



WHY THE CRISIS AT CITY COLLEGE OF SAN FRANCISCO MATTERS

by Helena Worthen

On July 3, 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) declared that it would strip City College of San Francisco (CCSF) of its accreditation in July 2014. Loss of accreditation means loss of state, local and federal funding, and would quickly shut the 75-year old community college down.

Even to people who had been working on the accreditation process, this news was astonishing. The ACCJC had made no criticisms of the actual education that the college was providing. Why, people asked, would the body charged with protecting access to quality higher education choose to play the role of hatchet man?

A CASE OF HUBRIS

The ACCJC, which reviews institutions in California, Hawaii and the Pacific Islands, had imposed 64% of all sanctions issued nationally between June 2011 and June 2012. Other sanctioned colleges, according to past California Community College Council President Marty Hittelman's widely distributed document, "ACCJC Gone Wild," had been afraid to take direct action in response.

Failure to comply with ACCJC "recommendations" was seen as likely to result in increased sanctions. Referring to Barbara Beno, President of the ACCJC, one CEO told Hittelman, "It's Beno's way or the highway." Colleges might risk the imposition of a "special trustee" with total administrative power over the institution.

When it picked City College, however, it picked a target deeply engaged with its city and community, where between 35% and 65% of the population at one time or another attended classes. The strength of the fight back suggests that the ACCJC, or specifically Barbara Beno, had overreached this time.

At first, it seemed possible to keep accreditation by cooperating while staying one step ahead of the ACCJC by organizing support and raising money. In Fall 2012 the College, led by AFT 2121 and the SaveCCSF Coalition, successfully passed Prop A, a San Francisco parcel tax specifically for keeping classes open at CCSF, and contributed mightily to the statewide

effort on the Prop 30 Millionaire's Tax.

But when Special Trustee Robert Agrella was imposed on CCSF, he fired the elected Board of Trustees and replaced them with his "leadership team." At CCSF the effect was to clarify the nature of the struggle. People who had been "in the middle," hoping to avoid the worst by cooperation, decided they had nothing to lose by joining the fight. This group has included some elected trustees, some faculty and students, local elected officials and many others in the community.

THEN ONE AFTER ANOTHER, A CASCADE OF ACTIONS FOLLOWED

On April 30, 2013, the California Federation of Teachers (CFT) with Local AFT 2121, filed a 298-page complaint with the US Department of Education, which oversees the Western Association of Schools and Colleges (WASC). The ACCJC is in turn a member of WASC.

In June, 2013, hoping to clear out the "labor relations problem" as an excuse for the ACCJC to not change its accreditation decision, AFT 2121 strengthened its bargaining stance (there is only an expired contract in effect presently) from closed to totally open and invited all members to sessions as part of the bargaining team. They also officially adopted a "package settlement" strategy and offered to go into marathon bargaining in an effort to get a total agreement sooner.

On August 13, the Department of Education responded with a letter to ACCJC President Barbara Beno stating that the ACCJC itself was "out of compliance" with the accreditation process. The letter noted that the investigating team was almost all administrators, not faculty; it included her husband, a conflict of interest; it had escalated "recommendations" into "requirements" without explanation, and appeared to have other unnamed problems as well, which the Department of Education would proceed to review.

On August 21, 26 students were arrested for conducting an overnight sit-in at Mayor Ed Lee's office in order to demand his involvement. Mayor Lee had been non-responsive at this point in the crisis.

On August 22, San Francisco City Attorney Dennis Herrera filed two lawsuits. One was against the



CCSF students and community members, part of the Save CCSF coalition, demonstrate against an "ACCJC Gone Wild." Photos courtesy of Bridgid Skiba, City College of San Francisco.

ACCJC for unfair and possibly illegal business practices. The second was against the State Chancellor's Office, charging them with delegating their responsibilities to an "unmonitored" entity.

Soon after that, AFT 2121, the faculty union led by President Alisa Messer, filed a class action complaint against the ACCJC asking for injunctive relief and damages.

At the state level, Senators Jim Beall, D-San Jose, and Jim Nielsen, R-Gerber, co-chairs of the Joint Legislative Audit Committee, tasked the Bureau of State Audits to investigate the ACCJC, looking at the cost of accreditation and the impact of the ACCJC on students in the State of California.

In August, the State Chancellor's Office noted that, under pressure from community college districts to do something, it had formed an Accreditation Task Force to study the relationship between the ACCJC and the California Community Colleges generally.

On September 1, an 83-year old adjunct named Margaret Mary Vojtko died.

She had cancer, lacked access to healthcare and was nearly homeless. She had been teaching at Duquesne University near Pittsburgh for over 25 years and got laid off. At this time, the adjuncts at Duquesne were attempting to organize. Duquesne was protesting that as a "religious" institution they didn't have to abide by the National Labor Relations Act.

Last spring a conference was convened by the United Steel Workers, headquartered in Pittsburgh, which had agreed to organize the Duquesne adjuncts. Daniel Kovalik, senior counsel to the USW, remembers Vojtko and said, in an OpEd in the Pittsburgh Post-Gazette, that she was "distraught." People from CCSF were present at that conference.

The CCSF contract is nationally known as an example of what is possible. They talked about decent pay, access to health insurance, and job security.

The bitter truth, which was driven home by the death of Margaret Mary, was that if she had worked at CCSF, she would still have been poor, but she would have had some job security, access to healthcare and some retirement. She might have still been working at 83, but she wouldn't have been laid off and she wouldn't have been nearly homeless.

Another face of that truth is, however, is that this makes CCSF a target for the national Lumina-style campaign to reform community colleges as degree and credential assembly lines, shooting for that Big Goal of 60%. That may be another reason why the ACCJC decided to move so aggressively against CCSF and strip its accreditation. [to read about Margaret Mary, google "Death of an Adjunct."]

On September 19, State Superintendent Tom Torlakson urged the ACCJC to rescind its decision in the light of the letter from the US Department of Education. On September 26, the SFCC District, the college's administrative unit, filed a request for a review of the ACCJC's decision with the ACCJC.

Presently, the SaveCCSF Coalition plans to send a delegation from CCSF to Washington, D.C. to give oral comments at the hearing on December 12th when the ACCJC's own accreditation will be reviewed.

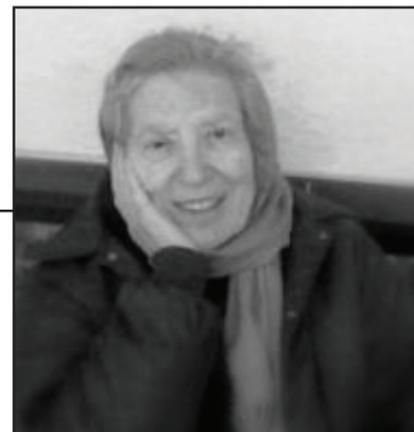
While this list of actions is impressive, the most important factor is the activism of the students and community members themselves, including many who are part of the SaveCCSF coalition. Each one of the official actions occurred after street demonstrations, public meetings, rallies, leafleting, civil disobedience, marches from one part of CCSF (especially the Mission Campus) to City Hall, and actual sit-ins by students in various offices on campus and at City Hall. None of the official actions, in other words, took place simply because they were the right thing to do.

A HONEYPOT FOR PRIVATIZERS

Now – briefly, why?

Education, which is a vast market, has undergone fundamental transformations since the days of the California Master Plan when public higher education was seen as the great equalizer and "all who can benefit" had access. At the community college level, the upheaval has two vectors.

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CCSF students and community members sit in at Mayor Lee's office.

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One is to narrow opportunities down to employer-defined "skills" that can be used for short-term boosts to the economy and establish gatekeeping metrics that make transfers to state colleges and universities more efficient. This means cutting lifelong learning, ESL, the humanities and arts generally, and non-credit classes of all kinds.

The other is to monetize what remains: make those who will reap benefits from their education (transfer classes, career classes) pay for those benefits with higher tuition and fees. The result would be starve out low-cost community college programs and redirect students to private non-profit and for-profit institutions.

This strategy is part of the overall vision of the Gates, Walton and Broad Foundations. These foundations and others, like the Lumina Foundation, are also interested in reshaping higher education.

Lumina, in particular, was created out of what was left when the nation's biggest provider and guarantor of educational loans, USA Group, sold its operating assets to Sallie Mae. Lumina re-organized itself to use the remaining billions to promote the following mission, as stated on its IRS tax return for the year 2011: "to increase the percent of American with high-quality degrees and credentials by the year 2025." The exact percent, referred to by Lumina as its "Big Goal," is 60%.

Lumina distributed over \$40 million in grants in 2011, including \$1.5M to WASC in order to "transform the accreditation process." The next year, a half a million went directly to ACCJC. Other Lumina grants put muscle behind the Student Success Task Force and the Degree Qualifications Profile (DQP), which is supposed to "test the alignment" of student learning outcomes (SLOs) with

success in transfer to State university systems.

To participate, community colleges have to use the SLOs, which are criticized by faculty as phony busy-work that encourages administrative micromanaging of what goes on in the classroom. On October 10, 2012, Barbara Beno wrote a letter announcing a Lumina award to the ACCJC and inviting community colleges to join the DQP project.

The spending of such significant amounts of private money to promote an agenda, even if that agenda sounds as harmless as Lumina's "Big Goal," skews a decision-making process that should be a public, bottom-up, open debate led by people who have a real-life stake in the issue. In the case of the ACCJC and City College, Barbara Beno's accreditation review process mirrors the corporate "my way or the highway" culture.

The culture of CCSF is quite the opposite. The faculty union has been strong for decades, though with ups and downs, with union leaders sometimes moving on to Academic Senate or even administrative positions, without completely selling their souls.

The faculty contract is nationally famous for its good pay, job protections, preference for full-time jobs, and benefits for part-timers, so there is not the customary chasm between full and part-time faculty. Students of all ages have no hesitation to take to the streets or occupy buildings. Over the last year, one official entity after another, even the more conservative ones, have responded angrily.

We should ask why any accrediting commission should be allowed to accept such funding. True, they are non-profits and

can legally take grants. But as accreditors, they do more than consult and advise -- they can enforce. This is convenient for the funders but violates what accreditation is supposed to be about. It has begun to look as if when Beno escalated the threat to SFCC, she may have seriously over-reached.

Grateful thanks to the people of AFT 2121, the CFT, the SaveCCSF Coalition and members of the CCSF community for gathering and posting the materials on which this article is based. All errors are the responsibility of the author.

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Report from the Chair: IMHO



CPFA is in its 15th year. Since 1998, we have made our presence felt—in advocacy, networking and conferences, and in weighing in on critical questions. In this time we have been able to carry the distinct perspective of part-time faculty to statewide bodies, such as the Chancellor's Office and the different unions.

For effective change, all levels of intervention are important: the departmental, the institutional, the union, the district and the person-to-person. However, advocacy in Sacramento is emerging as the most critical arena during the next 18 months. My belief is that many of the solutions to predicaments faced by part-time faculty members will originate in or run through Sacramento, rather than be solved at local levels.

Part-time faculty must work together to move legislation, to sit at the statewide table on all critical issues, to bring a distinct perspective to policy discussions, and to work to develop remedies to the longstanding civil injustice of a two-tiered faculty system. We need to work alongside allies, when allies have identified themselves as such, as a powerful way to shift how the entire range of stakeholders view the interlocking forces that drive community college education. We need to insist upon our role in the system-wide transition that

is already upon us. This all takes time and resources to do the necessary work, and this is why we need your continued support!

We must be alert to how parity funds are being used, and we need to measure carefully the effects of a two-tiered tuition system. We must strive to show how our own virtually invisible labor holds up and sustains every single plan for transformation, success, accountability and efficiency. We must obtain and track the data to show how the abuse of full-time faculty overload opportunities have forced many part-time faculty out of their jobs, permanently.

Just as the Civil Rights Act of 1964 and the Voting Rights Act of 1965 had far-reaching consequences for every locality in America, the decisions made in Sacramento have deep consequences for the working conditions of part time faculty within the CCC System. Part time faculty must reach out to legislators, their aides and consultants to educate them and help them to work collectively toward crafting, advocating, and passing legislation that is favorable to the part time faculty cause.

Fortunately, CPFA and its Executive Council are not alone in this adventure since there are numerous activists who continue to work on behalf of their part time colleagues in many different venues. They participate as leaders, often in an official capacity,

with their respective local bargaining units, statewide and local Academic Senates and in other venues as well. They participate because they believe that they can make a difference. Stand with them! Lend to the rapidly growing part time activist movement your own intelligence and experience.

Not only in California, but throughout the United States, part time faculty activists are demanding an accounting of their pay, and an inventory of their predicament. National stories have been run in the *Washington Post*, *The Nation*, *Atlantic*, and of course the coverage from Inside Higher Ed and the *Chronicle of Higher Education* has grown exponentially this year.

This journal is one way in which we endeavor to reach out to all part time faculty in California. We are also improving our website, where you will find useful information (including back issues of this journal) to fuel your own local activism, and links to what is happening regionally and nationally. We will soon be launching social media campaigns and rapidly circulating news and ideas through Twitter, Facebook and blogging platforms. --jmartin@cpfa.org

THE FREEWAY FLIER AND THE LIFE OF THE MIND

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see "Covered" on page 8

Life in the Twilight Zone: Inequality Institutionalized

It has often been asked "Why do CCC part-time faculty earn so much less than full-time faculty and why hasn't the parity issue been challenged in court?"

I don't have an adequate or absolute answer --- but I fear it comes from the fact that the Ed Code (which is totally out of date and out of touch with reality) defined us as "temporary" workers with the idea in mind that we (PT) had full-time jobs in the private sector and were just coming in part-time in the evenings to lend technical knowledge in vocational type courses and hence did not need nor warrant FTE pay.

The CCC system was hastily formed from K-12 to serve a higher education purpose as the first two years of college for both transfer and vocational needs. So, they pulled concepts from both systems. On the one hand we are tied to K-12 through prop. 98 and STRS (pension system started for K-12 and expanded to include CCC) --- but not treated with the same rules. Once upon a time we even had a similar "credentialing system" as well (too bad that got lost, it certainly would improve quality).

Many of the original CCC instructors came out of K-12 with little or no "vetting" as they got a call and were hired on the spot (no 100's of applications, oral interviews or sample teaching -- just a friend calling asking "Would you like to teach here?").

On the other hand we are tied to higher education (CSU and UC) due to being the first two years of college/university work and must matriculate

our course content and grades --- but also are not treated with the same rules of load or rights.

Neither K-12 nor CSU has the 67% law. Neither allows unlimited OT for FT faculty. Both require pro rata pay for anyone teaching less than 100%.

The CCCs are stuck in the middle in a system that over uses part-time, non-tenure track, "temporary" workers with no one willing to fix it, let alone look at it. And yes, I believe the State Chancellor/Board of Governors, State Senate, local Boards of Trustees, local unions and senates, and ultimately the Legislature are all in collusion and/or culpable for the mess.

The only answer is for the State Chancellor and Superintendent of Education to agree that the CCC system is broken --- badly --- and has limped along based upon a patchwork quilt approach to laws, rules and regulations in a totally out of date Ed Code. If the system leadership won't do anything, and the unions won't do anything (because it might affect their precious perks) and the Senate won't do anything (because of its elitist attitudes of superiority), and local Boards and Administrations won't do anything (because of their fiscal bottom line and interest to keep hoards of reserves), then neither will the legislators (in our inept, do nothing government) who are responsible for writing/revising the Ed Code do anything because they are more concerned with the expediency of getting re-elected than doing the right thing for students and faculty.

The Legislature's ultimate "cop

out" is that "local bargaining and local control will take care of it." They have their heads in the sand (or somewhere darker)!

FT faculty seem to have one mantra "we want a raise/sabbatical/time off/better healthcare..." --- but never "let's raise the pay parity of our PT colleagues/afford them FTE paid office time/give them benefits." THAT is the ultimate reason there is a two-tier system, because they CAN and because many still hold on to the philosophy and belief that we are "less than" them -- an academic caste system.

Why hasn't this been challenged in court?

Simply, part-time, temporary faculty are not a "protected" class of employees and therefore can be legally exploited. In our "free market" economy, 'freedom' means the freedom to be exploited, freedom to work for less without benefits, freedom to hire and fire at will; but it seems not the freedom to be treated as an equal.

If part-time faculty looked different from full-time faculty, then we might be recognized as a unique or special class that is being treated with prejudice and discrimination for our "differences". But we don't.

As a group we include all protected and non-protected classes as recognized in law. We are women and men, straight and gay, young and old, ethnically and religiously diverse, and from all walks of life and experience. We are the pictures of a diverse society --- so we are not a protected class. If

we were all "purple" we might be able to make a case of discrimination due to a clear and observable difference. But we aren't.

So why not start with equal work for equal pay for the actual instructional work we do? And why not require it in law? If your union contract has logically figured out that the instructional part of a contract load is 75% ---- then pay 75% or whatever you have defined. That should be your first interest in using 'new' money. Pay people for what they do and how they contribute to the welfare of your students, program and college. Pay/treat others as you would expect to be paid/treated.

That said, PT faculty should be fully professionalized including office time, committee/department/division work --- but that is not happening due to the paternalistic attitudes of faculty leaders who want to keep the power, perks and prestige. This is not to say that there are 'no' faculty leaders who believe in equality --- but they seem to be shouted down or voted down by the general full-time rank and file.

We have been placed in the proverbial Catch 22:

- "We don't want to ask you to do more because we don't have the money to pay you --- but we don't want to pay you more because you are not doing the same professional obligations as we do."

- "We can't/won't pay you more because we don't want to ask you to do more."

see "Twilight Zone" on page 8



PROSPECTING FOR DATA STREAMS IN A DATA DESERT

by Margaret Hanzimanolis

WHY CREATE A SUMMARY CHART OF PAY?

The large majority of Part-time faculty who consult this chart, and have consulted these charts in the past, wish to see where their district stands in relation to statewide averages for hourly pay (see data sources below and chart, page 5).

This year, one might also consult a new column, the number of Part-time faculty in comparison with the number of full-time faculty, and thereby understand relative reliance on Part-time academic staffing, a critical metric discussed below. In addition, Part-time faculty are rightly curious about where they stand in relation to their own district's full-time colleagues, a dataset not always easily available from within a college or district. Part-time faculty may want to know how far their individual pay exceeds, or falls short of, the average hourly pay that other Part-time faculty in their particular district earn. (The statewide average was \$64.48 per hour in 2011). These three legitimate "curiosities" would be sufficient to justify the effort of transferring Datamart figures to a single chart in order to make visible various trends and comparative metrics for individual Part-time faculty with limited, personal, data needs.

The first lens, the one that most faculty members are interested in seeing, is the Part-time faculty hourly pay. In 2011, Cabrillo came out on top, but there was evidently a data error somewhere, because the next year (2012) it fell back to \$88.90 per hour, more typical of the historical figures for Part-time faculty hourly pay in that district.

As might be expected, three Bay Area districts consistently come out in the top five: Marin, Foothill-De Anza, and City College of San Francisco. Remember, however, these are "average hourly" figures—the total budget line item for Part-time faculty instructional services (not overloads and not Part-time support services) divided by the Full-Time Equivalent (FTE) Part-time faculty number (not headcount).

WHY DOESN'T SOME OF THIS DATA MAKE SENSE?

Remember, the Part-time faculty pay noted for each college is the average hourly pay. Had General Petraeus contracted at some California community college for \$150,000 per class, a sum he was almost paid at CUNY several months ago (before a firestorm erupted over such pay), the average Part-time faculty hourly pay would be skewed to a rather significant extent.

Foothill-De Anza, for instance, reported an "average" pay of \$104/hour for Part-time faculty, yet the maximum pay, according to the contract, is \$115 per hour and the

first step/column is at \$77 per hour. Using these two poles, the average hourly pay would be around \$86 per hour, assuming instructors were equally distributed along the steps and columns. Something, evidently, has skewed the average by almost \$20 per hour. In order for \$104 to be the average, 90% of the faculty would have to be working at the Ph.D. column and the highest seniority step. Has pay for the office hour been "added" in the calculation of the hourly teaching wage, without adding the extra hour worked (some colleges evidently do his)? Perhaps. Has a Petraeus-like figure received a handsome teaching fee, skewing the average? Perhaps.

So, when we see the average pay in our districts and compare that to our paychecks, we must remember there are many variables in the reporting methodologies that might make this chart "appear" inaccurate. Some districts may include hourly pay for non-credit instruction (which would lower the average pay) and some may not, for instance.

The hourly pay might be skewed if a district had a high proportion of their faculty at the upper end of the salary schedule, for one other possible explanation. This data, however, was submitted to the Chancellor's office, and is an official, presumably verifiable, report of financial records that are themselves subject to audit. If you believe the figures are skewed, you may want to make an appointment with someone in your district who can explain the numbers.

Have a look at the "Defined Parity" column alongside the "Average Actual Parity" column. It is easy to see that actual parity is quite far from defined parity in every single case. City College of San Francisco (CCSF), Marin, and Foothill-De Anza (FHDA) have the best records in this respect. However, FHDA has only six Part-time faculty pay steps, and while CCSF has, admirably, a mirrored pay schedule—with the same number of pay steps for both faculty (FT and PT) the initial placement for Part-time faculty is the first step in the pay schedule.

Of these two barriers to true parity, the truncated Part-time faculty pay schedule is the more common explanation for the great gap between defined parity and actual parity. In addition, some districts have not used parity funds for Part-time faculty pay, and instead used this allocation for a FTE overload pay boost, and some districts have merely defined an ideal to which they 'aspire,' without adopting a timetable for achieving this ideal.

WHAT CAN WE "DO" WITH THIS DATA?

This is the fun part! If we take two sets of figures, 1) the difference in pay

between the (FTE) Part-time faculty and the Full-time faculty, and 2) the number of FTE Part-time faculty upon whom a district depends (over the statewide average of 44%), we can estimate a District's savings. In the case of Mt Jacinto, we can estimate that the district saves about 6.5 million annually. A smaller district, San Mateo, realizes a savings of approximately 3.6 million annually by relying on Part-time labor at a higher rate (60%) than the statewide average (44%). Likewise Southwestern realizes annual savings of roughly 2.5 million annually because of its high reliance on Part-time faculty (61% of the FTE faculty are Part-time).

If these districts do not provide health coverage, office hours, sabbaticals, professional development, personal computers, and/or other benefits for which FTF alone are more typically eligible (and some do not), the savings may easily actually climb an additional 20%—to 7.8 million for Mt. San Jacinto, 4.3 million for San Mateo, and 3.1 million for Southwestern, annually.

Of course, if we believe that a more reasonable reliance on the Part-time academic workforce would be around 25% (FTE), the human resource savings to these three high-reliance-on-Part-time faculty districts comes in at around 34 million annually. If we apply the cost of three key correctives (pay equalization, appropriate level of reliance on Part-time faculty, and pro-rata benefits) to all 72 districts, we can see the districts are saving hundreds of millions of dollars by relying on Part-time faculty. But let's

arrive at savings to the state and districts another way.

How much would it cost to equalize pay? Again using FTE and not headcount figures, we arrive at an average annual pay gap of \$40,000 (corrected for average defined statewide parity). We multiply this corrected annual pay loss by the total Part-time faculty FTE (19,446), and we can easily estimate the amount of labor that Part-time faculty "donate" to California a year: around 800 million dollars, not including the value/cost of benefits. It takes just ten years to realize an 8 billion dollar savings!

REPRESENTATION

The top ten pay rates in the state, most in the Bay area or Los Angeles area, are represented by CFT locals (6 districts), Independent associations (3 districts) and CTA (1 district). But

if we look at the lowest hourly pay districts, we see that Part-time faculty are represented by the same unions: CFT locals (3 districts), Independents (1 district), CTA (5 districts) and CWA (1 district).

What is going on here? In the case of W. Valley Mission, Part-time faculty have been represented by a union, presumably for three decades, yet are paid only 19% of their Full-time colleagues. It may be time to ask, just what kind of representation is this.

COMPARISON WITH OTHER CATEGORIES

System-wide, Part-time faculty earn, on average, around 53% of what Full-time faculty earn for doing exactly the same job (correcting for the higher workload facing FTF by building into the formula average statewide defined parity—77%).

- Women earn, on average, 77% of what men earn (2010).
- African-Americans earn, on average, 75% of what white workers earn (2010).
- A college graduate earns, on average, 68% of an advanced degree holder (2011).
- CA CC Part-time faculty earn, on average, 53% of what Full-time faculty earn (2011).

This indicates the legalized pay discrimination that Part-time faculty face, solely on the basis of employment status, may well be greater than any other category that is commonly tracked.

DATA ABOUT PART-TIME FACULTY HEALTH BENEFITS AND OFFICE HOUR PAY NOT AVAILABLE

The number of Part-time faculty who are utilizing a district-sponsored health care benefit and the number of participants in office hours does not appear on the Chancellor's office data tables for 2011 and 2012. This data was included on the annual chart of comparative salary created by Chris Storer in the past. They have been omitted from the comparative chart for 2011-2012 because it is impossible to verify the data.

However, for the last year about which we have data (2007), 3,743 Part-time faculty received some sort of health care benefit (out of 43,656 Part-time faculty employed that year), and 23,025 Part-time faculty participated in a paid office hour program (approximately 65% of the Part-time faculty at that time).

CHRIS STORER, A PART-TIME PHILOSOPHY PROFESSOR who recently retired from Foothill-De Anza CC District, has collected and analyzed this publicly available data about Part-time faculty pay and working conditions since 1990. He is single-handedly responsible for the best collected, synthesized, and analyzed longitudinal data for Part-time faculty pay in the United States. The summary charts which he has created, similar to the one accompanying this article, have been published in the *Community College Journal* (originally *CPFA News*) since its inception.

Data sources:

1. Pay: Average Hourly pay for Part-time faculty and annual salary for Full-time faculty were imported from the California Community Colleges Chancellor's Office website, the repository of required financial and data records, made available to the public via Datamart. Readers interested in accessing the raw data should go to the 2011 "Faculty and Staff Report," in Datamart. A data table including 2012 figures, recently made available, will be included in the spring 2014 issue of the California Community College Journal (CCJ).
2. Average annual pay: The Part-time faculty Full-time equivalent (PTF FTE) "Average Annual Pay" was determined by multiplying the average hourly pay in a district by 525. The Postsecondary Education Commission (CPEC) has determined that 525 in-classroom hours equals a Full-time annual workload.
3. Union affiliation: This has been imported from the 2008 Parity and Salary chart published in the 2008 spring issue of the CCJ, though updated to reflect several changes in representation of Part-time faculty.
4. Faculty numbers: The number of Full-time equivalent (FTE) Part-time faculty and the number of Full-time faculty, can be found on Datamart, under the heading "Employee Category Full-time Equivalency (FTE) Distribution."
5. Parity definition: The 2001 California Budget Act Appropriation called for Community College districts to define parity for Part-time faculty, as a percentage of the Full-time faculty workload (subtracting the 'non-teaching' work duties of Full-time faculty members) This Act added "parity" dollars to the funding stream for Community Colleges. Approximately half of California CC districts have defined parity, in accordance with the intent of the law. The defined parity column indicates that percentage of a Full-time faculty member's workload that a district and a faculty union has agreed is devoted exclusively to classroom teaching. Thus, if a district has "defined" the parity percentage as 77% (the state average), it has decided that, on average, a Full-time faculty devotes 77% of her time to teaching, and 23% to committee work, curriculum development, governance and other matters. The "defined parity" percentages used in this chart were imported from the chart published in 2008 in the CPFA Journal and have not been updated.
6. Average Actual parity: This percentage was determined via a simple mathematical operation. The Average PTF FTE Annual pay divided by the Average FTF annual salary, for each district.
7. Gaps in data: In those unusual cases where a district did not report, I have used the 2008 hourly pay figure, and boldfaced the data.



CPFA 2013 California Community College Faculty Wage, Salary, and Parity Analysis

CAUTION: THIS DATA MAY BE HARMFUL TO YOUR MENTAL HEALTH AND SELF-ESTEEM

data compiled by Margaret Hanzimanolis, please contact mhanzimanolis@cpfa.org for comments or corrections

|  | 2011 PTF Average hourly rate of pay | PTF Union Affiliation | FTF union Affiliation | Tenured/ tenure track faculty FTE | Part-time faculty FTE | % of FTE academic staff who are PT | 2008 PTF Average hourly rate of pay | 2008 PTF FTE Average annual pay | 2008 FTF Average annual salary | 2011 PTF FTE Average annual pay | Average % gain in PTF FTE pay 2008-2011 | 2011 FTF Average annual salary | 2011 Actual Average parity | PTF Parity % Definition |
|---|-------------------------------------|-----------------------|-----------------------|-----------------------------------|-----------------------|------------------------------------|-------------------------------------|---------------------------------|--------------------------------|---------------------------------|---|--------------------------------|----------------------------|-------------------------|
| Cabrillo | \$112.02 | CFT | CFT | 218 | 145 | 39.94% | \$75.83 | \$39,811 | \$79,023 | \$58,811 | 47.72% | \$81,889 | 72% | 62% |
| Marin | \$106.89 | CFT | CFT | 82 | 94 | 53.41% | \$96.52 | \$50,673 | \$89,343 | \$56,117 | 10.74% | \$101,421 | 55% | |
| Foothill-De Anza | \$104.31 | IND | IND | 549 | 404 | 42.39% | \$88.33 | \$46,373 | \$91,899 | \$54,763 | 18.09% | \$91,549 | 60% | 78% |
| Mira Costa | \$99.08 | CTA | CTA | 157 | 24 | 13.26% | \$99.08 | \$52,017 | \$116,577 | \$52,017 | 0.00% | \$118,373 | 44% | 70% |
| San Francisco | \$95.44 | CFT | CFT | 842 | 430 | 33.81% | \$92.61 | \$48,420 | \$84,138 | \$50,106 | 3.48% | \$83,448 | 60% | 86% |
| Santa Monica | \$91.99 | IND | IND | 332 | 391 | 54.08% | \$81.67 | \$42,877 | \$95,822 | \$48,295 | 12.64% | \$97,701 | 49% | |
| San Jose-Evergreen | \$88.08 | CFT | CFT | 230 | 197 | 46.14% | \$87.03 | \$45,691 | \$84,370 | \$46,242 | 1.21% | \$88,046 | 53% | 81% |
| San Mateo | \$86.96 | CFT | CFT | 176 | 262 | 59.82% | \$85.21 | \$44,735 | \$80,524 | \$45,654 | 2.05% | \$90,076 | 51% | |
| Cerritos | \$86.43 | CFT | CFT | 340 | 171 | 33.46% | \$55.79 | \$29,290 | \$86,554 | \$45,376 | 54.92% | \$88,117 | 51% | |
| Chabot-Las Positas | \$85.17 | IND | IND | 306 | 205 | 40.12% | \$82.34 | \$43,229 | \$87,285 | \$44,714 | 3.44% | \$89,942 | 50% | 75% |
| El Camino | \$84.91 | CFT | CFT | 339 | 196 | 36.64% | \$82.56 | \$43,344 | \$87,410 | \$44,578 | 2.85% | \$88,730 | 50% | 75% |
| Santa Barbara | \$83.48 | IND | IND | 212 | 161 | 43.16% | \$65.63 | \$34,456 | \$82,684 | \$43,827 | 27.20% | \$82,992 | 53% | 75% |
| Sonoma | \$81.81 | IND | IND | 309 | 302 | 49.43% | \$80.31 | \$42,158 | \$85,875 | \$42,950 | 1.88% | \$83,001 | 52% | 88% |
| Los Angeles | \$81.21 | CFT | CFT | 1372 | 1362 | 49.82% | \$102.46 | \$53,792 | \$84,789 | \$42,635 | -20.74% | \$88,305 | 48% | 80% |
| Ventura | \$79.25 | CFT | CFT | 439 | 324 | 42.46% | \$79.25 | \$41,606 | \$86,219 | \$41,606 | 0.00% | \$85,807 | 48% | 75% |
| Peralta | \$75.98 | CFT | CFT | 319 | 296 | 48.13% | \$78.87 | \$41,407 | \$81,442 | \$39,890 | -3.66% | \$83,903 | 48% | |
| Rio Hondo | \$74.91 | CTA | CTA | 223 | 127 | 36.29% | \$77.51 | \$40,693 | \$85,482 | \$39,328 | -3.35% | \$87,852 | 45% | 60% |
| Contra Costa | \$73.05 | IND | IND | 458 | 395 | 46.31% | \$69.11 | \$36,283 | \$83,180 | \$38,351 | 5.70% | \$86,797 | 44% | 75% |
| Los Rios | \$73.02 | CFT | CFT | 1114 | 491 | 30.59% | \$69.11 | \$36,278 | \$77,050 | \$38,336 | 5.67% | \$82,029 | 47% | |
| Antelope Valley | \$72.71 | CTA | CTA | 215 | 172 | 44.44% | \$70.17 | \$36,839 | \$79,023 | \$38,173 | 3.62% | \$83,854 | 46% | |
| Mt. San Antonio | \$71.27 | CTA | CTA | 446 | 309 | 40.93% | \$66.75 | \$35,044 | \$92,142 | \$37,417 | 6.77% | \$94,938 | 39% | |
| Redwoods | \$69.68 | IND | IND | 87 | 84 | 49.12% | \$64.92 | \$34,083 | \$85,977 | \$36,582 | 7.33% | \$90,835 | 40% | 80% |
| Coast | \$69.24 | CTA | CFT | 482 | 391 | 44.79% | \$70.15 | \$36,829 | \$93,681 | \$36,351 | -1.30% | \$97,665 | 37% | 75% |
| Yuba | \$68.84 | CFT | AAUP | 136 | 95 | 41.13% | \$64.34 | \$33,779 | \$87,413 | \$36,141 | 6.99% | \$92,012 | 39% | |
| Gavilan | \$67.51 | CTA | CTA | 75 | 71 | 48.63% | \$63.71 | \$33,433 | \$82,943 | \$35,443 | 6.01% | \$88,456 | 40% | |
| Riverside | \$67.34 | CTA | CTA | 426 | 320 | 42.90% | \$66.56 | \$34,944 | \$90,092 | \$35,354 | 1.17% | \$93,229 | 38% | |
| San Joaquin Delta | \$66.77 | CTA | CFT | 227 | 61 | 21.18% | \$64.04 | \$33,642 | \$86,521 | \$35,054 | 4.20% | \$90,887 | 39% | 80% |
| South Orange | \$66.72 | CTA | CTA | 383 | 394 | 50.71% | \$62.01 | \$32,551 | \$88,318 | \$35,028 | 7.61% | \$91,546 | 38% | 83% |
| Solano | \$66.63 | CTA | CTA | 172 | 88 | 33.85% | \$66.63 | \$34,981 | \$77,645 | \$34,981 | 0.00% | \$77,645 | 45% | |
| Chaffey | \$65.86 | CTA | CTA | 216 | 255 | 54.14% | \$81.44 | \$42,256 | \$85,596 | \$34,577 | -18.17% | \$92,007 | 38% | 70% |
| Ohlone | \$65.75 | IND | IND | 127 | 124 | 49.40% | \$63.39 | \$33,280 | \$97,667 | \$34,519 | 3.72% | \$101,697 | 34% | |
| San Luis Obispo | \$65.03 | CFT | CFT | 166 | 155 | 48.29% | \$61.11 | \$32,083 | \$73,847 | \$34,141 | 6.41% | \$80,375 | 42% | |
| Grossmont-Cuyamaca | \$63.89 | IND | IND | 325 | 284 | 46.63% | \$59.15 | \$31,054 | \$76,617 | \$33,542 | 8.01% | \$80,915 | 41% | |
| Glendale | \$61.81 | CFT | CFT | 224 | 174 | 43.72% | \$62.11 | \$32,608 | \$83,227 | \$32,450 | -0.48% | \$86,835 | 37% | |
| Pasadena | \$61.74 | IND | IND | 419 | 277 | 39.80% | \$61.44 | \$32,261 | \$85,824 | \$32,414 | 0.47% | \$86,199 | 38% | |
| Yosemite | \$61.29 | IND | IND | 313 | 171 | 35.33% | \$59.64 | \$31,311 | \$81,286 | \$32,177 | 2.77% | \$84,816 | 38% | 70% |
| San Diego | \$61.21 | CFT | CFT | 705 | 715 | 50.35% | \$60.41 | \$31,710 | \$68,062 | \$32,135 | 1.34% | \$78,204 | 41% | |
| Palomar | \$61.05 | CFT | CFT | 320 | 317 | 49.76% | \$58.58 | \$30,755 | \$92,219 | \$32,051 | 4.21% | \$94,418 | 34% | |
| Citrus | \$60.98 | CFT | CTA | 169 | 67 | 28.39% | \$55.09 | \$28,922 | \$82,696 | \$32,015 | 10.69% | \$86,185 | 37% | 75% |
| Southwestern | \$60.37 | CTA | CTA | 183 | 283 | 60.73% | \$60.56 | \$31,794 | \$82,777 | \$31,694 | -0.31% | \$61,918 | 51% | |
| Monterey | \$60.07 | CTA | CTA | 104 | 100 | 49.02% | \$60.51 | \$31,763 | \$68,062 | \$31,537 | -0.71% | \$80,745 | 39% | |
| Kern | \$60.01 | CTA | CTA | 437 | 172 | 28.24% | \$55.01 | \$28,875 | \$86,119 | \$31,505 | 9.11% | \$85,708 | 37% | 88% |
| West Hills | \$59.35 | CTA | CTA | 84 | 68 | 44.74% | \$54.88 | \$28,812 | \$90,230 | \$31,159 | 8.15% | \$91,056 | 34% | 53% |
| Sierra | \$59.07 | CTA | CTA | 236 | 244 | 50.83% | \$56.52 | \$29,673 | \$78,231 | \$31,012 | 4.51% | \$80,894 | 38% | |
| Santa Clarita | \$58.99 | CFT | CFT | 212 | 162 | 43.32% | \$55.73 | \$29,258 | \$88,136 | \$30,970 | 5.85% | \$91,780 | 34% | 75% |
| Mendocino-Lake | \$58.46 | CTA | IND | 56 | 69 | 55.20% | \$50.94 | \$28,744 | \$84,082 | \$30,692 | 6.78% | \$84,478 | 36% | |
| Long Beach | \$58.35 | CTA | CTA | 358 | 221 | 38.17% | \$57.33 | \$30,098 | \$88,276 | \$30,634 | 1.78% | \$89,825 | 34% | |
| Butte | \$58.06 | CWA | CTA | 186 | 167 | 47.31% | \$51.44 | \$27,006 | \$78,407 | \$30,482 | 12.87% | \$87,125 | 35% | |
| Hartnell | \$56.48 | CTA | CTA | 97 | 105 | 51.98% | \$56.31 | \$29,563 | \$80,639 | \$29,652 | 0.30% | \$82,637 | 36% | 83% |
| Napa Valley | \$55.97 | CTA | CTA | 98 | 82 | 45.56% | \$57.32 | \$30,093 | \$78,891 | \$29,384 | -2.36% | \$80,335 | 37% | 83% |
| Victor Valley | \$54.35 | CFT | CTA | 163 | 195 | 54.47% | \$50.60 | \$25,565 | \$88,889 | \$28,534 | 11.61% | \$93,257 | 31% | |
| San Bernardino | \$53.58 | CTA | CTA | 241 | 182 | 43.03% | \$53.56 | \$28,119 | \$76,207 | \$28,130 | 0.04% | \$82,164 | 34% | |
| Shasta-Tehema | \$53.56 | CTA | CTA | 133 | 118 | 47.01% | \$52.69 | \$27,662 | \$82,667 | \$28,119 | 1.65% | \$82,420 | 34% | |
| Palo Verde | \$52.93 | CTA | CTA | 40 | 24 | 37.50% | \$52.93 | \$27,778 | \$77,241 | \$27,788 | 0.04% | \$77,241 | 36% | |
| West Kern | \$52.74 | CTA | CTA | 70 | 24 | 25.53% | \$56.67 | \$29,752 | \$83,371 | \$27,689 | -6.94% | \$85,321 | 32% | 81% |
| Allan Hancock | \$52.27 | CFT | IND | 165 | 136 | 45.18% | \$43.85 | \$23,021 | \$77,154 | \$27,442 | 19.20% | \$77,154 | 36% | 76% |
| Siskiyou | \$50.36 | CTA | CTA | 51 | 41 | 44.57% | \$47.06 | \$24,707 | \$72,154 | \$26,439 | 7.01% | \$73,131 | 36% | |
| Sequoias | \$50.34 | CWA | CTA | 188 | 96 | 33.80% | \$49.76 | \$26,124 | \$84,053 | \$26,429 | 1.17% | \$87,850 | 30% | 75% |
| Compton | \$50.11 | CTA | CTA | 96 | 69 | 41.82% | \$49.01 | \$25,730 | \$81,703 | \$26,308 | 2.25% | \$80,526 | 33% | |
| Imperial | \$50.01 | CTA | CTA | 184 | 78 | 29.77% | \$54.16 | \$27,006 | \$76,564 | \$26,255 | -2.78% | \$80,088 | 33% | 88% |
| Rancho Santiago | \$49.53 | CTA * | IND | 358 | 346 | 49.15% | \$51.85 | \$27,221 | \$90,464 | \$26,003 | -4.47% | \$92,927 | 28% | |
| Desert | \$49.52 | CTA | CTA | 119 | 122 | 50.62% | \$47.39 | \$24,880 | \$85,671 | \$25,998 | 4.49% | \$90,889 | 29% | 79% |
| North Orange | \$48.45 | CFT | CTA | 587 | 392 | 40.04% | \$48.36 | \$25,389 | \$102,816 | \$25,436 | 0.19% | \$105,283 | 24% | 80% |
| Copper Mountain | \$48.43 | CTA | CTA | 33 | 38 | 53.52% | \$48.73 | \$25,583 | \$78,245 | \$25,426 | -0.61% | \$78,140 | 33% | |
| State Center | \$48.26 | CFT | CFT | 552 | 389 | 41.34% | \$47.91 | \$25,148 | \$91,612 | \$25,337 | 0.75% | \$92,911 | 27% | 75% |
| Merced | \$47.07 | CTA | CTA | 97 | 54 | 35.76% | \$43.91 | \$23,053 | \$81,910 | \$24,712 | 7.20% | \$81,910 | 30% | |
| Barstow | \$45.41 | | CTA | 50 | 41 | 45.05% | \$45.14 | \$23,699 | \$79,329 | \$23,840 | 0.60% | \$84,149 | 28% | |
| Feather River | \$44.89 | CFT | CFT | 22 | 23 | 51.11% | \$47.23 | \$24,796 | \$77,910 | \$23,567 | -4.96% | \$79,301 | 30% | |
| Lake Tahoe | \$44.56 | CTA | CTA | 46 | 47 | 50.54% | \$44.43 | \$23,326 | \$70,215 | \$23,394 | 0.29% | \$70,934 | 33% | 67% |
| Mt. San Jacinto | \$43.29 | CWA | CTA | 178 | 318 | 64.11% | \$42.49 | \$22,307 | \$82,158 | \$22,727 | 1.88% | \$85,225 | 27% | |
| Lassen | \$34.55 | CTA | CTA | 38 | 24 | 38.71% | \$33.66 | \$17,672 | \$76,936 | \$18,139 | 2.64% | \$71,228 | 25% | |
| W. Valley /Mission | \$30.89 | IND | IND | 334 | 170 | 33.73% | \$30.89 | \$16,217 | \$37,900 | \$16,217 | 0.00% | \$83,790 | 19% | |
| Total FTE | | | | 19446 | 15101 | | | | | | | | | |
| Statewide AVERAGE | \$64.99 | | | | | | \$62.36 | \$32,721 | \$83,963 | \$34,122 | 4% | \$86,459 | 39% | 76% |



IS BEING AN ACADEMIC JERK THE SECRET TO SUCCESS?

Originally published 02/12/2013 as "Academic assholes and the circle of niceness" by Dr. Inger Mewburn, director of research training at Australian National University, Canberra, on her blog *The Thesis Whisperer* at thesiswhisperer.com. Reprinted with permission (and with apologies from your editor to those readers who may be offended by certain language).

Two of my favourite people in the academic world are my friends Rachael Pitt (aka @thefellowette) and Nigel Palmer. Whenever we have a catch up, which is sadly rare, we have a fine old time talking shop over beer and chips (well lemonade in my case, but you get the picture).

Some time ago Rachael started calling us 'The B Team' because we were all appointed on a level B in the Australian university pay-scale system (academic Level B is not quite shit kicker entry level academia – that's level A just in case you were wondering – but it's pretty close). I always go home feeling a warm glow of collegiality after a B team talk, convinced that being an academic is the best job in the entire world. Rachael reckons that this positive glow is a result of the 'circle of niceness' we create just by being together and talking about ideas with honesty and openness.

Anyway, just after I announced my appointment as director of research training at ANU, the B team met to get our nerd on. As we ate chips we talked about my new job, the ageing academic workforce, research

student retention rates. Then we got to gossiping — as you do.

All of us had a story or two to tell about academic colleagues who had been rude, dismissive, passive aggressive or even outright hostile to us in the workplace. We had encountered this behaviour from people at level C, D and E, further up in the academic pecking order, but agreed it was most depressing when our fellow level Bs acted like jerks.

As we talked we started to wonder: do you get further in academia if you are a jerk?

Jerks step on, belittle or otherwise sabotage their academic colleagues. The most common method is by criticising their opinions in public, at a conference or in a seminar and by trash talking them in private. Some ambitious sorts work to cut out others, whom they see as competitors, from opportunity. I'm sure it's not just academics on the payroll who have to deal with this kind of jerky academic behaviour. On the feedback page to the *Whisperer* I occasionally get comments from PhD students who have found themselves on the receiving end — especially during seminar presentations.

I assume people act like jerks because they think they have something to gain, and maybe they are right.

In his best selling book *The No Asshole Rule* Robert Sutton, a professor at Stanford University, has a lot to say on the topic of, well, assholes in the workplace. The book is erudite and amusing in equal measures and well

worth reading especially for the final chapter where Sutton examines the advantages of being a jerk. He cites work by Teresa Amabile, who did a series of controlled experiments using fictitious book reviews. While the reviews themselves essentially made the same observations about the books, the tone in which the reviewers expressed their observations was tweaked to be either nice or nasty. What Amabile found was:

... negative or unkind people were seen as less likeable but more intelligent, competent and expert than those who expressed the same messages in gentler ways.

Huh?

This sentence made me think about the nasty cleverness that some academics display when they comment on student work in front of their peers. Displaying cleverness during PhD seminars and during talks at conferences is a way academics show off their scholarly prowess to each other, sometimes at the expense of the student. Cleverness is a form of currency in academia; or 'cultural capital' if you like. If other academics think you are clever they will listen to you more; you will be invited to speak at other institutions, to sit on panels and join important committees and boards. Appearing clever is a route to power and promotion. If performing like an jerk in a public forum creates the perverse impression that you are more clever than others who do not, there is a clear incentive to behave this way.

Sutton claims only a small

percentage of people who act like jerks are actually sociopaths (he amusingly calls them 'flaming assholes') and talks about how jerk behaviour is contagious. He argues that it's easy for jerk behaviour to become normalised in the workplace because, most of the time, the jerks are not called to account. So it's possible that many academics are acting like jerks without even being aware of it.

How does it happen? The budding jerk has learned, perhaps subconsciously, that other people interrupt them less if they use stronger language. They get attention: more air time in panel discussions and at conferences. Other budding jerks will watch strong language being used and then imitate the behaviour. No one publicly objects to the language being used, even if the student is clearly upset, and nasty behaviour gets reinforced. As time goes on the culture progressively becomes more poisonous and gets transmitted to the students. Students who are upset by the behaviour of academic jerks are often counselled, often by their peers, that "this is how things are done around here". Those who refuse to accept the culture are made to feel abnormal because, in a literal sense, they are – if being normal is to be a jerk.

Not all academic cultures are badly afflicted by assholery, but many are. I don't know about you, but seen this way, some of the sicker academic cultures suddenly make much more

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CFT is the voice for part-time and non-tenure track faculty in California

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sense. This theory might explain why senior academics are sometimes nicer and more generous to their colleagues than those lower in the pecking order. If jerk behaviour is a route to power, those who already have positions of power in the hierarchy and are widely acknowledged to be clever, have less reason to use it.

To be honest with you, seen through this lens, my career trajectory makes more sense too. I am not comfortable being a jerk, although I'm not going to claim I've never been one. I have certainly acted like a jerk in public a time or two in the past, especially when I was an architecture academic where a culture of vicious critique is quite normalised. But I'd rather collaborate than compete and I don't like confrontation.

I have quality research publications and a good public profile for my scholarly work, yet I found it hard to get advancement in my previous institution.

I wonder now if this is because I am too nice and, as a consequence, people tended to underestimate my intelligence. I think it's no coincidence that my career has only taken off with this blog. The blog is a safe space for me to show off display my knowledge and expertise without having to get into a pissing match.

Like Sutton I am deeply uncomfortable with the observation that being a jerk can be advantageous for your career. Sutton takes a whole book to talk through the benefits of not being an asshole and I want to believe him. He clearly shows that there are real costs to organisations for putting

up with jerk behaviour. Put simply, the nice clever people leave. I suspect this happens in academia all the time. It's a vicious cycle which means people who are more comfortable being a jerk easily outnumber those who find this behaviour obnoxious.

Ultimately we are all diminished when clever people walk away from academia. So what can we do? It's tempting to point the finger at senior academics for creating a poor workplace culture, but I've experienced this behaviour from people at all levels of the academic hierarchy. We need to work together to break the circle of nastiness.

It's up to all of us to be aware that we have a potential bias in the way we judge others; to be aware that being clever comes in nice and nasty packages.

I think we would all prefer, for the sake of a better workplace, that people tried to be nice rather than nasty when giving other people, especially students, criticism about their work. Criticism can be gently and firmly applied, it doesn't have to be laced with vitriol.

It's hard to do, but wherever possible we should work on creating circles of niceness. We can do this by being attentive to our own actions. Next time you have to talk in public about someone else's work really listen to yourself. Are you picking up a prevailing culture of assholery?

I must admit I am at a bit of a loss for other things we can do to make academia a kinder place. Do you have any ideas?

Find Dr. Mewburn on her blog at thesiswhisperer.com, or follow her on Twitter @thesiswhisperer.

Somebody is missing from this family portrait.



Faculty are encouraged to think of themselves as part of a family. When times get tough, the work place family is asked to come together to weather the storm. When times are plentiful, faculty are commended and told, "Good job!" The problem is, few colleges consider all of their faculty to be members of the family.

Usually paid only for hours teaching in the classroom, often with few steps, many part-time faculty cobble together a living working on multiple campuses, never able to get to know their colleagues.

Few colleges offer health benefits of any kind to their part-time faculty. Fearing reprisal, or the loss of an assignment, part-time faculty are often reluctant to use paid sick days when they are available.

Basic office supplies for part-time faculty are not regularly budgeted, while professional tools such as business cards, are outright refused.

Colleges save on costs by not paying part-time faculty to conduct office hours. If office space is available for part-time faculty use, it's usually a shared space lacking in privacy that has been previously rejected by others.

Part-time faculty are rarely paid to write SLOs. However, a growing number of colleges are adding creative language to job descriptions that makes part timers responsible for SLO tasks (such as writing).

Part-time faculty are rarely included on decision making bodies. Management neglects to inform them of meeting schedules. When part-time faculty are able to participate, they do so as "volunteers."



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Faculty working conditions ARE student learning conditions! Support part-time faculty AND quality education!

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Butte College

Part-Time Faculty Association (PFA-UPTE)
Contact: Stacey Burk, burkst@butte.edu

College of the Sequoias

Contact: Don Nikkel, cos@upte-cwa.org

Mt. San Jacinto

Contact: Robert Melsh, rmelsh@msjc.edu, 951-276-0016



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HIGH COST OF ACCREDITATION DRIVES SOME COLLEGES TO "SHOP AROUND" FOR BETTER DEALS

by Con Chapman, Cronk News Lifestyles Editor

RUSSELLVILLE, Kentucky. This small town holds few distinctions to attract students to Southwest Kentucky State College, a fact that Dean Floyd Morglin works hard to counter.

"We remain the only institution of higher learning located in a town with three double letters," he notes with subdued pride. "We're thinking of adding a Bookkeeping major to capitalize on it."

But SKSC's lack of prestige isn't solely attributable to its location. "We struggle with accreditation," Morglin admits. "I thought once I got my PhD I wouldn't have to take any more tests, but those people won't get off my back."

Morglin refers to his accrediting body, the Midwestern Commission on Public Colleges, which placed his school on probation last year after a



review noted a lack of cappuccino cup holders on armchairs in the faculty lounge. "Every time I turn around they're making us spend money on non-essentials like books for the library."

The aspect of accreditation that is most troubling to SKSC trustees is the examining body's fee, however, a mid-five figure charge that is assessed even if the college doesn't get a passing grade.

"What's the difference between a flock of starlings and an accreditation team?"

Board Chair Nowell Peterson, Jr. asks wryly. When this reporter draws a blank, he says "A flock of starlings will fly into town and shit on your head for a week but won't send you a bill for it."

So the school and others like it are fighting back, shopping for lower-cost alternatives to the big accrediting bodies. "We put it out to bid and got two competing proposals, which we're going to look at real hard," says Morglin.

The first was from Bluegrass Replacement Windows and College Accreditation, a four-person operation that hopes to get ancillary business if selected. "We don't need to go inside the library to scope this one out," says owner Ted Gray. "I drove by and was really impressed with the number and variety of windows they've got out there."

Another company that expressed interest was Raceway Rebuilt Engines and Council of Schools and Colleges, located in a run-down concrete block building on US Highway 68. Chief examiner Tony "Pigpen" Murillo says the humble headquarters are deceptive, and that he's ready to hit the ground running if his firm is selected.

"I don't think either of the other bidders has as much experience as I do," he notes as he scrubs oil off his hands with an abrasive hand cleaner.

"I went to three colleges in two years before dropping out." Originally published at CronkNews.com 09/20/13. Reprinted with permission.

"Covered" continued from page 3

health insurance companies that you know: BlueCross, BlueShield, Kaiser, HealthNet and more.

The plans will be offered in four levels: Bronze, Silver, Gold, and Platinum. Benefits offered will include primary care visits, generic medication, lab testing, brand name medication. Many other services are offered also. The plans offered will include the same or more of the benefits you receive now.

Most people in California will benefit from have Covered California. Here are some examples.

1. Occupation: Part-time teacher
Salary: \$29,000 /yr
Age: 52
Dependents: 0

- A health insurance policy from Covered California Gold plan in LA HealthNet HMO would cost out of pocket \$218.00 a month. Or a Blue Shield Gold PPO would cost \$350 a month. The lowest would be \$97 a month HMO L.A. Care.

2. Occupation: Part-time teacher
Salary: \$58,000
Age: 48, spouse 48
Dependents: 2 children under 18 years old

- A health insurance policy from Covered California in Sacramento would cost for a Silver Enhanced 73 BlueCross PPO \$317 a month, Anthem

BlueCross PPO bronze \$59 a month.

3. Occupation: Part-time teacher

Salary: \$32,000

Age: 59 spouse 44

Dependents: 0

- A health insurance policy from Covered California Silver Enhanced 87 will cost \$95 a month, the lowest PPO would be \$69 a month.

Covered California is going to be good for some people in California. Maybe you will be one of the millions it does help. I hope so! I can help you sign up or just give you information. Also if you would like me to come to your campus and talk with you and others in CPFA let me know.

If you would like to talk to someone about Covered California you can call me at 800-811-0793 or email scott@lucasins.com. My website is www.lucasins.com.

"Twilight" continued from page 3

- "We don't want to exploit you more than you already are."

Really, these arguments are both disingenuous and insulting.

So, treat us as professionals with professional duties, expectations and responsibilities then pay us for doing them and make it a priority, not what to do if we happen to have money left over.

So, there we are. We are stuck in a system that does not "legally" recognize us for our abilities, education and contributions; nor does it recognize the exploitation, prejudice and discrimination we face.

These are my most humble observations after 30 years of being a "temporary", part-time faculty member.

Deborah Dahl Shanks teaches at Diablo Valley College and can be reached at deborahadahl@aol.com.

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