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ADMINISTRATORS ATE MY TUITION

by Dr. Benjamin Ginsberg

No statistic about higher education commands more attention—and anxiety—among members of the public than the rising price of admission. Since 1980, inflation-adjusted tuition at public universities has tripled; at private universities it has more than doubled. Compared to all other goods and services in the American economy, including medical care, only “cigarettes and other tobacco products” have seen prices rise faster than the cost of going to college. And for all that, parents who sign away ever-larger tuition checks can be forgiven for doubting whether universities are spending those additional funds in ways that make their kids’ educations better—to say nothing of three times better.

Between 1975 and 2005, total spending by American higher educational institutions, stated in constant dollars, tripled, to more than \$325 billion per year. Over the same period, the faculty-to-student ratio has remained fairly constant, at approximately fifteen or sixteen students per instructor. One thing that has changed, dramatically, is the administrator-per-student ratio. In 1975, colleges employed one administrator for every eighty-four students and one professional staffer—admissions officers, information technology specialists, and the like—for every fifty students. By 2005, the administrator-to-student ratio had dropped to one administrator for every sixty-eight students while the ratio of professional staffers had dropped to one for every twenty-one students.

Apparently, as colleges and universities have had more money to spend, they have not chosen to spend it on expanding their instructional resources—that is, on paying faculty. They have chosen, instead, to enhance their administrative and staff resources. A comprehensive study published by the Delta Cost Project in 2010 reported that between 1998 and 2008, America’s private colleges increased spending on instruction by 22 percent while increasing spending on administration and staff support by 36 percent. Parents who wonder why college tuition is so high and why it increases so much each year may be less than pleased to learn that their sons and daughters will have an opportunity to interact with more administrators and staffers—but not more professors. Well, you can’t have everything.

Of course, universities have always employed administrators. When I was a graduate student in the 1960s and a young professor in the 1970s, however, top administrators were generally drawn from the faculty, and even midlevel managerial tasks were directed by faculty members. These moonlighting academics typically occupied administrative slots on a part-time or temporary basis and planned in due course to return to full-time teaching and research. Whatever their individual faults and gifts, faculty administrators seldom had to be reminded that the purpose of a university was the promotion of education and research, and their own short-term managerial endeavors tended not to distract them from their long-term academic commitments.

Alas, today’s full-time professional administrators tend to view management as an end in and of itself. Most have no faculty experience, and even those who have spent time in a classroom or laboratory often hope to make administration their life’s work and have no plan to return to teaching. For many of these career managers, promoting teaching and research is less important than expanding their own administrative domains. Under their supervision, the means have become the end.

Every year, hosts of administrators and staffers are added to college and university payrolls, even as schools claim to be battling budget crises that are forcing them to reduce the size of their full-time faculties. As a result, universities are now filled with armies of functionaries—vice presidents, associate vice presidents, assistant vice presidents, provosts, associate provosts, vice provosts, assistant provosts, deans, deanlets, and deanlings, all of whom command staffers and assistants—who, more and more, direct the operations of every school. If there is any hope of getting higher education costs in line, and improving its quality—and I think there is, though the hour is late—it begins with taking a pair of shears to the overgrown administrative bureaucracy.

Forty years ago, America’s colleges employed more professors than administrators. The efforts of 446,830 professors were supported by 268,952 administrators and staffers. Over the past four decades, though, the number of full-time professors or “full-time equivalents”—that is, slots filled by two or more part-time faculty members whose combined hours equal those of a full-timer—increased slightly more than 50 percent. That percentage is comparable to the growth in student enrollments during the same time period. But the number of administrators and administrative staffers employed by those schools increased by an astonishing 85 percent and 240 percent, respectively.

Today, administrators and staffers safely outnumber full-time faculty members on campus. In 2005, colleges and universities employed more than 675,000 fulltime faculty members or full-time equivalents. In the same year, America’s colleges and universities employed more than 190,000 individuals classified by the federal government as

“executive, administrative and managerial employees.” Another 566,405 college and university employees were classified as “other professional.” This category includes IT specialists, counselors, auditors, accountants, admissions officers, development officers, alumni relations officials, human resources staffers, editors and writers for school publications, attorneys, and a slew of others. These “other professionals” are not administrators, but they work for the administration and serve as its arms, legs, eyes, ears, and mouthpieces.

Before they employed an army of professional staffers, administrators were forced to rely on the cooperation of the faculty to carry out tasks ranging from admissions to planning. An administration that lost the confidence of the faculty might find itself unable to function. Today, ranks of staffers form a bulwark of administrative power in the contemporary university. These administrative staffers do not work for or, in many cases, even share information with the faculty. They help make the administration, in the language of political science, “relatively autonomous,” marginalizing the faculty.

While some administrative posts continue to be held by senior professors on a part-time basis, their ranks are gradually dwindling as their jobs are taken over by fulltime managers. College administrations frequently tout the fiscal advantages of using part-time, “adjunct” faculty to teach courses. They fail, however, to apply the same logic to their own ranks. Over the past thirty years, the percentage of faculty members who are hired on a part-time basis has increased so dramatically that today almost half of the nation’s professors work only part-time. And yet the percentage of administrators who are part-time employees has fallen during the same time period.

Administrators are not only well staffed, they are also well paid. Vice presidents at the University of Maryland, for example, earn well over \$200,000, and deans earn nearly as much. Both groups saw their salaries increase as much as 50 percent between 1998 and 2003, a period of financial retrenchment and sharp tuition increases at the university. The University of Maryland at College Park—which employs six vice presidents, six associate vice presidents, five assistant vice presidents, six assistants to the president, and six assistants to the vice presidents—has

long been noted for its bloated and extortionate bureaucracy, but it actually does not seem to be much of an exception. Administrative salaries are on the rise everywhere in the nation. By 2007, the median salary paid to the president of a doctoral degree-granting institution was \$325,000. Eighty-one presidents earned more than \$500,000, and twelve earned over \$1 million. Presidents, at least, might perform important services for their schools. Somewhat more difficult to explain is the fact that by 2010 even some of the ubiquitous and largely interchangeable deanlets and deanlings earned six-figure salaries.

If you have any remaining doubt about where colleges and universities have been spending their increasing tuition and other revenues, consider this: between 1947 and 1995 (the last year for which the relevant data was published), administrative costs increased from barely 9 percent to nearly 15 percent of college and university budgets. More recent data, though not strictly comparable, follows a similar pattern. During this same time period, stated in constant dollars, overall university spending increased 148 percent. Instructional spending increased only 128 percent, 20 points less than the overall rate of spending increase. Administrative spending, though, increased by a whopping 235 percent.

Three main explanations are often adduced for the sharp growth in the number of university administrators over the past thirty years. One is that there have been new sorts of demands for administrative services that require more managers per student or faculty member than was true in the past. Universities today have an elaborate IT infrastructure, enhanced student services, a more extensive fund-raising and lobbying apparatus, and so on, than was common thirty years ago. Of course, it might also be said that during this same time period, whole new fields of teaching and research opened in such areas as computer science, genetics, chemical biology, and physics. Other new research and teaching fields opened because of ongoing changes in the world economy and international order. And yet, faculty growth between 1975 and 2005 simply kept pace with growth in enrollments and substantially lagged behind administrative and staff growth. When push came to shove, colleges chose to invest in management rather

» continued, PG.7



Benjamin Ginsberg is a professor of political science at Johns Hopkins University. This article was originally published in the Washington Monthly September/October 2011 edition, adapted with permission from *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters* (by Benjamin Ginsberg, published by Oxford University Press, 2011). Reprinted here with permission from both Dr. Ginsberg and the Washington Monthly.

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LETTERS TO THE EDITOR

Dear Editor:

Many thanks for reprinting my article "Tenure is Not the Answer," and for sending a copy of the Community College Journal. It is a very well done publication. Keep fighting the good fight. Best wishes,

Pablo Eisenberg

Pablo Eisenberg is a senior fellow at the Georgetown Public Policy Institute and a columnist for The Chronicle of Philanthropy.

Dear Editor:

I just finished reading the Spring issue. As always, it is excellent, with a great deal of material valuable to part-time instructors no matter where they are -- thanks!

Mark James Miller, President Allan Hancock College Part-time Faculty Association

Dear Editor:

The recently released Chancellor's Student Success Task Force Report is clearly NOT about student success nor is it about the vital and important role faculty play in student success.

In fact, it assumes that faculty somehow do not care about student success nor actively teach/work to help students succeed.

It also does not address the really BIG issue regarding student success: the need for a stable and experienced work force.

Part-time faculty, who teach almost 50% of all courses and students, need professional development support, full participation, inclusion in shared governance and decision making, fair salaries, and paid office time to fully help students succeed.

It is my understanding that the task force would not even discuss such issues --- SHAME ON THEM! Part-time faculty have been disenfranchised from the CCC system through the Ed Code and via prejudice by some senates, unions and administrations. As long as part-time faculty are required to work in the educational plantation system and be treated as both separate and unequal, then students will be denied one of the vital elements they need to survive -- a united faculty in which all faculty members are professional, available, and experienced.

It is time that the legislature, state-wide unions and associations, state-wide senate, and faculty in general stop ignoring the elephant in the room and openly and honestly address this problem in the name of "student success."

Robert Yoshioka CPFA Legislative Analyst

Dear Editor:

Sometimes I actually go to a movie because I read that it's about a community college teacher, and I foolishly expect to see some of the real drama and intensity of a community college classroom represented on the screen. I'm about to give up hope after watching last summer's Larry Crowne, with Tom Hanks as a community college student and Julia Roberts as his teacher. Talk about embarrassing!

The red flag I want to wave here is that "community college teacher" appears to have become the job description of choice for loosely wired female characters in films (see Susan Sarandon in "Bull Durham"). Apparently, if you're writing a film and you need to give your female lead a job that doesn't take much time, lets her dress nicely, won't make her rich but will pay the utility bills -- and above all, isn't serious enough to compete with whatever sturm and drang your male lead is into -- then make her a community college teacher, especially an English teacher or a Speech teacher!

My note to filmmakers: either figure out what teaching in the community colleges is really like, or find some other job classification

-- home catering? Garden design? -- that will give your character a legal source of income.

Helena Worthen 21 San Mateo Road Berkeley, CA 94707

Dear Editor:

It is my pleasure to endorse Sharon Hendricks for the CalSTRS Advisory Board position for California Community College Faculty. This position specifically and solely represents Community College faculty on the STRS Board and replaces our long time advocate, Carolyn Widener.

Sharon is a strong advocate of equal rights for part-time faculty both in work and retirement. She comes from the LA Guild where she serves as their retirement specialist and advocate, and is currently serving on both the FACCC Board of Governors and the FACCC Retirement Committee.

I have worked with Sharon in both capacities and find her to be honest, hard-working, and receptive to our retirement challenges. She has also worked with the current CalSTRS Part-time Faculty Retirement Task Force whose goal is to permanently solve the issues surrounding inequities in Part-time Retirement in the CalSTRS system (both Cash Balance and Defined Benefits).

Sharon knows and understands the unique part-time retirement issues, concerns and problems within the STRS system. I trust her to follow in the foot-steps of Carolyn Widener as her protégé and to continue the fight to keep our retirement system solvent, strong and available to every faculty member, both full-time and part-time.

It is vitally important that every STRS member vote in this election. Our pensions and the public retirement systems are being attacked by the media and public. We need strong advocates who both understand the system, the problems and the solutions. We need someone who will not abandon part-time faculty in the struggle to maintain public retirement for all faculty members.

SHARON HENDRICKS is that person.

As a part-time colleague and state-wide leader and advocate in part-time retirement issues -- I urge you to vote for Sharon Hendricks for the CalSTRS Board.

Sincerely, Deborah Dahl Shanks, DVC/UF CPFA Director of Public Relations

Dear Editor:

I wanted to write this letter last week, but I had to spend my time urgently organizing disconnected, overburdened part-time teachers in one of the districts I work for in response to negotiations that are currently denigrating our rights... there is no part timer on the negotiation team.

The negotiation team says the district forced them to put a .5 cap on the load part timers can work in order to save the part timers' seniority system. Limiting part timers' load to .50 effectively nullifies seniority anyhow. The district may have suggested it, but a negotiation team without a part timer on it accepted it. And if the past is any indication, many part timers will remain ignorant of how this happened and-sadly-too busy and "stretched" to VOTE NO on the contract. In most districts, part timers far outnumber the full timers and have equal voting rights, but typically do not show up to vote.

This same district is asking its full time faculty to take a pay cut, but without complete elimination of overload/extra service (the units beyond the full time contract full timers take to earn more than their salary), those full timers who feel the pay cut is too harsh can supplement their salary "sacrifice" units leaving even fewer .5 loads for

the remaining part timers. (Spreading the sections for part timers over all part timers allows the district to pay more lower hourly wages to newer faculty than they'd be able to if anyone respected the seniority system in place.) And all this was framed as a district forced change.

I am a part timer who does not believe that part timers can only gain equity through full timer sacrifice, but we can all do something to steady our boat. In this climate, we faculty must stick together and be fearless and demanding with administrations and our state representatives. But it is undeniable that getting rid of sections means losing many part timers- and serving fewer students when we need to be serving more. Fewer part timers (without the filling of more full time positions) weakens faculties in general and weakens the voting power of part timers within their unions.

Faculty, full-time and part-time, are ripe for disintegration into divisive fights. We have all seen on list serves and email trails throughout our institutions and unions the trend towards faculty fighting over scraps and threatening to split into separate unions instead of together, fighting for students' right to education and workers' rights to work. I don't know what the answer to all this is, but I know where to start: unity, communication, and action.

Everyone has a part:

1. Full time faculty should absolutely cease and desist from requesting or accepting units to teach beyond their full load for the year (and stop suggesting in senate forums that a great way for colleges to save money is to have FT teach MORE overload/extra service because they get paid an even lower pro-rata than part timers) and those in union governance and negotiations teams should not allow part timers to sacrifice any more beyond the extent of our livelihoods we have already lost with state lowered FTES caps.

2. Part timers should organize and become a louder, stronger voice within and in support of their labor unions (after all, we've no right to complain if we do not take the time to VOTE),

3. Administrations should stop pressuring faculty unions to give up health insurance and pay and working conditions to save a few dollars and should simply STOP HIRING CONSULTANTS and start increasing their pressure on the state to support access to education.

Sounds like a silly dream, doesn't it? If educators don't do something every single day-starting now-to stop the de-funding of sections and the degrading of the status, position, working conditions of educators, we will have nothing left but time to dream. It is time to teach, really teach.

It is time to OCCUPY EDUCATION. Unify, communicate, and act.

Janell Hampton

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CPFA CHAIR: IMHO



By John Martin

Last spring's CC Journal was extraordinary. It had an incredible array of articles and opinion pieces dealing with issues that impact California's community college faculty. Topping out at 16 pages and distributed throughout the community college system, our Spring, 2011 edition set a high bar.

Our editor, Pamela Hanford, will continue to "push the envelope" when reporting on higher education and non-tenure track

issues both in the state and across the country. Having said this, if CPFA is to advocate, educate, and legislate, then we need your support. Join CPFA NOW! Encourage others to do the same. We need your financial support, not just your moral support, in order to continue promoting for change.

Speaking of our Journal and in case you've missed it, the spring edition included voices from Jonathon Lightman of FACCC (Faculty Association for the California Community Colleges), Ken Meier, former VP of Instruction from Butte College, Deborah Dahl-Shanks of FACCC (a former board member who now serves on our CPFA Executive Council), and finally, Robert Yoshiohoka, our Legislative Analyst. All four wrote to urge the passage of AB 852 (more on this later) for rehire rights for the part-time ranks in the California Community College system.

One major story was written by Dr. Cary Nelson, AAUP President, who clearly spelled out the "crisis" where management and the unions' hierarchies often work against us or worse, are apathetic about our issues. Dr. Nelson concluded that academic freedom is "only available to a minority of faculty members" or, only those who have tenure.

In an attempt to right the wrongs with this issue, AB 852 is still on our radar screen. The passage of this bill by the Assembly was a victory for us. The Senate Higher Education Committee decided to table it, turning it into a two year bill. This gives us more opportu-

nity to lobby on its behalf during the upcoming legislative session (join us in Sacramento, anyone?)..

As your CPFA representative, I will be there along with our friends and supporters from from CCA, CCC, CCI, CWA and FACCC to work on its passage. Together we hope to persuade legislators that there is no significant cost involved (see the chart on page 5 of the spring journal, "Rehire Rights for Part-time Faculty is More Fiscally Responsible" or find "Media" at www.cpfa.org, to find a link to the spring issue). This refutes the claim that management needs to be "flexible" to hire and fire its part-time work force. This shameful practice, as noted by Dr. Nelson, argues that "thousands of faculty members serving in contingent positions – some for decade or two or more – have effectively 'passed' their tenure review by virtue of being hired back year after year."

In far too many instances the "flexibility" argument is simply a ruse to keep "favorites" employed and to get rid of "trouble makers" without due process. All faculty must be protected from arbitrary hiring and firing. If AB 852 passes, the Ed Code would not only give some real job security but due process would be in place.

Two new EC members have been added to the executive council: Deborah Dahl-Shanks and Lin Chan. Deborah is our Public Relations Director and Lin Chan will represent the Greater L.A. Region. ●



ARMANDO J. MENDEZ
Nov. 15, 1962 - Aug. 18, 2011

Armando was 48 years old. Here is an excerpt from the Imperial Valley Press about a 2005 IVC Constitution Day event: "Armando Mendez, an administration of justice instructor at IVC and Students for Political Awareness adviser, delivered an impassioned speech on the importance of the Constitution.

As the son of migrant farm workers, Mendez thinks his opportunity for success was built into the constitution and has driven him to defend it.

"The fight was brought forth by our parents, and the generations have to take that fight forward," Mendez said.

He added the Constitution is under attack daily and emphasized to students that rights taken for granted can be taken away. "As each generation struggles, the fight continues," Mendez said.

"I believe with every fiber of my body that too many people have worked too hard to have the government ignore the Constitution."



Armando at the 2010 CPFA Conference with Imperial Valley College colleagues Lisa Solomon and Gayla Finnell.

Student Success Task Force continues to ignore part-time faculty

On September 30, 2011, Jack Scott, the Chancellor for California Community Colleges posted the first public draft report of the Student Success Task Force after one year of meeting as required by the Liu Bill of 2010. You can read the whole report at <http://studentsuccess.ideascale.com/>. Also at this website you can read and make comments that will be read by the members of the committee and taken under consideration at the their next meeting of November 9th. Once they have considered comments by the public, they will adjust the recommendations in the report as they see fit.

There are two parts to the report and eight chapters that focus on student success. Part I lays out the definitions of student success, the scope of the task force, other national and state efforts and recommendations and implementation processes.

Part II is the draft recommendations of the task force with chapters on increasing college and career readiness, strengthening support for entering students, improving successful student behaviors through incentives, aligning course offerings to meet student needs, improving the education of basic skills students, revitalizing and re-envisioning professional development, finding new ways to enable efficient statewide leadership & increase coordination between colleges, and aligning resources with student success recommendations. This report does not recommend the implementation of outcome-based funding at this time.

Most noticeable to this reader is the total lack of recommendations about faculty or the institutional structure of academic professionals, who are, after all, the people in the academic trenches and who teach students and are ultimately at the front lines of student success. There is nothing about the need to professionalize part-time or adjunct faculty nor the huge role they play in the CCC system as a whole. In fact, the only mention of part-time faculty is in regards to the three categorical funds in the state budget -- Equity, Office Hours, Health

-- which the task force recommends consolidating as the "Faculty Support Initiative" by combining "four existing programs into a consolidated faculty support program. These include: Equal Employment Opportunity; Part-Time Faculty Office Hours; Part-Time Faculty Health Insurance; and Part-Time Faculty Compensation."

Firstly, I strongly question the agenda of the "equal employment opportunity" as we part-time faculty have experienced very little of equality or employment opportunities in our history. Most part-time faculty have regularly and categorically been denied full-time employment and have been treated less than equally by full-time faculty or administrators.

Secondly, by lumping the money for the categorical programs together we are giving a free pass or license to administrations and unions run by full-time faculty to use that money for their own agendas (which in some instances means lining their own pockets).

Thirdly, there is no mention in this report about the total exploitation of PT faculty (who are the silent majority) through lack of courses, job equity, pay/benefits, employment security, professional support, inclusion in decisions that will help student success, program development, curricular decisions or development, and the fact that current PT faculty [many who are required to freeway fly due to the archaic 67% rule that can be found in no other higher/lower institution of education, nor state, nor country] are treated with such prejudice and disrespect as to result in low morale and less than successful working conditions. It should be noted that WE are the only state with an employment glass ceiling that 1) restricts employment that would help student success, and that 2) basically segregates part-time faculty from shared governance and participation in the academy. This prejudicial system does not allow for internal promotion when there is a clear need and appropriate people to meet that need and does not act in a manner that

would promote student success through promoting the success of the faculty that serve them.

What should be asked is: "how can we expect students to strive to succeed when the majority of faculty who teach them are treated like and considered "failures" by their own full-time peers?" It is outrageous that they never state that in the interest of "student success" there should be more full-time or full-service, professional faculty to serve students. As far as the voiceless part-time faculty in this system are concerned, I read this report as a sham and a white wash in regards to the promotion of a fully professionalized academy of professors who work together to teach students and promote their success.

A faculty member's working environment is the student's learning environment. ●

Deborah Dahl Shanks
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COMMITTED TO JUSTICE

Armando Mendez was a warrior for justice at Imperial Valley College. I first met Armando when he volunteered in 2005 to help with my student club, the IVC Students for Political Awareness (SPA). The District was charging students a \$14 Health Fee per student, but not providing the services associated with the fee. Armando spent many hours advocating on behalf of the students, and organizing campus protests and presentations to the IVC Board of Trustees. His efforts were successful. We were pleased when the District agreed to refund a portion of the fee to the students.

Armando again joined me when I became the president of the IVC CCA/CTA/NEA Fulltime Faculty Association. He became an active advocate for PT faculty rights, and worked with the IVC CCA/CTA/NEA leadership, and CCA leadership, to start organizing the PT faculty at IVC. The PT faculty had attempted for many years to become a union, without success. However, under the leadership of Armando Mendez, their dream became a reality. It was an honor working with Armando. The campus community was deeply saddened by Armando's untimely death on August 18, 2011, the same evening that the newly recognized IVC PT Faculty Association CCA/CTA/NEA was officially taking membership applications on campus.

Armando's efforts on behalf of the PT Faculty and students at IVC will never be forgotten. His dedication and commitment to justice was an inspiration for all. ●

Gaylla A. Finnell
IVC CCA/CTA/NEA
FT Faculty Association President

UPCOMING POLITICAL CHANGES IN CALIFORNIA: IMPACTS ON FACULTY TBD

By Mona Field

As well-informed part-time faculty, CPFA folks and their allies realize that who gets elected to the State Legislature is one very important component of faculty life. While local boards have many areas of authority, the basic budget-setting and all statewide laws emerge from Sacramento.

So here are some updates on how Californians are going to elect those state legislators – with the first of the “new” elections coming in June 2012.

In recent elections, Californians have actually revolutionized the process of future elections for the state legislature.

Proposition 11 (November 2008) ensures that a citizens' commission will draw boundaries for legislative districts (instead of those lines being drawn by the Legislature itself).

The redistricting commission of 14 individuals has redrawn the state legislature's lines as well as redistricting California's congressional lines.

Political experts have indicated that the districts drawn by the Commission could actually improve the chances

of Democrats to take a 2/3 majority in both houses of the state legislature, because California's voter registration shows that only about 1/3 of voters are Republicans, with about 45% Democrats and the rest either in minor parties or “decline to state” (unaffiliated with any political party).

Despite pending legal challenges and a possible ballot referendum (sponsored by the Republican Party) to challenge the new districts, those newly drawn districts will be in place for the 2012 elections of all 80 state assembly members, all 53 congressional members, and the 20 state senate seats scheduled to be on the ballot in 2012.

Although many of the new boundaries leave current incumbents relatively “safe”, others have put two longtime legislators into the same district to fight it out. One Senate district expected to become a huge battleground is the Ventura/west San Fernando Valley area where Democrat Fran Pavley will face Republican Tony Strickland.



Mona Field is a member 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.

How the new district boundaries will really change the composition of the Legislature remains to be seen. In theory, knowing that their electoral district will be more diverse and therefore less “safe” could push elected officials towards more moderate positions.

Another major change for California voters will be the open primary imposed by Proposition 14 (June 2010). This new law will structure the formerly partisan primaries into “evening together” lists of candidates, with all parties on the same list in June. November 2012 runoffs will then involve the top two candidates, who might be from the same party. In theory, this could change campaigning, with candidates needing to stay more flexible and centrist in order to obtain votes from the other party's voters as well as from the 20 percent of voters who are not registered with any political party.

In sum, the changes made by California voters during the past four years through ballot measures could potentially reduce the polarization of the legislature, create more civilized campaigns, and provide a more centrist approach to governing.

Will these changes occur? And if so, will part time faculty benefit? The answers are yet to be known. ●

(This is the third in a series of articles about issues impacting part-time cc faculty. If you are interested learning more or writing about these themes, please write a letter to editor@cpfa.org)

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In Defense of Unions

by Mark James Miller

The hangdog looks on their faces said it all.

A dean stood delivering a tongue lashing to a group of part-time instructors, three or four people who had evidently committed some offense that caused her to come storming out of her office, her face red with rage, her demeanor boding ill for whoever happened to be the target of her wrath. She had a reputation as a bully and tyrant, and her fits of temper were well-known and feared; secretaries and student workers ran for cover when she approached. Bursting into the workroom where these teachers were preparing their classes (naturally, as part-timers, they had no offices to do this in) she proceeded to give them a fearful dressing-down.

She shouted and gesticulated in a disrespectful, threatening manner that would have been thought abusive had it been meted out to a class of third graders. As this tirade went on I wondered why none of these people spoke up in their own defense. Why didn't one of them tell this woman that her behavior was unacceptable?

But no one said anything. The instructors on the receiving end of this harangue simply hung their heads and took it, the way chastened children will. I never learned what their crime was, but for me this day in 1999 was a revelatory moment, eureka! A light came on, an epiphany was reached! The need for a union of the part-time instructors at Allan Hancock College was driven home to me. These people didn't say anything because their jobs were forfeit if they did. They were contingent workers without rights. Their employment was at the mercy of this dean, who held their jobs in her hand and knew she could mistreat them with impunity. They had the choice of taking this or quitting. And it goes without saying that the culture then existing at the college enabled her to perpetrate her abuse; she did it, in other words, because she could. No one in a position to challenge her authority had ever said, or would ever say, that what she did was unacceptable.

A few months after this incident took place an election was held, under the supervision of the Public Employee Relations Board. Part-time instructors at Allan Hancock College voted on whether or not they wanted to unionize. The vote was a staggering 87% "yes." Why such an overwhelming repudiation of the status quo? The part-time faculty at Hancock College was one of the lowest paid in California, eighth from the bottom. They could be hired and fired at the whim

of whoever was doing the scheduling, be it a department chair or a dean, and had no recourse if treated unfairly, arbitrarily, or abusively. If a dean decided his/her nephew should have your job, the nephew had your job, and that was the end of the story. There were no office hours; instructors were expected to meet with students on their own time, and, in some departments, coerced into attending meetings and taking part in activities such as holistic grading of tests without pay. Yet they were expected, (as they still are today), to provide the same quality education as that provided by their much-better paid and recognized full-time brethren. They had no input in how the college is operated, despite teaching at least half of the units offered. Only a union representing their interests could start to make effective changes and challenge the culture that regarded part-time instructors as second-class citizens.

The rest, as they say, is history, when you consider all the improvements the union has made and continues to make, but not everyone was happy. "I want you to know that I am not a union person," were the words of a part-time instructor who called our office to object after we negotiated the agency fee in 2003.

She was opposed to unions philosophically, she said, and she resented having to be associated with one. She saw no need for a union of the part-time instructors at Allan Hancock College, and said that as far as she was concerned it would have been better if the union had never been formed at all. I told her that if you truly detest unions there is a way you can prove it. Start by giving back the raises we have negotiated for you. (In our first contract alone we were able to wring a 14% pay increase for the part-time faculty out of the administration). Refuse to accept any increases in pay we get for you in the future. Return the state parity money (the distribution of which the union negotiated on your behalf). Refuse to avail yourself of any of the rights we have won for part-time instructors, such as office hours, rehire

rights, and the right to file a grievance. Do all this, and you will prove that your anti-unionism is genuine. If you don't, I'll know you are just looking for a free ride.

The conversation came to an abrupt denouement, although before she hung up she did say something to the effect that the administration would have given all this to the part-time faculty without a union being involved. Exactly how that feat would have been accomplished she did not try to elucidate, and when I repeated that idea to a room full of administrators during a negotiating session their laughter literally shook the building. We have not heard from her since. Nor has she returned any of her pay or refused to accept any of the increases we have negotiated over the years. But her comments were typical of what is said

by those who are opposed to organized labor. Some believe unions are unnecessary, others take exception at being "forced" to belong to one, still others just don't like unions and want no part of them. Do we honestly need a union of the part-time instructors at Allan Hancock College? Are unions still relevant in the 21st Century? Why not let your employer determine your rate of pay and what rights you as an employee should have? They know what they can afford to pay and are much better acquainted with the intricacies of their budget than anyone else. They understand their institutional and corporate needs to a greater degree than any employee can. Wouldn't we, as community college teachers, counselors and librarians, be wiser to let the administration decide if we need rehire rights or office hours? Can't we rely on administrators and department chairs to always treat people fairly? If you do your job the way you should, the administration will appreciate your efforts and keep you employed here, so job security and rehire rights are irrelevancies. Who needs a union?

In a perfect world, nobody would. In a perfect world unions would not be necessary. Neither would police, the military, the Securities and Exchange Commission, elected government in general or the Presi-

dent of the United States in particular. (That this would put the current occupant of 1600 Pennsylvania Avenue out of work is a subject best left to another discussion). In a perfect world, employers, both public and private, would pay their workers exactly what they deserved, and would always treat them fairly, justly, and with appreciation for their hard work and loyalty. Workers would never be exploited or abused, corporate profits and CEO pay would never be excessive, wages and salaries would always keep up with inflation, and life would be the proverbial bowl of cherries.

Most people reading this know the millennium hasn't arrived yet, and we don't live in Utopia. We live in a world of global warming, \$100-a barrel oil, wars, famine, poverty, corporate scandals, downsizing and outsourcing. In short, we live in a world of imperfect human beings who do not always follow the better angels of their nature. Until that day arrives, workers are going to need unions to represent their interests to those that employ them. But the past 30 years have not been the best of times for the American labor movement. Unions, and unionism, have been in decline. A changing economy, a relentless onslaught of anti-union propaganda from the right, a great deal of anti-union legislation, and a complacency in the mindset of traditional union leaders have all combined to bring about a drastic devolution to what was once an important factor in the American social, economic and political landscape. Organized labor can, and by rights ought to be, a powerful and positive force in American life.

At their best, unions function as a counterweight to otherwise unchecked corporate and managerial power, and are a standard bearer for social and economic justice. That unions have often fallen short of these ideals is undeniable, and that they are at least partially to blame for their own demise is equally true. Nor can it be gainsaid that the labor movement can—in fact, it must, and soon—rise up out of the ashes, reinvent and reassert itself, and be an effective advocate for working families in the United States. Unions are necessary. Unions are relevant. Without unions acting as a counterbalance, managerial and corporate power runs amok, as is shown in skyrocketing executive pay and scandals such as Enron and Tyco. The decline of the unions has run parallel to a decline in middle-class living standards, with more and more Americans falling into poverty, more

» continued on PG. 10



Mark James Miller is President of the Allan Hancock College Part-Time Faculty Association, California Federation of Teachers Local 6185.

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Administrators Ate My Tuition

continued from page 1

than in teaching and research.

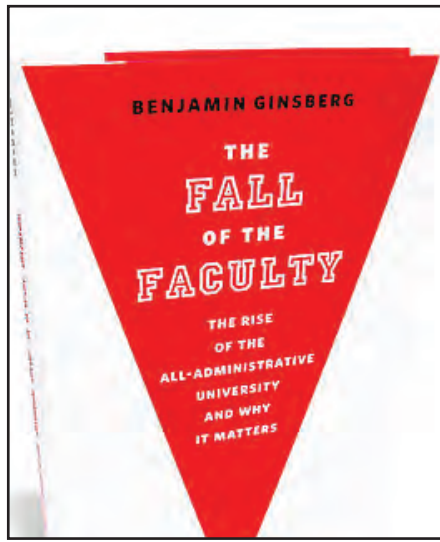
A second common explanation given for the expansion of administration in recent years is the growing need to respond to mandates and record-keeping demands from federal and state governments as well as numerous licensure and accreditation bodies. It is certainly true that large numbers of administrators spend a good deal of time preparing reports and collecting data for these and other agencies. But as burdensome as this paperwork blizzard might be, it is not clear that it explains the growth in administrative personnel that we have observed. Often, affirmative action reporting is cited as the most time consuming of the various governmental mandates. As the economist Barbara Bergmann has pointed out, however, across the nation only a handful of administrators and staffers are employed in this endeavor.

More generally, we would expect that if administrative growth were mainly a response to external mandates, growth should be greater at state schools, which are more exposed to government obligations, than at private institutions, which are freer to manage their own affairs in their own way. Yet, when we examine the data, precisely the opposite seems to be the case. Between 1975 and 2005, the number of administrators and managers employed by public institutions increased by 66 percent. During the same time period, the number of administrators employed by private colleges and universities grew by 135 percent (see Table 4). These numbers seem inconsistent with the idea that external mandates have been the forces driving administrative growth at America's institutions of higher education.

A third explanation has to do with the conduct of the faculty. Many faculty members, it is often said, regard administrative activities as obnoxious chores and are content to allow these to be undertaken by others. While there is some truth to this, it is certainly not the whole story. Often enough, I have observed that professors who are willing to perform administrative tasks lose interest when they find that the committees, councils, and assemblies through which the faculty nominally acts have lost much if not all their power to administrators.

If growth-driven demand, governmental mandates, and faculty preferences are not sufficient explanations for administrative expansion, an alternative explanation might be found in the nature of university bureaucracies themselves. In particular, administrative growth may be seen primarily as a result of efforts by administrators to aggrandize their own roles in academic life. Students of bureaucracy have frequently observed that administrators have a strong incentive to maximize the power and prestige of whatever office they hold by working to increase its staff and budget. To justify such increases, they often seek to capture functions currently performed by others or invent new functions for themselves that might or might not further the organization's main mission.

Such behavior is common on today's campuses. At one school, an inventive group of administrators created the "Committee on Traditions," whose mission seemed to be the identification and restoration of forgotten university traditions or, failing that, the creation of new traditions. Another group of deans constituted themselves as the "War Zones Task Force." This group recruited staffers, held many meetings, and prepared a number of reports whose upshot seemed to be that students should be discouraged from traveling to war zones, unless, of course, their home was in a war zone. But perhaps the expansion of university bureaucracies is best illustrated by an ad placed by a Colorado school, which sought a "Coordinator of College Liaisons." Depending on how you read it, this is either a ridicu-



The Fall of the Faculty
By Benjamin Ginsberg
(Oxford, 248 pages, \$29.95).

lous example of bureaucratic layering or an intrusion into an area of student life that hardly requires administrative assistance.

The number of administrators and staffers on university campuses has increased so rapidly in recent years that often there is not enough work to keep all of them busy. To fill their time, administrators engage in a number of make-work activities. This includes endless rounds of meetings, mostly with other administrators, often consisting of reports from and plans for other meetings. For example, at a recent "president's staff meeting" at an Ohio community college, eleven of the eighteen agenda items discussed by administrators involved plans for future meetings or discussions of other recently held meetings. At a gathering of the "Process Management Steering Committee" of a Midwestern community college, virtually the entire meeting was devoted to planning subsequent meetings by process management teams, including the "search committee training team," the "faculty advising and mentoring team," and the "culture team," which was said to be meeting with "renewed energy." The culture team was apparently also close to making a recommendation on the composition of a "Culture Committee." Since culture is a notoriously abstruse issue, this committee may need to meet for years, if not decades, to unravel its complexities.

When they face particularly challenging problems, academic administrators sometimes find that ordinary meetings in campus offices do not allow them the freedom from distraction they require. To allow them to focus fully and without interruption, administrators sometimes find it necessary to schedule off-campus administrative retreats where they can work without fear that the day-to-day concerns of the campus will disturb their deliberations. Sometimes these retreats include athletic and role-playing activities that are supposed to help improve the staff's spirit of camaraderie and ability to function as a team. For example, at a 2007 professional development retreat, Michigan Tech staffers broke into teams and spent several hours building furniture from pieces of cardboard and duct tape. Many staff retreats also include presentations by professional speakers who appear to specialize in psychobabble. Topics at recent retreats included "Do You Want to Succeed?" "Reflective Resensitizing," and "Waking Up the Inner World." In all likelihood, the administrators and staffers privileged to attend these important talks spent the next several weeks reporting on them at meetings with colleagues who had been deprived of the opportunity to learn firsthand how to make certain that their inner worlds remained on alert.

Administrative budgets frequently include travel funds, on the theory that conference participation will hone administrators' skills and provide them with new information and ideas that will ultimately serve their school's interests. We can be absolutely certain that this would be the only reason administrators would even consider dragging themselves to Maui during the winter for a series of work-

shops sponsored by the North American Association of Summer Sessions. Given the expense and hardship usually occasioned by travel to Hawaii, it is entirely appropriate for colleges to foot this sort of bill.

Another ubiquitous make-work exercise is the formation of a "strategic plan." Until recent years, colleges engaged in little formal planning. Today, however, virtually every college and university in the nation has an elaborate strategic plan. This is typically a lengthy document—some are 100 pages long or more—that purports to articulate the school's mission, its leadership's vision of the future, and the various steps that are needed to achieve the school's goals. The typical plan takes six months to two years to write and requires countless hours of work from senior administrators and their staffs.

A plan that was really designed to guide an organization's efforts to achieve future objectives, as it might be promulgated by a corporation or a military agency, would typically present concrete objectives, a timetable for their realization, an outline of the tactics that will be employed, a precise assignment of staff responsibilities, and a budget. Some university plans approach this model. Most, however, are simply expanded "vision statements" that are often forgotten soon after they are promulgated. My university has presented two systemwide strategic plans and one arts and sciences strategic plan in the last fifteen years. No one can remember much about any of these plans, but another one is currently in the works. The plan is not a blueprint for the future. It is, instead, a management tool for the present. The ubiquity of planning at America's colleges and universities is another reflection and reinforcement of the ongoing growth of administrative power.

There is, to be sure, one realm in which administrators as a class have proven extraordinarily adept. This is the general domain of fund-raising. Even during the depths of the recession in 2009, schools were able to raise money. On the one hand, the donors who give selflessly to their schools deserve to be commended for their beneficence. At the same time, it should still be noted that, as is so often the case in the not-for-profit world, university administrators appropriate much of this money to support—what else?—more administration.

The stress on fund-raising has enabled more than a few university presidents to acquire luxurious offices, lavish residences,

and an assortment of perks in addition to princely salaries. Some enjoy the services of a chauffeur when they commute to work and a household staff when they entertain or even relax at home. These and many other perquisites are usually defended by administrators as needed to carry out their social duties and, particularly, to impress their schools' wealthy benefactors. Yet no study has ever proved that presidents who arrive at fundraising events in chauffeur-driven limousines are more likely to succeed in their capital campaign goals or in any other endeavor than their counterparts who drive their own cars or come by taxi or, for that matter, by subway. I have personally known university presidents who were outstanding fund-raisers but, nevertheless, lived frugally and always traveled as cheaply as possible. Among college officials, though, the spendthrifts seem to outnumber the penny pinchers.

College presidents are usually the guiltiest parties, since they are in the best position to authorize expenditures, and many are more than happy to use school funds to burnish their own images. One recent case in point is that of Benjamin Ladner, the former president of American University in Washington, D.C. Soon after arriving on the campus in 1994, Ladner and his wife, who dubbed herself AU's "first lady," declared that the president's official residence was inadequate and had the university build an expensive new house, which included a waterfall and pond behind the patio, a few blocks from the campus. They outfitted the house with expensive furnishings, china, and stemware. At university expense, the Ladners employed a chauffeur, a cook, a social secretary, and numerous other personal staff members. They hosted gala events to which they invited prominent Washington figures. They traveled abroad frequently, generally charging their first-class tickets to the university.

Matters came to a head in March 2005, when an anonymous whistleblower wrote ...

To read the conclusion of this article and /or leave your comments and opinions, please visit www.cdfa.org/media



Program for Change proposes 30 incremental goals

At the 2011 CPFA Annual Conference in May at Sierra College, the session entitled "Where Do We Go from Here?" pondered the direction and strategies for the contingent faculty movement.

Job security, achieving equal pay for equal work, removing the workload cap imposed on part-time faculty (in California, the 67% law), limiting full-time faculty overloads, etc. are relevant issues in 2011. But those issues were equally relevant in 2001 or 1991, and a key question is: What can be done to avoid having the same conversations about the same goals in 2021 or 2031?

The most commonly proposed solution to the emphatically substandard working conditions of adjuncts in U.S. higher education is the creation of more full-time tenured positions, such as California's 1988 AB 1725 and the AFT's Faculty And College Excellence (FACE) first proposed in 2006. But as co-founder of the Washington Part-time Faculty Association Keith Hoeller notes, "The tenure or nothing philosophy has literally meant nothing for one million contingent faculty."

The Program for Change, presented at COCALIX in Quebec, approaches improving the situation of non-tenured faculty from the ground up. It proposes to transform the working conditions of part-time, contingent faculty into what might be considered "normal" employment through a set of over 30 incremental changes. Its short-term and long-term goals are presented on a timeline against which to measure progress. The goals themselves are classified as being (1) no cost or nominal one-time cost, (2) costs, (3) union and association rights, or (4) legislative changes.

The specifics goals, which are enumerated in a chart in the Program for Change itself, are inspired by the system in place within colleges represented by the Federation of Post-Secondary Educators of British Columbia, especially Vancouver Community College, and other systems with exemplary treatment of part-time faculty. Some of the extant VCC features, which are incorporated into the Program for Change, include:

- a. A single salary schedule for all faculty. All faculty, whether full-time or part-time, whether probationary or permanent, are paid according to the same eleven-step salary schedule.
- b. All faculty accrue seniority beginning on their date of hire, and seniority is the primary, though not the exclusive, determinant of workload assignment (as opposed to full-time or part-time status which is commonly the case at US colleges).
- c. Seniority accruals are transpar-

ent, rankings are public, and compliance is ensured through equal access to grievance processes. Term (probationary) faculty accrue seniority on a pro-rated basis, while "regular" faculty (see d. below) accrue seniority at a full-time rate, whether teaching full-time or not. This protects the seniority ranking of those who teach part-time and makes it quite possible for a part-timer to be senior to a full-time colleague.

d. Regularization is a type of job security that is the functional equivalent tenure. After two years of teaching at 50 percent of full-time, a term instructor with satisfactory evaluation becomes regularized. These provisions of the "Vancouver Model" are so different from the standard Americans higher education workplace that Americans commonly have trouble comprehending the VCC system. Indeed, since the American two-tiered system has been in place for several decades, many, including union and other faculty activists, have become socialized into thinking that the upper tier is deserving of differing levels of pay, job security, professional development support, etc.

An example of the incremental nature of the Program for Change is illustrated in the following excerpt from the Program for Change. For the hiring of part-time faculty (goal NC3), in five years, the process should proceed according to an established institutional procedure, not a haphazard, ad hoc fashion that characterizes much adjunct

hiring in colleges across the United States at present. The goal for ten years is that the hiring process for all faculty, whether full-time or part-time, should be governed by a single procedure. If an institution already has an established procedure for hiring part-time faculty, then it could strive to establish a single hiring process for part- and full-time faculty.

One inevitable reaction to the Program for Change is that its twenty-year timeframe is too long; the twenty-year period, some argue, will discourage current activists, many of whom will be retired in twenty years. But if we are earnest about seeking change, we must be realistic in setting goals, and those goals that require significant funding, as is required to achieve equal compensation, are hardly feasible unless phased in over a period of years. In the case of Washington State community and technical colleges, for example, adjunct pay at present is 63 percent of full-time faculty pay and, according to a 2005 projection, the additional sum of \$113 million per biennium is required to achieve equal compensation; securing a \$113 budgetary increase is most feasible if incremental over a twenty-year period. Of course, nothing mandates that it must take twenty years; institutions like the City College of San Francisco, where adjuncts are now paid 86 percent of full-time pay, stand a better chance of receiving 100 percent in fewer years.

Secondly, since most of the over 30 goals require either no funding or a one-time nominal funding support (e.g. NC 4 Reappointment Rights, NC5 Seniority Rights), nothing stops most from being accomplished immediately.

Tenured faculty interests may be skeptical

of the Program for Change as an attack on tenure from a new front. While the Program for Change does not threaten the institution of tenure or propose to replace it, it does propose that over time tenure be delinked from salary and time-status, as is the current prerogative of the Federation of Post-Secondary Educators of British Columbia. Tenure would continue to be conferred on those faculty members deemed worthy of the super-job protection that tenure provides. Being delinked from compensation, tenured could thus be granted without cost impact.

As Martin Luther King notes, social change does not happen automatically but "through the tireless efforts and persistent work...." One of the values of the timeline would be to serve a log of progress. As forward motion is accomplished, those accomplishments can be celebrated, such as American University's recent establishment of a more career track for non-tenured full-time instructors entailing multi-year contracts, or the Massachusetts NEA affiliate's reform of its voting structure from adjuncts getting 1/4 of a vote to now a full vote. Without a log to record and celebrate progress, it is indeed demoralizing for activists who may attend conferences for decade or longer only to hear the same conversations about the need to reform the same problems but without a sense of forward motion.

Another thought about the timeline: Labor historian Joe Berry points out that when social change happens, it may have a snowball effect, that is, one change may lead to another, which, in turn, may affect another. But whether reform comes quickly or remains a prolonged struggle, it is vital that the process be initiated—and since most of the goals do not require expenditures, many—such as a part-time faculty hiring system, a part-time faculty seniority system, a part-time faculty evaluation system, etc.—can be initiated immediately. Otherwise, it certainly won't do for another generation of educators to face the lack of normalcy inherent in the two-tier system.

The Program for Change aims to be a roadmap to end the injustice imposed on non-tenured contingent faculty, who make up 75 percent of those who deliver instruction in U.S. higher ed. But as a country, we are fooling ourselves if we believe that the United States, once the world's leader in higher student achievement, is not affected by its current reliance on poorly paid contingent faculty with no job security. ●

The Program for Change can be viewed at the website of the New Faculty Majority (<http://newfaculty.com/info/PFC/>).

A slightly updated version can be viewed at the website of the Vancouver Community College Faculty Association (<http://www.vccfa.ca/program-for-change/index.html>).

Feedback and recommendations are needed: please provide to Jack Longmate (jack-longmate@comcast.net) and/or Frank Cosco (FCosco@vccfa.ca).



Keith Hoeller and Jack Longmate travelled from Washington state to attend the 2011 CPFA Conference.

		Present	+5	+10	+15	+20	
Non Cost or Incidental One-time Costs <i>No reduction in Rights for any Tenured or TT Person</i> <i>All rights are subject to grievance or other dispute resolution processes</i>							
Rights during hiring and probationary period	NC3	Hiring	Departmentally-based processes; transparent, set procedures	One process for all			
	NC4	Reappointment Rights during probationary period	Reappointment by seniority, as long as no unsuccessful evaluation	Rights retained for set period after last appointment			
	NC5	Seniority Rights	Right to Seniority				
			Right to Seniority Accrual	For regularized/normalized, equal part-time seniority accrual to full timers' accrual			
			Seniority Retention between appointments	Retention after layoff			
			Seniority List published annually				

Let's all move to Illinois

McHenry County College, a community college in beautiful Crystal Lake, Illinois realized they were paying their adjuncts far less than surrounding colleges.

In the most recent contract between the Board of Trustees and the Adjunct Faculty Union they included language that will phase in over the next three years an increase of 45%. This will affect 180 faculty members.

The pay for a teacher with a bachelor's degree is currently \$1,584. That will increase to \$1,815 in August and will reach \$2,400 by the 2014-2015 academic year.

The key here is that the adjunct faculty union is separate from the full-time union.

The union was able to address many more issues for the McHenry County College faculty such as more professional development opportunities and more flexibility in the number of hours taught. Additionally, the contract continues to offer office space, tax-sheltered annuities and tuition waivers for faculty, faculty spouses and/or dependents.

A stipend of 1/8 of a contact hour is also provided for adjuncts that prepare classes and discover the class is cancelled. They also provide two calendar days of paid leave per semester. Oddly, they don't seem to have a provision for health care. ● --D. Robb



Summer board retreat, work session at the Hanford house in Redding. From left, David Donica, Robert Yoshioka, John Martin, Pamela Hanford. Behind camera: David Milroy.

A PRIMER ON IMPROVING CONTINGENT FACULTY CONDITIONS

by Heidi McGrew and Joe Untener

Challenges associated with the increasing use of contingent faculty appointments in American higher education are mounting. The AAUP and other professional groups have identified several major problems: unacceptable conditions and compensation for contingent faculty members, poor learning outcomes for students, and the potential erosion of academic freedom. These issues have also appeared in the popular press, adding public scrutiny to what was previously an internal concern.

At the University of Dayton, our experience of these challenges led us to initiate a collaboration among the part-time faculty, the university administration, and the tenure-line faculty in 2008. Mindful of the guidelines in the AAUP's 2003 statement *Contingent Appointments and the Academic Profession*, we set a goal of concretely improving conditions for those teaching part time at UD. While we think our approach is innovative, we also recognize that it is not a panacea, given the complexity of the issues involved.

Background

The University of Dayton is a doctoral-level, nonunionized, private university in Ohio with a mission grounded in the Catholic, Marianist tradition. It employs approximately 500 full-time (410 tenure-track) and 350 part-time faculty members to serve more than 9,000 undergraduate and graduate students. Undergraduates currently receive about one-fourth of their instruction from part-time instructors. The part-time faculty at UD is heterogeneous: it includes local experts teaching single courses in specialized areas, instructors teaching multiple sections of general education courses, teachers at satellite campuses, providers of online courses, and qualified staff members and administrators.

Part-time faculty surveys conducted by the university in the mid-1990s and in 2003 revealed significant inequities and problems in the way part-time instructors were treated at UD. Consistent with the Marianist focus on community building, the university immediately took steps to address some of these issues. For example, the 1990s survey identified unacceptably low pay for some part-time instructors, prompting the administration to phase in a new base-pay policy that almost tripled the per-course remuneration in some cases. In response to the 2003 survey, an elected part-time faculty representative with full voting rights was added to the thirty-nine-member academic senate. While the single seat is not proportionate to their representation in the faculty, it has given the part-time instructors a campus voice and an identified liaison with the administration.

These surveys also yielded significant demographic information about part-time faculty members at UD, revealing that they usually have a long-term employment relationship (8.5 years on average) with the university and that most are active in professional societies, campus activities, or university service. In other words, the survey results clearly indicated that most part-time instructors at UD are not "highway fliers" but rather are an integral part of the UD faculty. It is imperative that they be treated equitably and included fully in the university community.

Over the years, the university has taken

steps to improve working conditions for its part-time faculty members. For example, since the mid-1990s UD has offered educational workshops specifically for part-time instructors, has included them in faculty development activities, and has instituted formal orientations and a designated handbook for them. A recent salary survey showed that the lowest salary for part-time faculty members at UD is approximately 25 percent higher than average lowest part-time faculty salaries at nine other local institutions.



Heidi McGrew has been a part-time faculty member in the Department of Geology at the University of Dayton for fourteen years. She is currently serving her third term as the part-time faculty representative to the academic senate. Her e-mail address is heidi.mcgreg@notes.udayton.edu.

Despite these advances, problems continued to exist for part-time faculty members. The 2003 survey indicated that the university's efforts had not eliminated dissatisfaction and a sense of disenfranchisement among part-time instructors. Furthermore, treatment of part-time faculty members

varied widely across campus, ranging from examples that could be considered "best practice" to some that were simply unacceptable. It became apparent that the university needed to establish explicit norms for how it treats part-time instructors and ensure that these standards were being applied consistently in every unit on campus.

Partnership for Progress

With the support and encouragement of UD's president, Daniel Curran, and the provost, Joseph Saliba, the authors of this article (respectively the current part-time faculty representative to the academic senate and the associate provost for faculty and administrative affairs) developed a university-wide "statement of practice" to articulate standards and guidelines related to part-time faculty members.

We decided to make student learning the central focus of our work. Recent studies (such as those reported in 2008 by Paul Umbach and Audrey Jaeger) conclude that student learning decreases in an environment with unsupported, disconnected, and disenfranchised part-time faculty members. Therefore, broad improvement in the integration of these instructors as valued members of the university community should enhance the environment for students, the faculty, and the university in general.

We began by compiling a comprehensive inventory of issues and concerns based on the results of previous surveys, analysis of administrative data on part-time faculty members, input from a range of campus constituents, and review of the published literature. In particular, we looked at UD's practices in light of the AAUP's recommendations for contingent faculty members. Our initial list included such items as salary, benefits, job support and security, faculty evaluation, titles, and general status on campus. When our perspectives on issues diverged, we focused on areas where the two of us could agree and achieve consensus with others at the university.

Indeed, a wide range of issues emerged, some easily resolved (such as informing part-time instructors of the level of administrative support they should receive), some more intractable (such as the fact that, per credit hour, part-time faculty members are paid less than half of what full-time professors receive at UD). Many of the problems were errors of omission rather than of commission. Typically, busy

department chairs did not intentionally withhold support but merely did not recognize the full range of support that was needed. Similarly, we discovered that many part-time instructors were not aware of all the benefits to which they were already entitled, such as library privileges, free parking passes, free wellness classes, faculty development workshops, and discounts on campus recreational facilities and events.

With our comprehensive review complete, we grouped the key issues into four categories: (1) those that could be solved immediately by adopting best practices already in place in some units; (2) those that could be solved within the academic year; (3) those that could be solved in the near future; and (4) those that could not be resolved in the immediate future.

Using items in the first two categories, we created an outline of university-wide standards that might improve not just the working conditions for part-time faculty members but also their performance and level of commitment. The outline became the focus for a series of forums and meetings with a wide range of campus representatives. At each meeting, we presented the issues and our proposed solutions and encouraged discussion and suggestions from attendees. We were pleased with the almost universal, campus-wide support for this effort.

Issues Addressed and Outcomes

Based on our dialogues, we compiled a document called "The Role of Part-Time Faculty: A Statement of Practice." This statement sets explicit expectations for the treatment and performance of part-time faculty members at UD, addressing issues such as recruitment, hiring, departmental support of part-time instructors, and the number of courses that a part-time instructor can teach each semester. The university also raised the part-time faculty salary floor by 10 percent, committed to increasing this base salary at a rate equivalent to the full-time faculty raises, and arranged to regularize part-time faculty pay periods to better match those of the full-time professors.

We presented a list of practices by both university units and part-time faculty members that would be considered unacceptable. For example, the document clearly states that it is unacceptable for a department to delay filing the appointment papers for part-time faculty employees—a practice that thereby not only delays pay but also precludes access to needed campus services and facilities. Additionally, our research and discussions revealed some particular practices of part-time faculty members that might negatively affect student learning, such as telling students that they were "just" part time, as if to imply that the students should expect less from them. We state that the learning outcomes of a course should not, in any way, be compromised by the instructor's employment status.

The statement of practice also clarified some points that are not always well understood, such as the contingent nature of the commitments and the fact that part-time faculty positions do not typically lead to full-time faculty employment. While acknowledging that part-time instructors are not eligible for most benefits (for example, health

and life insurance), we compiled a list of lesser-known benefits for which they were eligible; for example, part-time faculty members at UD can contribute to a 403(b) retirement plan that the university will administer but not match.

Some issues were administrative in nature and easily resolved, such as eliminating the delay in filing appointment papers. Other problems were more challenging. For example, every semester, part-time faculty paychecks were delayed one full pay period relative to those of full-time faculty members. This two-week delay was a hardship for some; and for many part-time instructors, it also reinforced their perception of second-tier status. Changing this ingrained administrative procedure took effort, but the delay has now been eliminated.

Surprisingly, the question of what titles contingent faculty members should hold proved one of the most difficult to resolve. The simplest part was to establish the right of all faculty members to be addressed by students as "professor." Beyond that, the issue proved much more complicated. The titles bestowed on part-time faculty members vary widely among units and often do not match the definitions in the faculty handbook. Formal faculty title definitions are under the jurisdiction of the academic senate, and part-time faculty preferences vary. Thus, the dialogue about formal university titles continues.

The most intractable issue was, predictably and understandably, part-time faculty salaries. The reality at UD and elsewhere is that part-time faculty members are paid substantially less than their full-time counterparts, do not receive a full benefits package, and are hired on a term-by-term basis. While UD has made progress in converting some part-time faculty positions into full-time non-tenure-track lecturer positions with benefits, this conversion has been limited, and the economic reality—that using part-time instructors saves the university money—will not change in the foreseeable future. Instead of being discouraged by these challenges, we chose to direct UD toward feasible steps: the establishment of a higher salary floor, a commitment to raise part-time salaries annually, and the administration's assurance that increases in the budget for the part-time faculty are actually spent on the part-time faculty.

Future Work

The work at UD is unfinished and will continue into the indefinite future. During the second and third years of this process (2009–11), we plan to address part-time faculty issues in a revision of the UD faculty handbook, and identify low-cost benefits that could be offered in the near term. A major focus, of course, is to work with university units to ensure that the statement of practice is fully implemented. Some

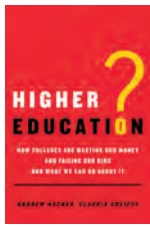
issues will require long-term work, such as addressing the compensation disparity, establishing multiple-term contracts, and increasing the part-time faculty representation on the academic senate. UD has committed to yearly discussion and to projects that will improve the status of part-time instructors. In all cases, we believe that the students are the ultimate beneficiaries of these efforts.

The issues surrounding part-time faculty members are substantial and almost universal across American higher education.



Joe Untener is associate provost for faculty and administrative affairs and professor of engineering technology at the University of Dayton. His e-mail address is untener@udayton.edu.

Higher Education? How colleges are wasting our money and failing our kids – and what we can do about it.



By Andrew Hacker and Claudia Dreifus
 St. Martin's Griffin, New York.
 Available at Amazon: Kindle \$9.99, Softcover \$10.19

Reviewed by Martin Goldstein

You will like this book. It confirms many things we already know -- that most college teaching is done by people like us, adjuncts and other non-tenured professors, and that tenure, sabbaticals, low teaching loads and the emphasis on research all have conspired to make the actual teaching of undergraduates an encumbrance on a university career, rather than its main goal.



While it concentrates on four-year schools, whose bloated bureaucracies, outrageous amenities, and costly sports teams all conspire to attract applicants and alumni donations rather than actually educate students, its message is equally relevant in our sphere of two year community colleges where the job of teaching undergraduates should be primary.

Organized as an impassioned castigation of the current situation, it identifies many of the main problems with higher education today, starting with the immoral "caste system of the professoriate," with tenured professors at the top, nearly invulnerable to any outside pressures, and adjuncts like us near the bottom, above only graduate TA's in four-year schools who, while training for the top tier, will most likely end up with us at the bottom.

It identifies what it calls "The Golden Dozen," the twelve top schools that upwardly mobile parents strive to get their kids into: the eight Ivy's plus Stanford, Duke, Amherst and Williams. They're all private, and cost roughly \$250,000 for four years. Are they worth the money?

Not hardly, it finds, with the level of teaching in most of them far below what is available elsewhere at a far lower cost. In fact, they call the level of college teaching in general "a national disgrace" with an "inverse correlation between good teaching and academic research." People are paying for a name, not an education.

And they are paying through the nose for it. The rising tuition rates, double that of inflation in the last two decades, is resulting in a class of indebted students with loan payments often reaching six digits -- while college presidents salaries are rising into seven. Students come out with crippling debt loads that may well haunt them for the rest of their lives.

Then there is the "athletic incubus,"--like the demons of myth that descend upon sleeping persons (or institutions) and create havoc, athletic programs at most schools eat up vital resources that should better go to actual teaching.

They don't actually make money for institutions, neither at the gate nor through increased alumni donations. And at the highest level of Division I sports, they have simply become semi-professional exploitation of student athletes. (I do have to note, as someone who did compete in a varsity sport in college, as did two of my children,

that they can have a value as part of the collegiate experience when experienced as an addition to a well-rounded education rather than a replacement for it.)

And then there's the issue of tenure, the third rail of all academic reform discussions. The theory of tenure is that it protects academic freedom -- that is, the integrity of academic research. Yet virtually all research these days is so arcane as to be invisible to all outside the academy.

No one gets fired for writing about semiotics. It is only when a professor "engages in extracurricular expression, stepping outside their classrooms and research sanctuaries," that any risk is really ever taken, and that should be, and almost always is, protected by the First Amendment -- as we all are. What tenure seems to protect, they argue, is less academic freedom than professional accountability. Quite simply it means you don't have to do your job well anymore to keep it, and quite simply, many don't bother to.

And when academic freedom is called for, as in the McCarthy era, we learn that "faculty with tenure appointments were fired with nearly the same abandon as those without tenure." Those without it, of course, are on our own, often without any due process consideration at all, while those with it seemingly

couldn't care less about our lack of it. If they did, they would not have let the rate of contingency increase from 43% in 1975 to 70% (and climbing) today.

Further, when there is a cutback in funds, as with the current fiscal crisis in California, no tenured professors were laid off, only contingents -- who were doing much of the teaching of undergraduates to begin with. How, they ask, is this beneficial to the educational system? "Lifetime security," they conclude, "Cannot be shown to be needed for, let alone enhance, good teaching or research. On the contrary, it diminishes both endeavors."

As Ms Dreifus conveyed to me in a personal email, this is clearly a sore subject among faculty today. "There just are a lot of people (almost all of them tenured) you simply can't talk to about it," she wrote. "The factual reality that our colleges and universities have become the scene of so much injustice, and it is rationalized and accepted by folks who would gladly march and picket if they saw it somewhere else. I see it as the fatal flaw that, given all the other pressures, can bring the whole thing down."

As I add up my experiences in our CC system over the last dozen years, I sadly must agree. The changes that have to happen will not be made by those who have the power to make them -- the tenured faculty and the

unions that by and large represent them and their positions. In any case, "Tenure will become a less prevalent practice," according to Harvard's Richard Chait, "As one position at a time is reclassified from tenure to non-tenure, from full-time to part-time, grain by grain, the tenure shore is being eroded."

The authors thus conclude that "...When tenured professors finally retire, their salaries will be divided up to hire a retinue of underpaid adjuncts.

If academics themselves don't start proposing alternate modes of employment, cries of economic stringency may end up replacing tenure with something far more industrialized and inhumane than what we have now." For us in the California community college system, that future is now.

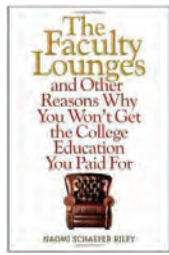
All in all this is a book produced -- and filled -- with love and sorrow. Deeply moral, inherently and adamantly progressive, it faces and defines problems in ways others in higher education have simply avoided. There are no magic bullets, no simple solutions -- though there are some excellent recommendations of colleges you might otherwise not have considered. If you know of someone preparing to apply to colleges,

» continued on PG. 10

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The Faculty Lounges and other reasons why you won't get the college education you paid for



By Naomi Schaefer Riley

Ivan R. Dee Publisher

Chicago, 2011

Available at Amazon: Kindle \$9.99, Hardcover \$15.14

Reviewed by Deborah Dahl Shanks

This is another in a long list of books about higher education, tenure, and the politics of faculty and academic freedom. The author, Naomi Schaefer Riley, is the daughter of two PhDs who were academics at a prestigious university. Her father was a "have", a full-time tenured professor, her mother was a "have not", an adjunct NTTE who taught at a half a dozen different colleges over numerous years. Her perspective of academia is one of both an insider

Higher Education?

» continued from PG. 9

this book should be required reading. Before you write that check, read this book. What you don't know can cost you – and your children. ●

Martin Goldstein teaches gender and race issues at Santa Monica College. He is a graduate of Columbia and Harvard Universities, and worked in the film industry for many years as a writer and producer, winning the Writers Guild Award for his docudrama "Unnatural Causes" about Agent Orange and the Vietnam vets. He was FACCC Part-Time Faculty of the Year in 2010 and is currently Part-Time Governor (South) for FACCC and Chair of the FACCC PAC.

He can be reached at goldstein_martin@smc.edu.

A PRIMER ON IMPROVING . . .

» continued from PG. 8

The collaborative process we used at UD does not offer one-size-fits-all solutions for every institution (or even our own!). However, our work has yielded encouraging results, and we believe that it is transferable to other institutions.

Those considering embarking on this type of discussion will need to be mindful of the unique mission and culture of their own institutions as they collect pertinent data, embrace dialogue between divergent views, and focus on progress rather than perfection. All sides must prepare for change and debate. Finally, enhanced student learning should be maintained as the central goal, recognizing that appropriate support for all faculty members is directly linked to learning results. ●

IN DEFENSE OF UNIONS

» continued from PG. 5

and more Americans going without medical care, and the wealthiest becoming even wealthier. If these trends are to be reversed, unions are going to have to step up and play a major role. ●

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and an outsider. She is very critical of the higher education system as it stands, but tries to balance the facts of where we are, how we got here and what is wrong with this picture looking toward the future. The center of her book is on the positive and negative aspects of tenure, and on the disintegration of excellence in higher education due to lack of quality teaching from both the over-use of adjuncts and their lack of academic freedom and from too much research by lofty professors and lack of academic leadership from the full-time, tenured faculty members.

She also clearly is attacking the current state of tenure and how it does not promote excellence in education. That excellence happens by chance of who may be teaching at any given time or place. She gives an interesting history of tenure, its purpose along with the rise of unions in the 20th century. Through it we gain a better understanding of how tenure has evolved into the iron clad fist hold it currently holds on the system and why it either

must change or cease to exist.

Ultimately, her book points out the disparaging way adjuncts are treated and why this is problematic for public employees in the higher education system and how it ultimately hurts students and the integrity of education. She uses analogies such as 'we would never think of using a fire or police force of "adjuncts" who work half time or free-way fly and at half the salary.' So why should we accept it in higher education?

As a reporter for the Wall Street Journal, Naomi Riley uses extensive research, statistics and interviews throughout the book, includes a comprehensive list of further suggested readings on the subject, and has endeavored to give a logical and reasoned argument about the state of higher education and its evolution. You may or may not agree with her conclusions, but she has interviewed both sides of the fence including, administrators, tenured and non-tenured faculty, the president of AAUP and leadership from the New Faculty Majority. Although the majority of her information centers on

research universities, she does make comparisons and commentary about community colleges as well.

It is worth a read as well as sharing with colleagues, both full and part-time. ●

Deborah Dahl Shanks has been a Part-time Instructor for 25 years at Diablo Valley College in Music and Humanities, including 3-5 years at Contra Costa, Las Positas and Foothill Colleges. She served 8 years on the DVC Faculty Senate and 10 years on the United Faculty Association Executive Board including service as a member of the negotiating team. Her previous service to FACCC includes Part-time Officer, PT Governor North, member of Part-time Faculty and Retirement Committees. Awards include 2002 Part-time Faculty of the Year Award, 2009 Margaret Quan PT Advocate Award, CPFA 2009 Lifetime Achievement Award.

She currently serves on the United Faculty Executive Board as PT Advocate, the STRS Task Force for Part-time Faculty Retirement Equity and the CPFA Executive Committee. She can be reached at ddahlshanks@cdfa.org.



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IT'S NEW. IT'S TRUE. STATE ACADEMIC SENATE PART-TIME FACULTY CAUCUS

By Stacey Burks

Part-time faculty are finally getting the recognition from the California State Academic Senate that has been lacking for so many years. When the Academic Senate created an avenue for the formation of Caucuses under their umbrella, part-time activists jumped on the opportunity to form what is now known as The Part-time Faculty Caucus.

The purpose of this caucus is "to discuss and promote awareness of the academic and professional matters of over 45,000 part-time, non-tenured faculty within the California Community College system. There are a great many issues that pertain to part-time faculty in a particular manner that is different from the tenured faculty issues. As a caucus, we intend to be very active and represent these concerns, issues, and needs of current part-time faculty."

You can access our purpose statement as well as join our listserv by going to our new website: <http://asptfacultycaucus.info/>

It took about six months, start to finish, to get our Caucus approved. The guidelines and bylaws for forming a Caucus are available on our website, but suffice it to say that David Milroy and I used every avenue available to recruit interested faculty: the El Chorro list serve, direct phoning, direct emailing of friends and PT colleagues around the state. These included Deborah Dahl-Shanks, Kathy Holland, Cornelia Alsheimer, John Sullivan, Colleen Harvel, Joe Chirra, Donna Frankel, John Govsky, Marsha Rutter, Armando Mendez and Julie Withers.

Interestingly, this turned out to be the easy part!

What seemed to take forever was getting the State Senate's final approval for our Caucus. David Milroy sent the State Academic President, Jane Patton, our request for approval, complete with the names of all interested parties and the districts they worked for.

After receipt of our request was acknowledged, we anxiously awaited approval, which we had hoped to get before the State Senate's November Fall Plenary. But it did not come. It was only during this Plenary that it was learned that our caucus had been approved just the day before the Plenary started.

When this was announced, members of the State Executive Board wondered if there were representatives from our Caucus present at the Fall Plenary.

As one attendee noted "How could it be expected that we would be there when the Senate had only just approved the PT Caucus the day before?"

However, once we were declared an official caucus, the initial team began working on creating Bylaws. At the following Spring Plenary, held at the Westin at the San Francisco Airport, April 15, 2011, we

discussed and ultimately voted to approve them.

Included in the Bylaws are the terms for membership which states: "any part-time, non-tenure track faculty member currently employed or retired from a California Com-

munity College and who agrees to subscribe to the purpose of the caucus and abide by the provisions of these Bylaws shall be eligible for Active Membership in the Part-time Faculty Caucus," and hence, be eligible to vote. The Caucus meetings will be free and if you can attend, you will automatically be eligible to vote.

We also held nominations and elections for officer's positions. Those positions and those elected include:

Two **Co-Chairs** (North/South): Stacey Burks, Butte College; and Darwin Smith, El Camino Community College.

Secretary: Kathy Holland, Glendale College. **Treasurer:** Colleen Harvel, Butte College. **Communications:** John Govsky, Cabrillo College*.

Each officer's term is for two years. Anyone interested in running for an office in the future, according to our bylaws, "shall be an active member of the caucus who is currently serving or has served as an academic senator."

The members of the new PT Caucus hope that you are as excited as we are about this new voice for part-time faculty. We also enthusiastically invite you and your colleagues to attend our second Part-time Faculty Caucus meeting November 4 in San Diego at the San Diego Sheraton Hotel and Marina from 7:00 to 9:00 p.m. (room number TBA). ●

John Govsky** has since resigned and **Pamela Hanford** is acting as **Interim Communications Director**. We will be voting for our permanent **Communications Director** at our next Caucus meeting in November. To view the *Senate Bylaws** for forming a Caucus, or to become a member, please visit <http://asptfacultycaucus.info>.

If you have questions, please write to seburks@sunset.net.



Stacey teaches Philosophy at Butte College and is the president of their Part-time Faculty Association/Communication Workers of America.

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- Kristie Iwamoto, Solano
- Rick Boone, Coast
- Gaylla Finnell, Imperial
- Vanessa Sheldon, Norco
- John Martin, Shasta
- Chair: John Sullivan, Riverside & San Bernardino

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- Dorothy Reina, District K Director
- John Martin, Northern Director for PT Faculty
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2010-11 CCA Legislator of the Year Assembly member Paul Fong



Assemblyman Fong with CCA President Ron Norton Reel (L) and CCA Vice President Lynette Nyaggah

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***INDICATES PART-TIME-ONLY CHAPTER

2011 CPFA Annual Conference inspires involvement

By Kristie A. Iwamoto

On May 6th, 2011, I had the pleasure of attending the CPFA Annual Conference at Sierra College in Rocklin, CA. It was definitely an eye opening experience, and I gained valuable information for myself as well as for part-timers at my college.

The morning started with introductions by CPFA past chair David Milroy, followed by a welcome from our hosts, Sierra College part-time instructor and CCA Treasurer Jim Weir, as well as Sierra College's Faculty Association President, Jay Hester.

Then Alan Frey, CTA staff member, explained the "Budget Blowup" happening on the district level. He provided each attendee with a personalized budget analysis of his or her college.

The rest of the conference was broken up into three forty-five minute sessions. The first session I attended was "STRS Retirement -

Overcoming obstacles and maximizing opportunities," facilitated by Deborah Dahl Shanks. This was an extremely helpful session. I found out that I could ask a STRS representative to come to my college to explain retirement plans specific to part-timers. With such a wide spectrum of life circumstances and financial situations, it really made me realize that each part-time instructor's STRS set-up needs to be customized and fully explained for maximum benefit.

Secondly, I sat in on "Part-Time Involvement in Locals," with Phyllis Eckler, Chair of the CFT Part-time Faculty Committee and Keith Hoeller, Co-Founder of the Washington State Part-Time Faculty Association as facilitators. The session was very informative. We discussed the ways in which part-timers can advocate and fight for their constituents, as well as ways in which locals may - intentionally or unintentionally - forget about their part-time members and put their

needs on the back-burner if not reminded. Phyllis Eckler later received CPFA's Robert Yoshioka Non-Tenured Faculty Advocate Award.

The last session I attended was "Banging your head against the Wall-to-Wall! Working with your FT colleagues," facilitated by Gaylla Finnell, the President of the Imperial Valley College Faculty Association. It made me very hopeful that full-timers like Gaylla support their part-timers so fully.

The featured speaker was Joe Berry, author of *Reclaiming the Ivory Tower: Organizing Adjuncts to Change*

Higher Education.

His speech was inspiring, and reminded me that the unification of part-time instructors - across districts and across unions - is paramount to gaining

fair rights for all. The lunch-time keynote speaker was Keith Hoeller, co-founder of the Washington Part-Time Faculty Association. He came with his colleague, Jack Longmate. The two of them detailed the abhorrent treatment that Jack endured at the hands of his district and his union while fighting for part-time rights in Washington State.

Breakfast and lunch were both provided by CPFA. At \$20 for members (\$40 for non-members) it was a great deal. I would have paid as much just for the knowledge and connections I gained

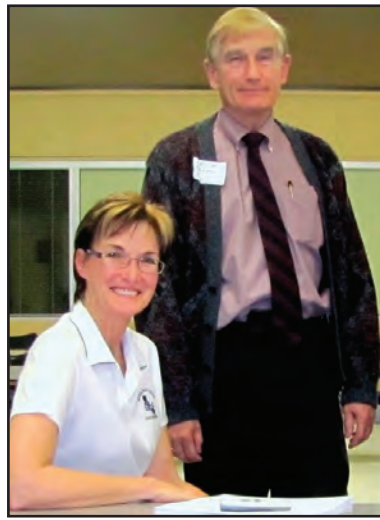
there. A buffet dinner was provided for a small additional fee after the conference.

The food was delicious, and we were treated to live cello music by talented student musician Keshava Betts. The dinner was organized by CPFA officer Andre Sims.

I am very appreciative of the work done by the CPFA executive council. It was so inspiring, it prompted me right then and there to get more involved in

the continued advocacy of part-timers both at my college and within this great organization.

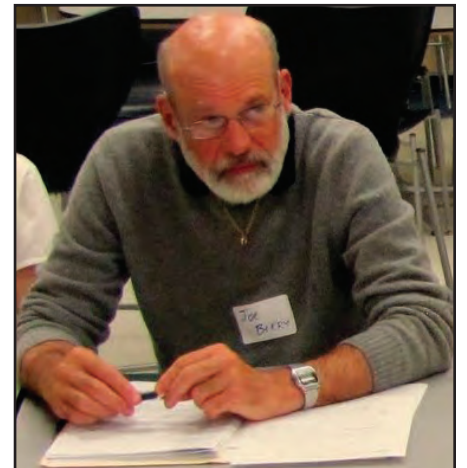
As a result of the things I heard and learned at this conference, I write to you



Gaylla Finnell and Leslie Asher



Phyllis Eckler was awarded the Robert Yoshioka Part-timer of the Year Award.



Labor activist and keynote speaker Joe Berry listens to the roundtable discussion on seniority and re-hire rights



The Usual Suspects gathered at dinner on Friday night for last-minute conference planning.



Sierra College students were delighted to be offered sack lunches courtesy of CPFA.



Jack Longmate knoshes while Helena Worthen peruses the journal. Helena and her husband Joe Berry later offered their home for a future board retreat.



now as a CPFA Northern Regional Director. I look forward to making strides with CPFA toward part toward part-time equality. ●

Kristie A. Iwamoto is a part-time English instructor at Solano Community College, Napa Valley College and Los Medanos College. She is a Puente co-coordinator and is active within her local faculty association. Write to Kristie at kiwamoto@cpfa.org.

(To leave comments about this article or our conference, please visit www.cpfa.org/media)



Guests were delighted with the talent of cellist Keshava Betts, who entertained through the dinner hour and after.

WANTED: Writers, cartoonists, and suggestions for reprints. Send us your original work, or a link to an item you suggest we reprint. We'll pay you liberally with free copies of the Community College Journal! Please email editor@cpfa.com.

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CPFA Annual Conference

May 5th 2012

Riverside College
Riverside, CA

Watch for details:

online at cpfa.org
or write to:
Info@cpfa.org

Which faculty group bears the greatest weight of higher education?

About CPFA

CPFA has been advocating for Part-time faculty in California since 1998. This group spearheaded AB591, which passed the state legislature and allows contingent faculty to teach 67%. We currently lobby for AB 852, the due process, rehire rights bill. Please join us in our effort to improve teaching and learning conditions in California.