

COMMUNITY COLLEGE JOURNAL

Advocate • Educate • Legislate

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“Billionaires” emote at 2010 CPFA conference



SOME OF THE BILLIONAIRES L to R: Denise Munro “call my chiropractor” Robb, David “how high is this note?” Milroy, Pamela “who stole my tiara?” Hanford, John “Honest Abe” Martin, and Phyllis “this is not my dress” Eckler. See page 6 for more information about the Billionaires, and the 2010 Conference

IN THIS ISSUE: Lin Fraser pens the first CPFA decade in review. ALSO:

Cornelia Alsheimer
Joe Berry
Peter D.G. Brown
Rosemary G. Feal
Mona Field
Jack Longmate
David McKay Wilson

CASUALTIES OF THE TWENTY-FIRST CENTURY COMMUNITY COLLEGE

From eliminating tenure and stifling academic freedom to relying on a corporate curriculum, recent developments at community colleges have taken their toll.

By David McKay Wilson

BRUSH FIRES over academic freedom can flare up in the most unexpected places. Southwestern College journalism professor Max Branscomb was handing out programs for a May 2009 awards assembly at the community college’s suburban San Diego campus when Raj Chopra, the college’s president, strode into the lobby of Mayan Hall. Chopra was apparently fuming over Branscomb’s performance as adviser to Southwestern’s award-winning student newspaper.

A student editorial had just called for Chopra’s resignation, citing a litany of alleged transgressions, including the usurpation of faculty power, financial mismanagement, and disrespect of students.

“After I shook his hand and offered him a program, he grabbed my hand really tight and pulled me close to his body,” recalls Branscomb. Chopra, he recounted, told him he was on “a very destructive path” that was bringing shame to Southwestern and would ruin Branscomb’s career. He says Chopra suggested they meet off campus to discuss how

Branscomb could improve his behavior. He declined. A few months later, shortly after the Society of Professional Journalists had honored him with the Distinguished Teaching in Journalism Award for 2009—the latest in a series of awards over the years from various organizations for his distinguished contributions to teaching and journalism—Branscomb lost his “reassignment” duties, which paid him to serve as newspaper adviser in place of teaching a fifth course.

Chopra, in an e-mail, acknowledged inviting Branscomb to lunch but denied warning Branscomb that he was on a destructive path that would ruin his career.

Whether a job or a lunch invitation, that incident presaged Chopra’s haymaker last October, when he suspended three tenured Southwestern faculty members after they joined a student protest against budget cuts that included eliminating hundreds of classes.

Two weeks later, the suspensions were

rescinded, following an outcry from students, the National Education Association, the American Civil Liberties Union, and Southwestern faculty, the latter of whom received advice from the AAUP’s West Coast office in Berkeley and from the staff of Committee A on Academic Freedom and Tenure in Washington.

The contretemps at Southwestern College comes as community colleges across the country take the national stage, coping with surging enrollments in the face of financial constraints caused by our nation’s economic downturn.

Academic freedom is currently under threat at many of these public two-year schools, which serve almost one-half of the nation’s first-year college students. The growing reliance on part-time faculty exacerbates the problem, with many adjuncts feeling muzzled

for fear of losing their jobs. In 1987, 54 percent of community college faculty worked part time. Twenty years later, 69 percent worked part time, compared to 32 percent

at four-year colleges, according to a 2007 U.S. Department of Education report. Only 17 percent of community college faculty are in tenure-track positions, with 14 percent in full-time nontenure-track positions.

The problem of academic freedom at community colleges in the twenty-first century is much more than the structural limitations placed on the adjunct faculty. At some of the nation’s community colleges, faculty control over curriculum design is threatened by corporations that dictate course material for degree-granting training programs. These programs have become increasingly common tools for local workforce development initiatives. Elsewhere, faculty face growing demands by accrediting agencies to design protocols to test student outcomes, which some fear will lead to a more standardized curriculum. In other institutions, faculty members are asked to adopt a “customer service” approach to teaching, with instructors pressured to make students satisfied purchasers of their educational product.

Community colleges have become such a central part of the nation’s education network—with 1,269 colleges serving close to seven million students, or 43 percent of the nation’s undergraduates—that NBC last fall created a prime-time situation comedy called *Community* that is set on a fictional campus, Greendale Community College. President Barack Obama last summer traveled to Macomb Community College, thirty-five miles north of Detroit, to announce his administration’s proposal to invest \$12 billion in community colleges over the next decade through its American Graduation Initiative. That money would have been used to upgrade college facilities, develop plans to boost graduation rates, and support the creation of interactive computer software for online learning, but only \$2 billion remained in the bill for community colleges after it passed and emerged from reconciliation.



David McKay Wilson writes for alumni magazines around the country, with his work appearing in publications at 80 colleges and universities, including Columbia, Harvard, Dartmouth, Brown, Stanford and the University of Chicago. Wilson, whose work has appeared regularly in *The New York Times*, writes on education policy for the *Harvard Education Letter*. His 2009 article on the growing influence of economists on US education policy was honored by the Education Writers Association.

CONTENTS

LETTERS TO THE EDITOR	2
REPORT FROM THE CHAIR	3
CHANCELLOR’S PART-TIME ADVISORY TASK FORCE	3
TRUSTEES RECOMMEND: CREATE RELATIONSHIPS WITH BOARD MEMBERS	4
THE SCANDAL IS NOT SECRET	5

PHOTO JOURNAL OF RECENT EVENTS	6-7
CPFA DECADE IN REVIEW	8
IS ENGLISH DYING IN CALIFORNIA?	9
THREE MYTHS OF THE ACADEMIC WORKFORCE: LET’S GET REAL	10
THE OVERLOAD DEBATE	12

See pages 6 and 7 for a photo journal of recent part-time faculty events.

» continued, PG.10

LETTERS TO THE EDITOR

College Education, NOT!

Robert Yoshioka's article in the Spring 2010 issue inspires response

Online is a trade-off

Dear Editor:

I read your [Sandy Baringer's] "Editor's note" at the end of Robert Yoshioka's article about Phoenix, DeVry, and their ilk. You seemed to be offering something of a corrective by citing a US Dept. of Education meta-analysis concluding that students who took all or part of their class online performed better than those who didn't.

I tracked down the study, and "performed better" seems to refer to student understanding at the end of the term. Having experimented with teaching hybrid courses a few times at Glendale Community College, I think this misses the point.

Our local studies have shown that success rates in courses with some online component are about the same as those without ONLY in computer-oriented disciplines like Business Office Technology and Computer Science.

In other disciplines, success rates (% of students at census who eventually earn an A, B, or C) average about 10 percentage points lower for courses with some online component (the drop-off was most pronounced in math, which is my discipline).

A major driver of these lowered success rates was more students dropping the sections with an online component.

Thus, I think the synthesis of our local results with the study you cited would be that courses with an online component are harder for students (for one thing, they require more motivation). This leads to less success which at the college level, as opposed to K-12, translates into more drops and thus a lower success rate.

However, for those that don't drop a class with an online component and make it to the end, their knowledge level is higher than those in a traditional section. After all, they've had to work harder to get there.

So, online is a trade-off. It pushes students to learn independently, which is a better way to learn WHEN IT HAPPENS, but it occurs less often than the learning in traditional sections. Online is not an unalloyed blessing...

Mike Allen

Allen has taught mathematics at Glendale Community College for 22 years. His email address is mallen@glendale.edu

"Adjunct" still an offensive term

Dear Editor:

Thanks for your [Robert Yoshioka's] analysis of online education in the Spring 2010 issue of the CPFA News. I'm writing to quibble over your use of the term 'Adjunct' (p. 6) instead of 'Part-Time' (PT) to refer to PT faculty members.

I've always felt that 'adjunct' was demeaning, especially to PT instructors who depend completely upon PT teaching to earn a livelihood (in contrast to the PT instructors who have full-time jobs elsewhere but teach part-time to earn added income).

From what I see at UC Berkeley and at other universities in the country, it seems that the term is more appropriately used in position titles for instructors who have full-time professional employment elsewhere but teach a course or two in the university

-- sort of moonlighting.

So I finally checked a (good) dictionary. "Adjunct" is defined as "a thing added to something else, but secondary or not essential to it; a person connected with another as a helper or a subordinate associate."

My suspicion is that community college administrators introduced "adjunct" as a euphemism for renaming contingent faculty in order to imply professorial prestige



Tirelessly active and vocal in spite of his retirement, contingent faculty advocate Robert Yoshioka continues to stimulate commentary and provoke thought. Additionally, he lobbies tirelessly in Sacramento on behalf of his colleagues who still work in the trenches of the California Community College system.

while masking the extensive exploitation and instability of our work lives.

I recommend that we stay clear of this delusion by rejecting 'adjunct' and retaining 'part time'.

Cynthia Mahabir

Mahabir is the part-time faculty representative for the Peralta Federation of Teachers at the Peralta Community College District in Oakland, and teaches at Laney College. Her email address is cmlaney2003@yahoo.com

Article was great

Dear Robert:

Just wanted to say I thought your article in CPFA News was interesting and very important. Glad you're not afraid to say it like it is.

Keep up the good work.

Marti Guerra

CEFA V.P. ●

Article was ludicrous

Dear Editor:

Despite it being a propaganda rag, I admit to reading every edition of CPFA News, especially because we at Gavilan College in Gilroy who even teach one class are being forced into the union racket this fall.

The article by Robert Yoshioka in your Spring 2010 edition about for-profit on-line colleges was as ludicrous as its title (which inferred that it is not even education). It was the typical union lie, with a sentence or two of truth thrown in to keep the straw man upright.

I taught on-line and was treated just as fairly there as at the public-funded community college. Several of my peers at my regular job have acquired a fine education on-line; in fact, in said "tightly focused" curriculum their time (and money) was not wasted taking irrelevant, forced G.E. courses that have nothing to do with their career or major. (The only career path of such courses

is to teach said courses, since there is no real-world career application, but I digress.)

The only reason I didn't like the on-line teaching is because I spend too much time already in front of the computer at my regular job. I prefer the classroom setting; it's much more fun.

So I will end with this parting thought: What about private on-line education does Yoshioka fear, not being able to foist his sick political agenda (indoctrination) into the curriculum, or just not being able to force the instructors to pay union dues (to fund said, sick agenda)?

Alan Viarengo

Viarengo, a 23-year statistician and part-time instructor at Gavilan College, is an inveterate writer of acerbic letters to various publications. It does appear that he's unaware of the symbiotic relationship he shares with Robert Yoshioka... Viarengo "will never, ever join a union" while Yoshioka enjoys the unusual distinction (with several of his compatriots at Alan Hancock Community College) of having been thrown out of one. Their local was decertified from the union ranks, which was a "first," according to officials at PERB. Yoshioka still treasures his official de-cert letter.

Viarengo's email address is withheld by request. ●

Don't paint LaVerne with the same brush!

Dear Editor:

I teach a 1-unit class so I receive the CPFA News. I don't check my faculty mailbox regularly--I'm very bad about that--so I just got the Spring 2010 edition today. I noticed that in your article about privatized online instruction, you mentioned "La Verne University" as one of the examples of for-profit career colleges.

I certainly share your skepticism about many of the schools you listed. University of La Verne, however, does *not* belong on that list. La Verne is an accredited, private, non-profit university that's been around since 1891. It is a Hispanic Serving Institution and has a high percentage of first-generation college students.

It's a small, liberal arts institution with a focus on teaching. While it does have professional programs, off-site programs, and online courses, it is not in the same category as Kaplan or University of Phoenix. You can find more details at laverne.edu, and I encourage you to check it out.

I'll look forward to future issues, which I will fetch from my faculty mailbox on a regular basis. Thanks!

Name and email withheld by request

"Name Withheld" is a former University of La Verne staff member and current community college administrator.

Elchorro

DISCUSSION "CAFE"

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CPFA CHAIR REPORT

With some disappointments come new goals and continued determination



John Martin began his activist career within higher education when he was hired at Shasta College in 1999 and began to attend its unit's CCA chapter meetings, and later Butte College's CWA/PFA meetings. His commitment to "Equal pay for Equal work" is the basis of his activism. Temporary Faculty must have some sort of real job protection in order to fulfill

their potential as instructors and to serve their students. He is always questioning the status quo, not only the administrators, but also his full-time colleagues. John teaches both Early and Modern American History, African American History, and Introduction to American Government. He received his Master's in History at CSU, Chico with an emphasis in International Relations.

By now, most you know that AB 1807 (Fong, D) died in Sacramento in the Assembly Appropriations Committee.

Both the League and several districts claimed that this bill would cost California too much money, even though it was clearly a no-cost item. If AB 1807 had passed out of Sacramento, it would have mandated rehire rights for part-time faculty throughout the community college system.

This disappointment makes it clear to us that in order to have a greater impact in Sacramento we must rethink our strategy.

We succeeded in getting AB 1807 out of the Assembly Higher Education Committee, but we needed help from CWA, CTA, CFT, and FACCC. After we met with these groups and refined our language and our goals there was solidarity, but we need to go beyond this.

While CPFA will continue to advocate our principled goals such as rehire rights for all, we must increase our efforts to educate the public about how our often sub-standard working conditions affect not only our livelihoods, but also our student's success.

To do this we must tap into the energy of the 45,000 contingent faculty teaching in this system, and educate them about what CPFA can do with their support. We need to increase our membership in order to be heard in Sacramento. Therefore, in the next 12-18 months, we will focus our efforts on membership building.

The time has come for CPFA to take advantage of our already existing numbers. We need to replicate what the other state organizations have achieved. Indeed, our population is downright scary (in a positive and powerful way). Part-time faculty grossly outnumber the entire population of full-time community college instructors in the state of California.

I've personally seen how CFT, CTA, and FACCC work their political expertise in Sacramento. These groups have a large membership base and spend their money wisely. We've never asked our readers for anything substantial in terms of hard-earned money, but here it goes.

We urge each CPFA member to take just a few minutes and invite one person each week and join us to fight for better working conditions. When you do, be sure give them a copy of our new journal, a copy of our brochure, and a membership form. If you need more of these items, please contact David Donica at ddonica@cpfa.org and he'll get them to you. We're happy to plan a lunch or dinner in your area to explain more about what membership in CPFA can mean to you and your colleagues.

Please help CPFA improve your rights and your working conditions. These are strongly connected to our student's success.

I'm reminded of these words from Chris Stampolis, our keynote speaker at the 2010 conference: "There are 40,000 to 50,000 contingent faculty in the state of California. This translates into serious political power . . . if you choose to use it." ♦

John Martin, jmartin@cpfa.org

Chancellor considers re-establishing PT faculty advisory committee



CCA Vice-president voices support, league considers PT faculty "special interest" group

Dr. Cornelia Alsheimer

The California Community College Chancellor's Office schedules monthly meetings with the chancellor known as "Consultation." The Consultation Council is comprised of 18 representatives from community college institutional groups; such as trustees, executive officers, students, administrators, business officers, student services and instructional officers, and representative organizations such as faculty and staff unions and associations. The role of Consultation is to advise the Chancellor "to ensure the quality and effectiveness of college operations and programs."

This mission statement is a laudable one. However, among those 18 women and men sitting around this table, the second largest group in the community college system (second in numbers only to the college students themselves) does not have its own representative -- and that group is the over 43,000 part-time faculty who teach in the community college system.

The CPFA board and the part-time representatives of other faculty associations and unions have believed for years that this situation should change. In December 2009, Robert Yoshioka and David Milroy spoke personally with Chancellor Jack Scott to bring this concern to his attention. CPFA followed up with a written request, along with letters of support from CCA and CWA, to establish a Part-Time Advisory Committee within the Chancellor's Office system.

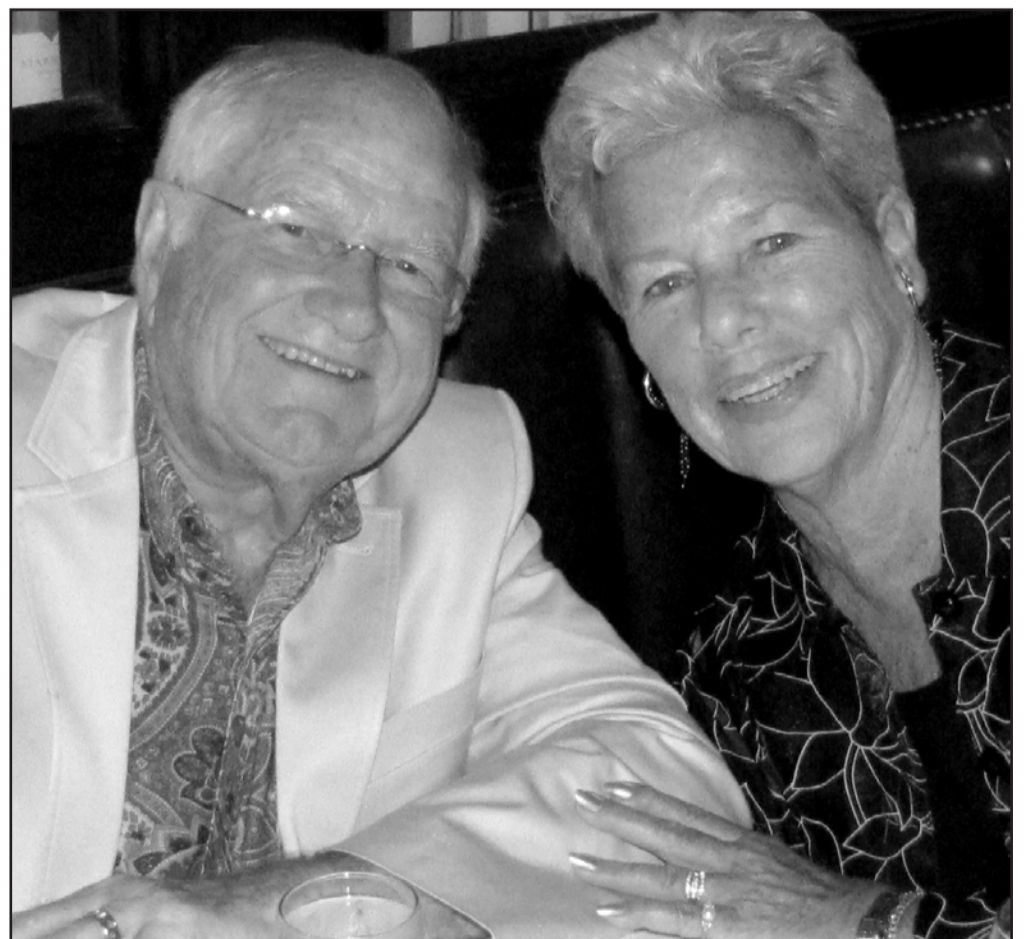
Following this request, a task-force group consisting of representatives from CPFA and all of the major faculty groups: CCCI, CCA, CFT, CWA, and FACCC met with Vice-Chancellor Barry Russell. The Academic Senate, the Student Senate and the Chief Instructional Officers were represented as well. This part-time task force met on April 30 and July 30, 2010, and both day-long meetings were very productive and successful in establishing the critical need to create an advisory committee for the numerous part-time faculty issues.

In these two meetings, the participants identified not only an extensive list of part time issues including the 67% cap, lack of office space, seniority, and benefits, as well as exclusion from committees, senates and shared governance, but also started to formulate possible solutions for these problems.

Part time faculty know them all, because we live and experience them on a daily basis and have done so for decades. Even the smallest changes and improvements, which have been achieved in the past decade, have come very slowly and with much effort.

The conclusion of the part time faculty participating in this task-force was that a standing part-time advisory committee should be established to advise the chancellor and that this advisory committee should eventually have a voice at the Consultation Council.

Vice Chancellor Russell brought a summary of the task-force efforts to the July Consultation Council meeting and the report was discussed.



CPFA acknowledges and thanks Drs. Barbara and Jack Price of the Coast College District CCA local for their gracious and generous support of CPFA. Barbara, who is president of the Coast Community College part-time faculty association and a long time member of the education and labor community, served as host for the 2010 CPFA Annual Conference which was held on the Orange Coast College campus and did an outstanding job of coordinating publicity, facilities and arranging the food services provided by the colleges award winning culinary arts program.

Three of the part-time task force members, Robert Yoshioka, David Milroy, and Cornelia Alsheimer, were present and spoke out urging the Council to continue this successful collaboration of part-time faculty across all statewide groups.

Since more than half of all classes at community colleges are taught by part time faculty, by improving the working conditions for part time faculty we will surely improve our student's learning conditions and their success. Consultation Council members listened attentively, though not all of them voiced an opinion.

Among those who did, there was considerable support for our issues and concerns. The representative of CCA, Vice-President Lynette Nyaggah, spoke passionately of CCA's support of forming a part-time advisory committee so that we can have our own voice for our issues.

The CCCI representative suggested that allowing part-time faculty to make their voices heard in some new form would work better than whatever as been happening for the past thirty years.

» continued, **PG.12**

TRUSTEES RECOMMEND: CREATE RELATIONSHIPS WITH YOUR BOARDMEMBERS

One BOT president speaks
Mona Field, Trustee, LACCD

NOTE: THIS IS WRITTEN BY THE AUTHOR AS AN INDIVIDUAL, AND IN NO WAY REPRESENTS THE POLICIES OR VIEWS OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT OR ITS BOARD OF TRUSTEES.

Having been a community college trustee for over eleven years, I feel able to share some thoughts about how boardmembers function and how part time advocates can communicate effectively with their local board.

First of all, each of our 72 districts has its own culture and community setting. Large, small, urban, rural, and in between --- all of them have a different history of board elections, board member behavior and so forth.

The first task of part time leaders is to create their internal unity --- through the local union and through CPFA/EI Chorro. As in all things political, numbers matter. And although part timers are the majority of faculty, if they are not organized, they appear scattered and will be ineffective.

So, find the colleagues who care about part time issues and be sure to create some internal community: even a handful of committed people can make a difference (to paraphrase Margaret Meade's famous statement).

Once you have at least 4 or 5 folks who

know the issues, and are willing to spend some time, here are some basic ways to create relationships with your board: **Get involved** BEFORE they get elected. Find out who is running, and work with your local union to support good candidates. Sometimes "good" and "incumbent" are not synonymous, but since incumbents generally have the edge, you should consider working with them and educating them along the way.

Be aware that helping someone get elected is NO guarantee of their future voting behavior, but most elected officials, even college boardmembers, will try to be accessible to those who help them get elected.

Remember that most college trustees are doing this as "community volunteerism." They do not earn a living being trustees, and most have to work at their "day jobs" as well as maintain other civic and personal commitments. Their time for trusteeship is limited. If you

need their time and attention, be respectful in asking. In addition to developing individual contact with boardmembers, it is also wise to develop ways to communicate with the Board as an entity.

Here are the basics of communicating with your Board as a whole: **Attend** board meetings and find out how they function.

Speak, when appropriate, to your board at public comment time. Caution: they will not want their time misused, so be sure you are speaking to a relevant and current issue.

Even if it's not on their agenda that day, you have the right to speak to them. For example, AB

1807 or other state legislation that impacts PT faculty would be a great topic for your 3 minutes of public time. Educating your board is a useful and appropriate reason to speak to them.

When speaking to the Board, be

respectful, calm and DO NOT BLAME THEM for what is going on at the state or district level. Chances are that they have no idea about the issues --- the fact is that BOARDMEMBERS ARE THE LAST TO KNOW what is going on, in most cases.

Work with your local union. The FT faculty probably have a seat at the table (literally or figuratively). Do your best to get your concerns on their list for negotiations.

This is often very difficult, but that's where the solidarity and support of CPFA can help.

With a few exceptions in the state, most local unions are FT/PT (aka "wall to wall"), and PT leaders must continuously struggle to gain acceptance and authority within their locals. In a PT-only local, the struggle is different, but still exists.

Mona Field, mona.field@gmail.com

(This is the first in a series of articles by and about college trustees. Future themes include the "moral expectations" for trustees . . . what are the mandates from the community? Are trustees supposed to [or allowed to] communicate with faculty? Should they have as much contact with faculty as they do with district administrators? Should administrators keep the BOT sequestered from the college community? When making financial decisions should they consider what is best for the college student or for the district's bottom line? If you are interested in learning more or writing about these themes, please write a letter to editor@cpfa.org)



Mona Field is the president of the Los Angeles Community College District Board of Trustees. Throughout her professional career, Field has been a leader in furthering causes of social responsibility, positive labor-management relations, and excellence in education.

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

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AFT, AFL-CIO

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

THE SCANDAL IS NOT SECRET

This is such an outrageous injustice that I am embarrassed and shamed by my tenured colleagues' widespread inaction.

Peter D. G. Brown

I MUST confess right off that I did not become a contingent labor activist until I turned 60, a mere six years ago.

Until then, I was a fairly typical senior professor, passionately involved in teaching my students and interacting with my tenured colleagues on a variety of faculty governance committees. I have also pursued a fairly active research agenda. In addition to publishing my own scholarly articles, I have edited over a hundred books dealing with modern German literature, Jewish history and women's studies. This year saw the publication of the third book I have written on Oskar Panizza, the 19th-century German author.

When I began teaching at Columbia and Barnard in the 1960s, almost all the positions in their German departments were tenure-track. I came to SUNY New Paltz in the 70s, when there were only a couple of virtually silent and invisible part-time adjuncts among the 35 teachers in the entire Foreign Language Division.

It was not until a few years after the dawn of the new millennium that I, like Rip Van Winkle, "awoke" after decades to a brand new reality: the number of tenure-track faculty in my department had shrunk to a mere 10, while some two dozen adjuncts were now teaching the bulk of our foreign language courses. Yikes!

As everyone in academe now knows, the professoriate has experienced a radical transformation over the past few decades. These enormous changes have occurred so gradually, however, that they are only now beginning to receive attention.

The general public has remained largely unaware of the staffing crisis in higher education. As contingent colleagues around the country came to outnumber the tenured faculty and as they were assigned an ever larger share of the curriculum, they became an inescapable fact of academic departmental life.

...those skilled professionals are being paid far less than the workers who nightly clean the classrooms.

Nationally, adjuncts and contingent faculty — we call them ad-cons — include part-time/adjunct faculty; full-time, non-tenure-track faculty; and graduate employees. Together these employees now make up an amazing 73 percent of the nearly 1.6 million-employee instructional workforce in higher education and teach over half of all undergraduate classes at public institutions of higher education. Their number has now swollen to more than a million teachers and growing.

I must confess that belonging to the de facto elite minority makes me very uneasy. Most tenured faculty view themselves as superior teachers with superior minds. In this view, the arduous six-year tenure process clearly proves that all of us are superior to "them" and have deservedly earned our superior jobs by our superior gifts and our superior efforts.

I must also confess that we tenured faculty really do appreciate the fact that ad-cons have unburdened us from having to teach too many elementary foreign language courses, English composition and the many other tedious introductory, repetitive and

highly labor-intensive classes, to which we tenured souls have such a strong aversion that it must be genetic.

As I got to know my adjunct colleagues better, I began to see these largely invisible, voiceless laborers as a hugely diverse group of amazing teachers. Some are employed at full-time jobs in education or elsewhere, some are retired or supported by wealthier others, but far too many are just barely surviving. While instances of dumpster diving are rare, adjunct shopping is typically limited to thrift stores, and decades-old cars sometimes serve as improvised offices when these "roads scholars" are not driving from campus to campus, all in a frantic attempt to cobble together a livable income. Some adjuncts rely on food stamps or selling blood to supplement their poverty-level wages, which have been declining in real terms for decades.

At SUNY New Paltz, for instance, adjuncts' compensation when adjusted for inflation has plummeted 49 percent since 1970, while the president's salary and those of other top administrators have increased by 35 percent.

In considering the plight of ad-cons, it is noteworthy that throughout SUNY they are represented, along with their tenure track colleagues, by United University Professions (UUP), America's largest higher education union with some 35,000 members.

The union's contract has yet to establish any salary minimum whatsoever for the many thousands of UUP members who teach as adjuncts throughout the SUNY system that serves 465,000 students.

After I first learned that each campus had a Part-Time Concerns Committee, I was dismayed to discover that our UUP chapter's "Part-Time Concerns Rep" was actually a tenured professor who was out of the country for a year doing research. I soon became convinced that our adjuncts could use a more independent organization and a stronger voice of their own.

When I sent out an e-mail with the subject line "Calling all Adjuncts" in 2004, about 10 percent of the 350 adjuncts teaching here showed up for an initial organizational meeting. This was the largest meeting of adjuncts that had ever occurred in the college's 182-year history.

At that meeting, several dozen brave adjuncts formed the Adjunct Faculty Association. Soon thereafter, the adjunct group launched a highly visible campaign to push for higher compensation, and in less than a year it had brought about the first substantive wage increase in years.

The adjunct association's leaders would

later also become activists within UUP, where they broadened their struggle for contingent equity. Together with adjunct activists from other SUNY campuses, we formed a Coalition for Contingent Faculty within UUP.

A recent report recommends the establishment of a new statewide officer's position, vice president for contingent employees, as well as structural changes within the union to ensure meaningful ad-con representation on UUP's executive board, in its delegate assembly, and on its contract negotiations team.

Five years after convening the adjuncts in New Paltz, I did something similar on a national level. I confess to having served as emergency midwife at the birth of New Faculty Majority: The National Coalition for Adjunct and Contingent Equity. NFM, the only national organization advocating exclusively for ad-cons fifty-two weeks of the year, is now incorporated as a nonprofit educational organization in Ohio, awaiting federal tax-exempt status.

NFM's latest project is a major national initiative to remove impediments at the state and federal level, which, since the 1970s, uniquely and systematically deny unemployment compensation to ad-cons when they become unemployed.

Tenure-track faculty, ad-cons, unions, legislators and other government officials urgently need to work together to assure that unemployed college teachers can finally receive unemployment compensation, just like workers in other professions. The need is particularly acute in difficult times like these with critically high rates of unemployment, foreclosure and bankruptcy.

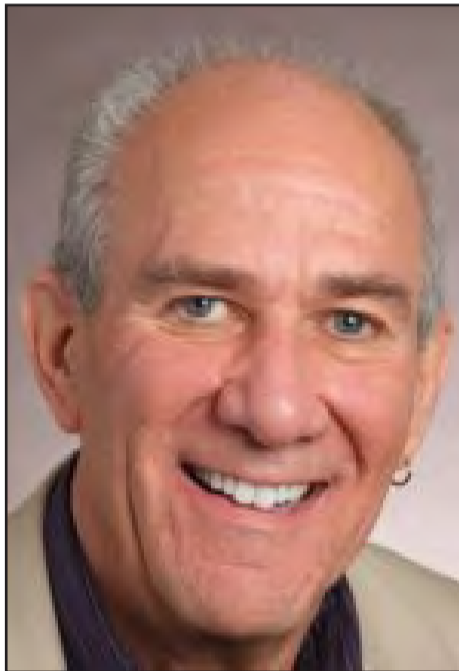
Those contingent colleagues who were unfamiliar with my previous work have easily overcome their initial hesitation and puzzlement at working with me, a member of the oppressive tenured elite that they have grown to generally mistrust, if not actually despise.

They saw me invest thousands of hours and substantial financial resources to advance the cause of contingent equity, and their fear has long since dissipated.

But even now, when they disapprove of a position I'm taking and want me to back off, they are quick to accuse me of acting like a typical tenured professor, their ultimate insult. And I must confess that it really hurts.

I am also asked by tenured faculty why on earth I would be spending so much time and effort advocating for a group of "others" whose fate I have never shared. I suppose this is a perfectly legitimate question, but I do find it a bit odd.

Why wouldn't I insist that these precarious colleagues be allowed equitable compensation, job security, fringe benefits and academic freedom? And why shouldn't I want them to have equitable access to unemployment compensation, profession-



Peter D. G. Brown is a Distinguished Service Professor of German at the State University of New York at New Paltz, and is a founding member of the board of directors of the New Faculty Majority: The National Coalition for Adjunct and Contingent Equity.

al development and advancement? What kind of callous person would I be if I were not profoundly disturbed by such obvious inequality? And what does it say about my entire profession when over 70 percent of those teaching in American colleges today are precarious, at-will workers?

This new faculty majority, frequently and erroneously mislabeled as part-timers, are often full-time, long-term perma-temps, whose obscenely low wages and total lack of job security constitute what is only now being recognized as the "dirty little secret" in higher education.

The exploitation is indeed filthy, but for me and my tenured colleagues, this scandal is neither little nor secret: the vast majority of those well-educated, skilled professionals who daily teach millions of students in our classrooms are actually being paid far less than the workers who nightly clean them.

Ad-cons are treated as chattel or as servants who can be dismissed at the will and whim of any administrator from departmental chair to dean or provost. And woe to those ad-cons who elicit the wrath of their campus presidents! They can be non-renewed without any due process whatsoever, simply zapped, either individually or by the hundreds. We all know this, but most tenured faculty colleagues choose to simply look the other way. C'est la vie. Tough luck. Life just isn't fair. Keep on walking and change the subject.

This is such an outrageous injustice that I am embarrassed and shamed by my tenured colleagues' widespread inaction. Even most of my union "brother and sisters" voice little concern about a two-tiered system where they make at least three times as much per course as their adjunct colleagues and enjoy all the other wonderful perks of tenure: lifetime job security and the academic freedom it provides, regular opportunities for advancement and promotion, comfortable pensions, large furnished offices, telephones, computers, sabbaticals and other generous leave opportunities — the list goes on and on.

As the wine flows freely at lavish banquets during delegate assemblies, my fellow unionists sing "Solidarity Forever!" Yet the huge numbers of ad-cons are barely represented at delegate assemblies or in most union leadership councils.

Even though unions focus now and then on the poorest and weakest members of their bargaining units, in my experience ad-con issues are only included, if at all, at the very bottom of organized labor's legislative agendas. Unfortunately, across-the-board pay raises inevitably increase the gap between tenure-track and adjunct faculty. ◆

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CPFA DECADE IN REVIEW



A "charter" activist looks back

Not too long after the formation of CPFA, I was asked to write a brief history of this adjunct advocacy organization. (See "The Evolution of CPFA" at cpfa.org.) The following is an update with a twist.

AUGUST 7-9, 1998: Twenty-five dissatisfied and downright angry part-timers representing 30 colleges from all over California met at El Chorro Park in San Luis Obispo. Why? The unions and faculty organizations weren't representing part-timers adequately, and in some cases if at all. So who better to represent part-timers than those who really understood part-timer issues, the part-timers themselves? And voila! CPFA was born.

REACTIONS FROM the established unions and organizations? **ANGER:** WE were called upstarts. How dare we embarrass the establishment?

SMOTHER-MOTHER REACTION: We were told that without the money and services the far larger organizations could provide (but usually didn't) that we couldn't possibly understand, and we needed both protection and guidance.

RIDICULE: CPFA was just a flash in the pan. We were simply a bunch of powerless, disgruntled part-timers.

DISBELIEF: WHO would take us seriously? How could part-timers possibly understand and see the big picture? Being disgruntled: We were told we shouldn't bite the hand that feeds us. (Perhaps, but part-timers cannot live on the crumbs that were being fed to us.)

In part, the negative reactions of the groups that were barely representing part-timers formed the super glue that has held CPFA together. The following is a list of accomplishments of this upstart known as CPFA. I won't trouble you with all the dates because they're not nearly as interesting as the accomplishments.

We created a newspaper that comes out twice a year. It was and still is distributed to most of the community colleges throughout California, and at some schools, the presidents and boards of trustees get copies, too. Past history shows that unions and faculty organizations are gung ho for a particular cause for two and possibly three years. Then these other groups move on to the next worthy cause.

Our newspaper plays a large role in CPFA's staying power. It keeps part-timers informed and in the spotlight. Most importantly, it reminds the unions and other faculty groups as well as administrators that part-timers aren't going to go away.

We also have our own listserv, where we have shared some lively discussions, and we have a web site so that we can keep up with issues affecting part-timers. CPFA's past history in greater detail, the constitution and by-laws as well as the Little Hoover Commission Report, etc. can be found at cpfa.org.

And, from the beginning, we were not only being seen, but we were also being heard. The Little Hoover Commission

studying the California Community College system invited a CPFA member to be on the commission and to submit a written report about part-timer concerns.

CPFA members were invited to speak before the Senate Higher Education Committee as well as the Joint Committee for Higher Education. Although never invited, CPFA members also attended the State Board of Trustees' meetings.

CPFA and other educators participated in two lively demonstrations on the steps of the Capitol.

Locally CPFA members held Part-Time Equity Weeks, informational events at campuses across the state.

For the longest time, the unions and faculty organizations, refused to recognize CPFA as the voice of part-timers. Nevertheless, and despite opposition from other faculty organizations, a CPFA member was invited to be on the State Chancellor's Part-timer Committee, which consisted of representatives from administrators, unions, and faculty organizations.

CPFA played a huge albeit "unofficial" role in getting the State to set aside \$57 million for part-timers. At the discretion of each college receiving the funding, the money could go toward higher pay, paid office hours, health insurance, etc. for part-timers.

Because of CPFA's efforts, unions and faculty organizations created part-timer committees at the local and state levels. Next came elected part-timer representatives to serve on executive boards/councils, again at both local and state levels.

CPFA had a banner year in 2009. As most part-timers are aware, if they teach over .6 FTE for a certain period of time, Ed. Code requires the colleges make those part-timers permanent employees. And of course, the colleges don't want to do that.

Colleges often keep the maximum part-timer load at .53 to .58 FTE, limiting those teaching 3-unit classes to two classes (.4 FTE) and those teaching 4 and 5-unit classes, to just one class. CPFA fought long and hard against this limitation. After much wrangling, the unions agreed to come onboard if the FTE were reduced to .67, and in 2009 AB 591 passed and was signed into law.

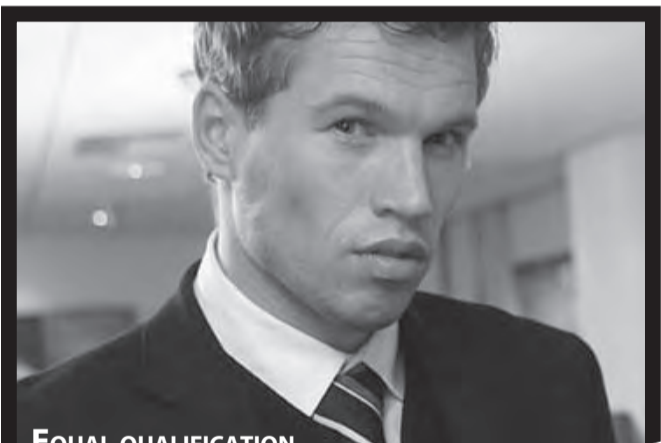
Thus far in 2010, CPFA has scored in a big way. For years CPFA has sought membership in the Council of Faculty Organizations (COFO), where most of the power for dealing with community college issues lies. At long last, CPFA has finally been officially recognized and is now a member of this powerful group.

One issue of great concern is rehire rights for part-timers. This year CPFA spearheaded the introduction of AB 1807, which would have given part-timers more security in the form of rehire rights. Although AB 1807 died in committee this time, it is important to remember that getting a bill introduced is no small feat in itself, and CPFA managed to get bills introduced two years in a row, and one of them passed. So, why didn't this last bill pass? Political shenanigans and most sadly, a shortage of CPFA members to do damage control.

Where do we go from here? CPFA really has only one problem. It needs more members—and not just any kind of members but more active members. At any given time, most of CPFA's accomplishments rest on the shoulders of some 8 to 10 people, who are dedicated, seriously overworked, and under-appreciated individuals.

At some point, these brave souls may burn out or simply retire. Unfortunately, CPFA has few standing in the wings to carry on the cause. I would hate to think that after almost twelve years that our naysayers will be proved right, that CPFA is a group of disgruntled upstarts with no staying power. **Lin Fraser, lovely.lin62@yahoo.com** ◆

WITH A MASTERS in English with a TESOL Concentration, Fraser has been a freeway flier since 1993, a situation which led her to become one of the founding members of CPFA. She has served as the statewide part-timer representative for CFT, as a member of the State Chancellor's Part-timer Committee, as a member of the Little Hoover Commission's study on community colleges, and as a member of CPFA's executive board. She is currently teaching five classes in English composition--from remedial to advanced composition/ Literature--for Sierra College and Sacramento City College. Her two mini dachshunds, Pixie and Meriweather ("Meri" for short), keep her sane and entertained.



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"Disgruntled upstarts" hard at work during CPFA planning retreat (L to R): Hanford, Donica, McCormack, Sims, Burks, Frankel. David Donica and his wife Maggie hosted this rowdy bunch for the weekend at their home in beautiful Mt. Shasta last June.

IS ENGLISH DYING IN CALIFORNIA?

Adult education programs endure cataclysmic cuts via "legal chicanery"

Ron Russell

If you think English is a dying language in California, just wait until the last adult education program closes its doors.

Here's the scoop on our state's latest shameful little secret. One by one, adult education programs are being eliminated and thousands of adult education teachers, administrators, and students anguish as their schools close. This has occurred with little attention or intervention from the media and utter complicity from the legislature.

How many adult schools have closed? Good luck trying to find statistics. The Department of Education is a powerhouse at muddying its waters to make them appear deep. Entering its website in search of such data is like stepping into a bog of quicksand oozing obscure pedagogical gibberish and needless abbreviations and acronyms.

Now really was there ever a more short-sighted, boneheaded educational blunder than this?

Large and small districts have been hit: Oakland's Adult Program existed for 137 years before it crashed and burned this year. Eureka Adult School has canceled all but three programs. Some districts, such as Castroville, King City, Greenfield, and others have completely closed.

Cuts cost Watsonville/Aptos Adult Education over 2,000 students. Tiny districts, like Pacific Grove, had their budgets axed by 50%. Redlands Adult School nearly closed its entire program but salvaged two classes, each with 60 students. Eureka's Adult School has cut everything except GED and a program for county jail inmates.

Monterey, absorbing cataclysmic cuts severe enough to undo five years of growth laid off every adult education teacher, including some who have taught there for 30 years. Some layoffs were rescinded in June, but the program now exists with only a handful of teachers.

Santa Rosa has proposed completely eliminating its adult education program. Sacramento has closed all the adult school evening and weekend programs, including career and technical education.

Why is all of this happening? Because recent legal chicanery allows districts to sweep the entire adult education budget into the K-12 kitty. The new budget divides school funding into three tiers, with adult education at the bottom, meaning its funds can be expropriated, even completely, for other programs.

Historically, this was illegal, as the funding for each was always intentionally divided. Owing to this sleight of hand, the adult education's budget, now flowing into the general fund, becomes the perfect example of mugging Peter to pay Paul.

Now adult education is bestowed an "allowance," an amount the districts alone determine, even to the extent of charging the schools hundreds of thousands of dollars to rent their existing sites.

All of this is occurring with scant warning or consideration for the teachers, administrators and staff who have dedicated their lives to adult education or for the students who have invested time and money in the programs, which often seem to be their only

hope for upward mobility. Today, students are left to flounder while districts shutter the most effective institution they have to learn our language and culture.

Paradoxically—owing to the recession and high unemployment—adult education enrollment was increasing, just as many classes or entire programs were decimated.

With a demanding open-door policy in effect since its inception, adult education, unlike K-12, was truly self-supporting—rather like working on commission—meaning if teachers couldn't keep their classes full and couldn't generate enough ADA money to pay the bills, they lost their jobs. To keep classes packed with up to 50 pupils year after year, these teachers have to really dazzle, retain, and satisfy students. Adult education has no captive audiences.

How does this impact the public? How often have you left a business or hung up the phone and said, "My God, that employee couldn't speak a word of English?"

Don't kid yourself. Most of those immigrants struggle sincerely to learn English, but it is almost impossible when adult education is deemed as disposable as Kleenex.

Also don't kid yourself into believing that the state does not need adult education because the state will never achieve long-term economic or social success without waking up and counting the immigrants. Want some legitimate evidence? Google Adult Education in California: Strategic Planning Process Needs Assessment, prepared by the California Department of Education. (And isn't that pompous noun-chain title so revealing?)

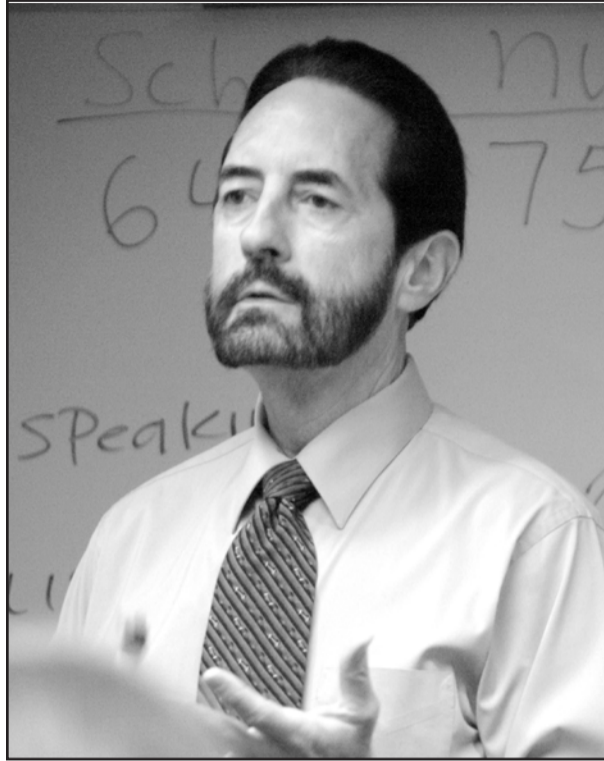
There are 5.3 million adults in California who do not have a high school diploma and 3 million who speak English "less than well," a Pollyannaish euphemism coined in a recent state report. Even in affluent neighborhoods, we have 30% to 40% dropout rates. In a ghetto or barrio, that percentage can approach 75%.

The majority of California's future workforce is past high-school age, so K-12 can't help them. And what is the flood of immigrants with inadequate education and minimal language skills supposed to do? Are they going to replace the knowledge and expertise of retiring baby boomers? Are they going to head south again to their motherland?

With the focus inevitably on K-12, most people are unfamiliar with the scope, breadth, or importance of adult education, so the enrollment numbers might stun some folks: In fact, state-wide, adult education serves about two million students. And actually experts estimate that of 5.3 million people who need adult education courses, many have no access to adult schools or courses.

Sixty-two percent of these students enroll in adult basic education, ESL/citizenship, or GED. Salinas serves 21,000 students while Monterey's programs served over 6,000 last year. Combined, Sacramento, San Francisco, Modesto, Fresno and Los Angeles cater to hundreds of thousands.

Due to California's dismal economy and horrific unemployment, adult education classes are crucial for workers without high school diplomas. Beyond that, there is also an ESL population with diplomas but who have weak English skills or need remedial instruction. California has long outstripped



Ron Russell has taught English at the community college and adult school level for over 30 years. For the past 16 years he has taught at the Naval Postgraduate School in Monterey, California, through a program funded by Monterey Adult Education.

the rest of the nation in the ever-growing rate of immigration, a tsunami that struck harder and faster here than anywhere else in the US. Today California's immigrants comprise 35% of the workforce, compared to 15% nationally.

The state also has a substantial need to educate adults to enable them to participate effectively in the economy and society. And adult education is inextricably linked to K-12

programs, as never before, for only adult education can support the districts by educating parents on how to help their kids with school work, to prevent dropouts, and to increase graduation rates, because nothing strengthens the literacy of the K-12 parent population like adult education's ABE, ESL, GED, and family literacy programs. Illiterate parents rarely raise geniuses.

An OTAN report by the Department of Education warns us that in 20 years California will crumble into two enclaves: the rich and poor, the young and old, English speakers and Spanish speakers, the educated and the uneducated. And "if the state does not take action now, California will not be able to maintain its global economic competitiveness, the standard of living of its residents, and the vibrancy of its communities."

Don't expect the community colleges to assume the burden. They were rightfully designed not to do the remediation work that adult education shoulders. Any community college teacher will tell you how severely unskilled students struggle to succeed in their classes and choke the pace and progression of the traditional curriculum.

So today, aside from the mind-numbing myopia of closing the only affordable and effective schools for learning English-as-a-Second Language, many other singular classes, such as career technology, GED, basic skills, vocational and parenting classes, as well as programs for the aged and Alzheimer patients may soon be latched and defunct. Now really was there ever a more short-sighted, boneheaded educational blunder than this? ●

RON RUSSELL ronrussell1@yahoo.com

« Overload Debate, continued

the equivalent of three full-time teaching loads). To be seen in perspective, Olympic College adjunct workload is capped at no more than 85 percent of full-time.

The ability to teach course overloads runs counter to the type of sacrifices that are many in the public sector are undergoing.

On Monday, July 12, 2010, about one-third of Washington State's civil servants, about 35,000 individuals, stayed home as the first of 10 mandatory furlough days.

While a forced day off deprives workers of wages for that day, furloughs save jobs and are an especially important in the current economy with high unemployment. Yet full-time, tenured faculty teaching course overloads is the opposite of the self-sacrifice of furloughs to save jobs of their co-workers. To U.S. observers, the term "discrimination" seems limited to racial distinctions.

But to a visitor from Mars looking at the differing treatment of full-time tenured faculty and part-time contingent faculty — observing that same tuition is charged for

classes whether taught by tenured or part-time faculty, that no distinction is made in value in the grades and credits awarded, that there are radically differing pay scales, that there are quite different levels of job security, that the job loss is seen as tragic for one, but routine for the other, along with the fact that sabbaticals, professional development, and early retirement incentives are available to one but not the other—might conclude that discrimination is rampant in the U.S. higher education workplace. ●

Jack Longmate,
jacklongmate@comcast.net

Since 1992, Jack Longmate, M.Ed., has been an adjunct English instructor at Olympic College, where he serves as secretary of his NEA-affiliated union. He is a board member of the New Faculty Majority and with Frank Cosco co-authored "Program for Change: 2010-2030" presented at COCAL IX. He is immediate past chair of the Employment Issues Committee of Teachers of English to Speakers of Other Languages (TESOL).

(Editor's note: readers who wish to view the endnotes will find them as working links in the .pdf document of this issue online at cpfa.org)



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Three Myths about the Academic Workforce: Let's Get Real

Rosemary G. Feal, MLA Executive Director

The MLA has taken a forward-looking and forceful stance on what the academic workforce should look like (see the Executive Council's recommended standards and guidelines in the MLA issue brief "One Faculty Serving All Students").

While some people think it's unrealistic to expect that faculty members be paid a living wage or that faculty members with long-term commitments teach the majority of courses, we at the MLA believe that the minimal standards we have endorsed are worth fighting for.

But to fight together, we must engage in some myth busting concerning the academic workforce. Clinging to these myths is getting in the way of our creating "one faculty serving

all students." Here, from my perspective, are the top myths:

Myth 1: Nothing has really changed over the decades.

The academic workforce has always had members who are not on the tenure track or employed full-time, so what's different now? Put simply, we've passed the tipping point of an acceptable and functional proportion of full-time permanent faculty members to all others. Ironically, the academic workforce has grown significantly over the last several decades.

But as the data in our Academic Workforce Advocacy Kit show, that growth has occurred almost entirely off the tenure track. Our academic workforce needs to be rebalanced,

and long-term, appropriately compensated employment should be the hallmark of academic appointments.

Myth 2: All contingent labor is alike.

Say "contingent," "adjunct," "part-time," or "temporary," and we often conjure up the image of the freeway flier, eligible for food

Put simply, we've passed the tipping point of an acceptable proportion of full-time permanent faculty members to all others.



The truth is that in the current structure all faculty members are stretched, but the problems of one group are not the fault of the other. How is it the fault of a tenure-track faculty member, who must produce a book and several articles in the first six years on the job, that adjunct faculty members covering the research leave only receive \$2,500 per course?

Should this faculty member have refused that tenure-track job, knowing that most of the instructional staff in the department do not have full-time tenure-track appointments? Does anyone think the current situation provides optimal learning and employment conditions for students and faculty members?

It is a myth that tenure-track faculty members are content with the status quo and are indifferent to the lack of tenure-track jobs for those who aspire to them, to the poor pay for those who are not adequately compensated, or to the lack of institutional belonging to which all faculty members have a right. Most tenure-track faculty members suffer from a form of survivor's guilt, and they'd like nothing better than to see the system change.

But the problem seems overwhelming, and that's where the leadership of department chairs, deans, provosts, and presidents—as well as scholarly and professional associations—comes into play. Call me simplistic, but it all starts with having the information we need to call things by their name, then working to make things how they ought to be.

I've said it before: the problem isn't the performance of individual adjunct or contingent or part-time faculty members. I'm not calling them out—quite the opposite. They are helping keep higher education as good as it can be under the circumstances and deserve respect.

The problem is that we have an academic workforce in which virtually all the job growth is off the tenure track, that the majority of courses in many institutions are taught by faculty members off the tenure track, and that the future is drying up for those who aspire to make a career in teaching and research in the humanities.

Is this a future any of us can embrace? The academy has changed beyond recognition. Time to give up the myths, get real, come together, and make sure our institutions face facts and take action. ●

Rosemary G. Feal, reprinted by permission from the MLA newsletter.

«"CASUALTIES," continued

In the meantime, community college enrollments have been soaring, with many reporting double-digit gains in 2009. Affordability is a major factor. The annual average for tuition and fees at a community college is \$2,544, compared to \$7,020 for four-year public colleges, according to the College Board.

But that affordability is based, in part, on the work of the hundreds of thousands of adjunct faculty members, who live semester by semester teaching for as little as \$1,500 a course. These teachers serve at the pleasure of their administrative superiors, with little recourse. They can lose a teaching assignment without stated cause and are the least visible victims in battles over academic freedom. They don't get fired. They just don't get rehired.

Academic freedom gives faculty members the right to discuss their subject area, including controversial topics, in the classroom. It supports their right to carry out research and publish their findings, even if the subject matter is controversial. And it allows them, as citizens, to speak out on controversial issues, free from institutional censorship or discipline, though recent court rulings have found that public employees, including faculty members, can be disciplined for communications made while carrying out their professional duties. The rights of faculty to determine curriculum and decide what's taught in the classroom are also protected by academic freedom.

Those principles are lovely, but they mean little to a community college adjunct looking for a toehold in the academic world, where a slight misstep could mean no job the next semester. With adjunct faculty predominating at community colleges, course material there has a tendency to become tame, says AAUP president Cary Nelson.

"The most chilling stories I get are from faculty who withhold controversial material from their syllabi," says Nelson. "They don't want students or the administration to get upset."

Student complaints can indeed prove damaging to an instructor's academic career, says Mike Van Meter, an untenured instructor of English at Central Oregon Community College in Bend. He says some adjuncts don't

challenge students because they fear negative student evaluations and resulting loss of the courses they teach.

"I recognize some students will hate me if I'm as tough as I need to be," says Van Meter. "A single student complaint can be very scary for some adjuncts. Part-timers don't know if they will work the next term, and they have to pay medical bills, like everyone else. And what would happen if I were to speak up about a college bond measure? The reality is, it could affect the way the college would view my employment."

The 2006 Supreme Court decision in *Garcetti v. Ceballos*, a case involving the Los Angeles district attorney's office, left open the possibility that faculty speech in the classroom could be subject to a college's or university's internal rules if that speech was made within the scope of a faculty member's official duties. Subsequent lower-court rulings come down on both sides of free-speech rights for faculty. A December 2009 ruling in federal court dismissed the First Amendment claim of a fired Idaho State University professor, Habib Sadid.

And Sadid was tenured. Fears of dismissal are even greater for those without the protections of tenure.

"The notion of academic freedom is a nonissue for most contingent and adjunct faculty," says Earl Yarrington, a tenure-track associate professor of English at Prince George's Community College in Maryland. "They are seen as disposable. They can be thrown away at will by the community college administration and recycled out with the garbage if need arises. The unjust and unequal treatment makes academic freedom an empty term for them."

Charlene Dukes, the president of PGCC, has taught courses as an adjunct professor and maintains that the adjuncts at Prince George's have freedom in their classrooms, within the framework of the college's regulations. Dukes says that contingent faculty, who comprise 57 percent of Prince George's teachers, have representation in the faculty senate and are considered for full-time tenure-track posts when they open up.

"Adjuncts have a voice and I hope they use it to push for improvements," says Dukes.

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stamps and stringing together four or more courses per term at a rate of pay far below the MLA recommended minimum.

The problem is that we have an academic workforce in which virtually all the job growth is off the tenure track, that the majority of courses in many institutions are taught by faculty members off the tenure track, and that the future is drying up for those who aspire to make a career in teaching and research in the humanities.

I've said it before: the problem isn't the performance of individual adjunct or contingent or part-time faculty members.

But these terms signal a hundred different things: the "professor of the practice" who receives a salary commensurate with his or her qualifications and experience, who has job security and benefits, and who is fully integrated into the life of the department; the full-time, non-tenure-track, three-year visiting professor hired to teach Chinese as a college determines student interest and program sustainability; the senior editor from a major newspaper who teaches an occasional course on journalism; the part-time English instructor who is not seeking a full-time job and whose annual household income exceeds \$100,000.

Of course there are too many contingent faculty members who are inadequately compensated and who would prefer full-time work, as data in the advocacy kit show. We would be wise to remember that there is an appropriate role for all these faculty members.

The keys are balance in the workforce and appropriate working conditions for all. We must ensure that the majority of courses are taught by faculty members who have long-term, full-time commitments from the institutions that hire them and who receive appropriate pay and benefits; and we must also ensure that contingent faculty members receive fair treatment in all ways. It's really that simple.

Myth 3: The interests of tenure-track faculty members are in opposition to the interests of other faculty members.

Often it is said that adjunct faculty members are the backs on which tenure-track faculty members place their teaching loads. Or that the full-time faculty members, their ranks thinning, have to pick up the work that adjuncts are not compensated to do (serve on university committees, advise majors, and so forth).



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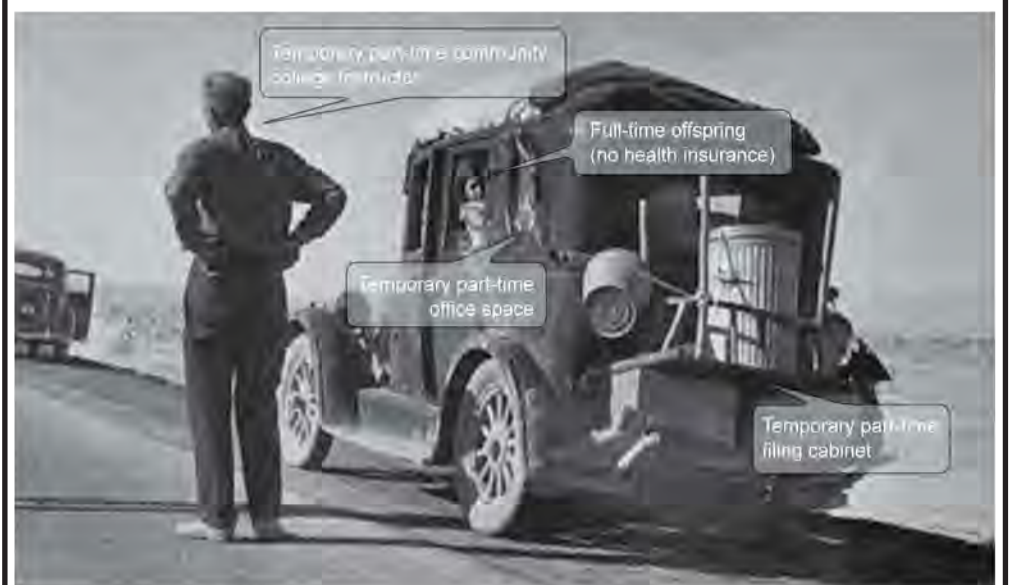
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How is Your Journey on the Contingent Faculty Road?



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go to www.cdfa4me.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!

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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

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THE OVERLOAD DEBATE

How Olympic College leveled the field, sort of . . .

Still plenty of sauce for geese . . . ganders continue to seek solutions

by JACK LONGMATE

ON JUNE 11, 2009, the Washington State Board for Community and Technical Colleges (SBCTC) declared a financial emergency in response to deep state budget reductions. The declaration gave colleges the extraordinary power to lay off tenured faculty.

One year later, however, only one of Washington's 30 college districts, Bates Technical College in Tacoma, has done so. The June/July 2010 issue of the AFT Washington's Union Spotlight reported that "severe cuts were managed through use of contingency funds, cuts in extras such as sabbaticals and professional development, not filling vacancies, and early retirement incentives, among other strategies."

No mention was made of the number of non-tenured adjuncts who may have lost their jobs during the period.

College administrations cherish the ability to use adjunct faculty: adjuncts enable colleges to offer courses which, if filled by enrollment, convert to assured profit for the college, but if not filled, can be cancelled without significant repercussions for the institution.

Of course, there are repercussions for adjunct faculty. When courses assigned to adjuncts are either cancelled or reassigned to tenured faculty, adjuncts are out of a job (and possibly more than one job if they had to forego another opportunity to provisionally accept the offer that was cancelled).

At Olympic College in Bremerton, Washington, its Collective Bargaining Agreement ratified in December 2009 introduced a course cancellation fee, which provides a payment of 10% of the salary for the course "to an adjunct faculty member whose course is cancelled within the week before the start of the class or after the start of the class." This provision applies whether the cancellation is from low enrollment or displacement "from a class by another faculty member . . . unless the adjunct faculty member is given a replacement class."

The displacement "from a class by another faculty member" refers to the process of being "bumped" by full-time tenured fac-

ulty. Bumping can be the result of the tenured faculty's own classes not receiving sufficient enrollment, and thus the college, under obligation to compensate the tenured faculty, displaces the adjunct. Bumping can also result from a tenured faculty's own decision to teach an additional course or courses beyond his/her normal teaching load, which are called teaching



Jack Longmate and Deborah Dahl-Shanks visit after workshops at COCAL IX in Quebec

"overloads" or "moonlighting." According to the Washington State Board for Community and Technical Colleges, in 2008 the state's 3,129 full-time instructors taught enough course as overloads to equal 415 additional full-time loads, which means roughly 12 percent of all classes delivered by tenured faculty were overloads.

Whenever full-time faculty in Washington state teach course overloads, they are paid, not on a time and a half basis, but on the discounted adjunct pay schedule. That fact underscores how the practice takes away adjunct jobs and constitutes a direct conflict of interests to adjunct faculty.

While the low wages discourage some tenured faculty from teaching course overloads, some do, and some do so to a considerable extent, the enticements being that this additional income usually does not require travel to a new job site and oftentimes no additional course preparation. Administrators encourage this practice since it saves having to pay an adjunct for health insurance. Some

tenured faculty come to see teaching overloads as their privilege. But, as a former union president of Green River Community Faculty Phil Jack once pointed out, the willingness of full-time, tenured to teach course overloads does make it difficult to claim they are overworked and deserving of higher wages. To offset the real pay disparity between full-time and part-time faculty, the

Washington State legislature over the years has made part-time faculty salary improvement appropriations, which are traditionally supported by both the Washington chapters of the NEA and AFT.

While the state budget language stipulates that these funds "are provided solely to increase salaries and related benefits for part-time faculty," the system uses those funds to pay full-time, tenured faculty whenever they teach course overloads.

Some observers feel that, while workers deserve to be paid when they do extra work, the source of that payment should not be drawn from an account whose purpose is "to continue to close the pay gap between full- and part-time instructors," to use the words of Earl Hale, the former Executive of the State Board for Community and Technical College's letter to the Governor of 15 September 2004.

The new Olympic College collective bargaining agreement imposes a limit on course overloads that tenured faculty may teach. Assuming a full-time teaching load as 100 percent, Olympic College tenured faculty "may not work for more than 167% of their quarterly annualized load".

In response to this new contractual provision, one full-time faculty member bemoaned the hardship that this new workload limitation (no more than 167 percent) would impose on her family.

In the spring of 2010, some 8 of the college's 116 tenured faculty exceeded the contract's overload limits, ranging from 175 percent to a whopping 298 percent (nearly

» continued, PG. 7



Maria Peluso of Montreal speaking at COCAL IX



Joe Berry conducting workshop at COCAL IX



John Govsky, Anne Wiegard, John Martin

«"ADVISORY" CONTINUED FROM PAGE 3

Scott Lay from the Community College League, suggested that part-time faculty are already represented by the unions at the table and asserted the 47,000 part time community college faculty were a "special interest group" requesting a special privileged seat at Consultation.

Even though there are nearly three times as many part-time faculty as full-time faculty teaching our students and covering more than half of all classes offered, some still perceive and label part-time faculty as a "special interest group" – which they obviously are not.

Fortunately, that was the only voice raised in opposition to our proposal and the overwhelming support was for supporting the establishment of an advisory committee to provide part-time faculty a voice at the table.

Chancellor Jack Scott will be announcing his decision regarding the establishment of a part-time faculty advisory committee and the process for increasing awareness of part-time faculty issues at an upcoming Board of Governors meeting. ◆

Dr. Cornelia Alsheimer has taught accounting at Santa Barbara City College since 2001. Prior to that time she taught business administration and accounting in Germany for 14 years.

COMMUNITY COLLEGE JOURNAL

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CPFA 2010 CONFERENCE



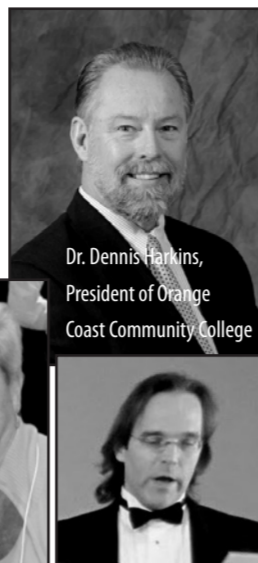
John Martin, Chris Stampolis, Phyllis Eckler, Sam Russo



Coast Community College



Jack & Barbara Price



Dr. Dennis Hawkins, President of Orange Coast Community College



Lisa Solomon, Armando Mendez, Gayla Finnell



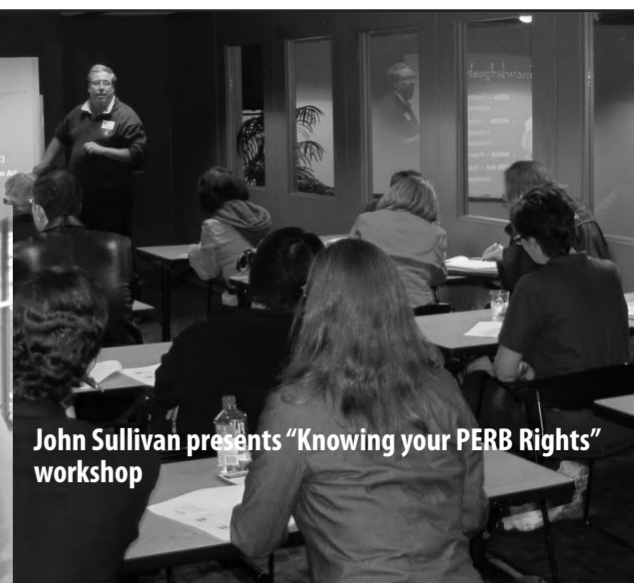
Stacey Burks was awarded the CPFA 2010 Robert Yoshioka Faculty Advocate Award.



Madeline Shapiro, Mona Field



Sandy Baringer retires after 10 years of excellent service as editor of the CPFA News



John Sullivan presents "Knowing your PERB Rights" workshop

COCAL IX: QUEBEC

The Coalition of Contingent Academic Labor Conference, held at Université Laval in Quebec City August 13-15, 2010, drew 250 participants and was thus probably the largest since the first COCAL in 1995. It certainly was the most international. Some participants commented that it was by far the most politically sophisticated. This may be because it was the first COCAL since the international capitalist crisis that began in 2008.

All major areas of contingent education were represented, but clearly we need more representation from Mexico (there were visa problems for a number of Mexican participants) and from



Milroy, Govsky, Martin



New Faculty Majority members at COCAL

Matt Williams, Ross Borden, Bob Samuels, Anne Weigard, Jack Longmate

Peter Brown, Rich Moser, Frank Cosco (missing: Steve Street)



Joe Berry with wife Helena Worthen



Sandra Schroeder, President AFT, Washington



Maria Teresa Lechuga STUNAM Un. of Mexico City

Chancellor's PT Advisory Committee Discussions



Vice-chancellor Barry Russell with unidentified individual



Andre Sims (CCA), Cornelia Alsheimer(CCI), Robert Yoshioka (CPFA), John Sullivan (CCA)



Beth Smith (Academic Senate), Mary Benard (SDCC HR VP), John Govsky, and Phyllis Eckler

CPFA board retreat, planning session



COCAL IX ORGANIZERS

as workforce stabilization, access to tenure, access to research, the new Faculty majority strategy proposal; and solidarity issues such as building alliances on the campus and state level, diversity and minority groups, and graduate student rights.

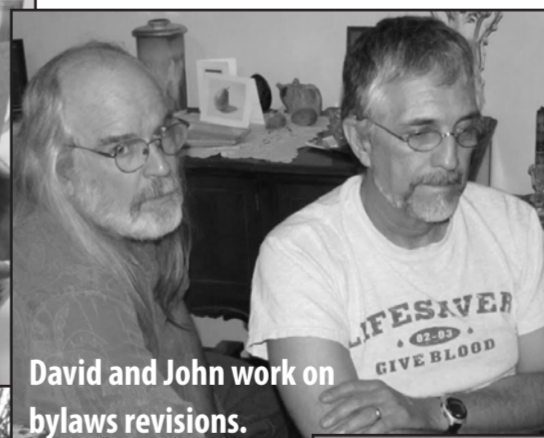
Resolutions passed at COCAL IX are available at www.COCALInternational.org. They included support for federal legislation clarifying grad employees rights to unionize, support for the adjuncts trying to organize at East-West University in Chicago who have faced mass firings, and support for the SME, the electrical workers union in the public electrical utility in the Mexico City area, who have faced the government-led destruction of their agency and their union.

The conference reflected questioning and strategizing on a level that was never present in previous conferences. The general enthusiasm seemed to lay a great basis for COCAL X, now planned for August, 2012, in Mexico City, for which the endorsement of major Mexican unions and the support of the Mexico City government has already been obtained.

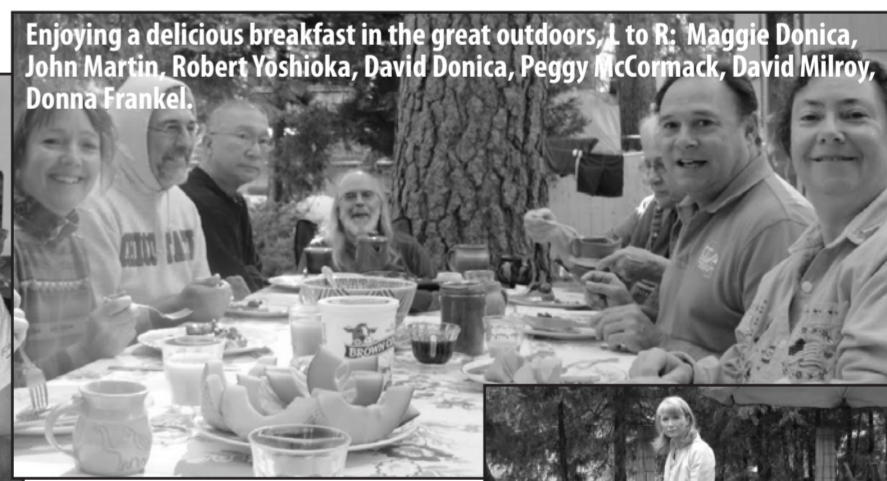
Joe Berry taught in CA community colleges for fourteen years and was the first statewide coordinator for part-timers for the CFT Community College Council. Since then, he has taught labor studies and history at many institutions in Iowa, Illinois, and Pennsylvania, and worked as an organizer. His Ph.D. dissertation was published as "Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education" (Monthly Review Press, 2005) and he is the co-author of "Access to Unemployment Benefits for Contingent Faculty", (Chicago COCAL, 2008). He is now glad to be back in California and developing new projects.



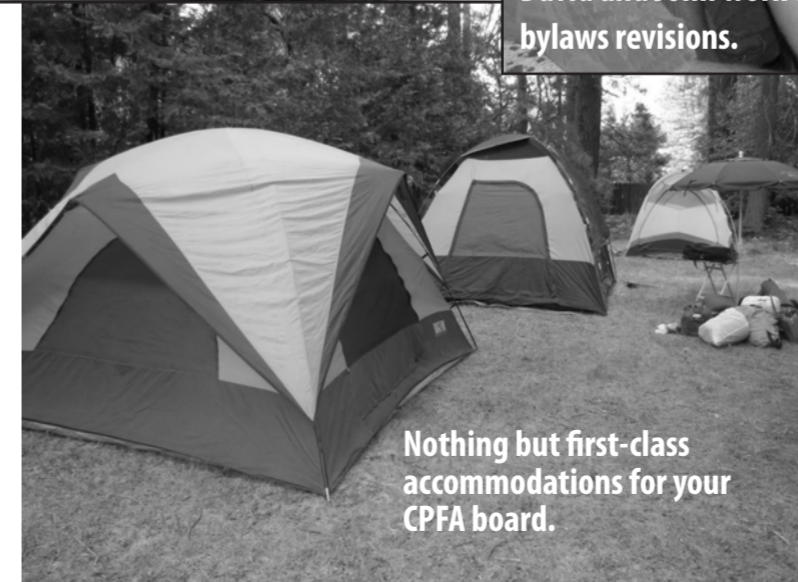
Delicious Maggie cakes in a lovely MaggieBowl.



David and John work on bylaws revisions.



Enjoying a delicious breakfast in the great outdoors. L to R: Maggie Donica, John Martin, Robert Yoshioka, David Donica, Peggy McCormack, David Milroy, Donna Frankel.



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Mt. Shasta dwellers have to put up with this view. Sad, isn't it?



WHO comes with too much "baggage"?