95834  
Phone: (916) 228-4900 ~ Fax: (916) 228-4911  
[www.cca4me.org](http://www.cca4me.org)

## EVENT CALENDAR

**March 19-21, 2010**  
**CFT Convention**  
 Wilshire Grand, Los Angeles

**March 23-24, 2010**  
**CPFA Northern Regional Conference**  
 Hartnell College, Salinas

**March 25-28, 2010**  
**Joint NEA/AFT Higher Ed Conference**  
 Palace Hotel, San Francisco

**April 17, 2010**  
**CPFA 2010 Conference**  
 Orange Coast College, Costa Mesa

**August 13-15 2010**  
**COCAL IX: North American Conference on Contingent Academic Labor**  
 Université Laval, Quebec City

## It's ballot initiative petition-signing season: the good, the bad, and the ugly

UC Berkeley professor and author of *Moral Politics* George Lakoff has drafted a ballot initiative entitled the **California Democracy Act** that would **abolish the 2/3 legislative vote requirement on budget and tax measures** and break the deadlock that many are calling the "tyranny of the minority," (see book by that name by UCR political science professor Benjamin Bishin). Student coalitions are circulating the petition, and petitions are downloadable online.

A petition for a ballot initiative entitled **Public Employees Benefits Reform Act** would **prohibit all part-time faculty members from any participation in STRS**.

And meanwhile, the governor has proposed an initiative to shift funds to higher education by privatizing prisons.

The deadline for qualifying initiatives for the November ballot is June 5. Petitions for ballot initiatives require approximately 700,000 signature.

**Check out videos and stories on a full calendar year of worldwide higher education protests:**

**Overview of Education Protests 2009**  
[www.emancipating-education-for-all.org](http://www.emancipating-education-for-all.org)

## Salary data analysis

- cont. from page 7

ability to get reimbursement from the state from the categorical fund. A mere two hours of consultation with students per semester is not reasonable, and that is all that some districts are doing with their office hour categoricals.

The nightmare of STRS service credit calculations for part-timers who teach in more than one district would also come to a quick end with a statewide FTE reporting system. A STRS task force is already considering such a system.

CPFA's pursuit of equal pay for equal work for part-time faculty has come a long way in twelve years. **In these difficult budget times, a paradigm shift to a standardized FTE mode of salary analysis and comparison may be the best move activists can make in pursuit of salary parity.**

## A big thank-you from CPFA

CPFA would like to thank the group of part-time faculty officers and committee members who participated in the "Contingent Faculty Coalition" assembled by phone by CPFA leaders last fall. This group spent many hours going over our job protection language until we finally reached a consensus on the language that was to become **AB 1807**. The coalition members were:

- Cornelia Alsheimer (CCCCI)
- Stacey Burks (CWA)
- Deborah Dahl-Shanks (FACCC)
- Phyllis Eckler (CCC/CFT)
- John Govsky (CCC/CFT)
- Cliff Liehe (CCC/CFT)
- David Milroy (CCA/CTA)
- Robert Yoshioka (CPFA)

Other notables who were consulted but couldn't do the numerous phone conferences:

- Mary-Ellen Goodwin (FACCC)
- Kathy Holland (FACCC)
- Pamela Hanford (CPFA)

Thanks to all!

### 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 **OPTION ONE** (payroll deduction) or **OPTION 2** (payment by check).

**NOTE: Districts with CPFA payroll deduction are:**

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

Contact your district's payroll department to set up payroll deduction if your district is not on this list.

\*\*\*\*\*

#### OPTION ONE: 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 the California Part-time Faculty Association or me.

Please check one: **Regular Membership** \_\_\_\_\_ \$4/month  
**Sustaining Membership:** \_\_\_\_\_ \$10/month

Signature (for payroll deduction): \_\_\_\_\_ **SS or Employee ID#** \_\_\_\_\_

\*\*\*\*\*

#### OPTION TWO: PAYMENT BY CHECK. Please make check payable to "CPFA"

Please check one: **Annual Membership:** \_\_\_Regular \$40 \_\_\_Sustaining \$100  
**Annual Institutional Membership** \_\_\_Sustaining \$500

**Business Organizational Status IRS 501 C (6)**

\*\*\*\*\*

Visit our website at [www.cdfa.org](http://www.cdfa.org). **Questions?** Contact Chris Coyle, [sharks1900@gmail.com](mailto:sharks1900@gmail.com)

**With either payment option, mail the entire application to:**

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