

# COMMUNITY COLLEGE JOURNAL

Advocate • Educate • Legislate

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## COLLEGES ARE AT THE TIPPING POINT; WILL THE CURRENT CRISIS TAKE US BEYOND?

Dr. Cary Nelson, AAUP President

**THE SINGLE** most important structural change in higher education over the last two generations has been the massively increased reliance on faculty teaching intensively in contingent positions — 33 percent in 1975, 66 percent 30 years later in 2005, roughly 70 percent now. No other reform means anything unless we can obtain job security and academic freedom for the majority of college teachers. It will require solidarity from tenured faculty.

The only true solidarity among current faculty members requires granting tenure to all long-term contingent faculty members. All one hundred tenured slots for 9,500 contingent faculty members is not solidarity. It's a mud-wrestling contest with tenure as a prize. Nor does a tiered division between two classes of faculty — 50 percent tenured and 50 percent expendable, or 75 percent tenured and 25 percent contingent — constitute the principled structural change we need.

What do we gain if we set as our ideal the permanent diminishment of most of our colleagues' lives? What good is a compromised ideal? Why congratulate ourselves for selling out?

The only goal worth fighting for is full justice for all who teach. No solution that throws most existing faculty serving in contingent positions under the bus is acceptable. Solidarity is not a weasel word. It's not about compromising with power. It's about reaching out to the disempowered and offering them hope.

Every other year some two hundred contingent, sessional, or precarious faculty from North America — the titles vary by country — gather together at a COCAL meeting to share their strategies for reform.

*A department in an institution staffed with contingent faculty is often essentially a structure filled with nameless bodies.*

Most have spent their working lives being eaten alive by the higher education industry. And yet they have held onto their humor, their charm, and their pedagogical passions. I cannot betray them.

Nor will the American Association of University Professors do so. In its new policy paper — "tenure and teaching intensive appointments" — the AAUP recommends that all long-term contingent faculty members be granted tenure.

Since tenure can be awarded to both

part-time and full-time faculty members — a person could have tenure at a less than full-time percentage appointment — the AAUP's proposal carries no necessary cost. It does not, in all honesty, guarantee faculty members a living wage. But it does give them the job security they need to advocate for better working conditions without fear of

reprisal, and it eliminates the sometimes crippling stress accompanying at-will employment. It gives all faculty access to shared governance, including the ability at most institutions to serve on curriculum committees, so that the folks who do the teaching will actually have a say in course planning and development, something that has always been a fundamental AAUP principle. It goes a tremendous distance toward unifying the faculty and reinvigorating faculty solidarity. And because — unlike conversion proposals that call for full-time appointments for all — it does not cost money, tenure-for-all can be promoted on the basis of principle alone.

Some administrators will no doubt respond with calls for flexibility in hiring, but the adjunct army that teaches composition, math, and introductory foreign language courses is not providing services likely to prove unnecessary in any imaginable future. Administrators may come and go, but the adjunct army persists.

The AAUP's new statement, it is important to note, supports a traditional probationary period before tenure is awarded. That probationary period provides sufficient time to decide whether a given set of teaching responsibilities will be fleeting or permanent. Meanwhile, thousands of faculty members serving in contingent positions — some of them for a decade or two or more — have effectively "passed" their tenure review by virtue of being hired back year after year. Future part-time hires would undergo appropriate peer review during their probationary period.

Would administrators simply terminate

their adjunct army, rather than tenure them? The very size of the long-term adjunct cohort in many systems makes that impractical. The practical educational and administrative consequences of suddenly jettisoning many of an institution's experienced faculty members would be considerable. Demands for comprehensive conversion to full-time positions

would be another matter, which once again demonstrates why the alternative demand for tenure is more realistic. The AAUP's proposal, paradoxically, is at once modest and revolutionary. Of course its implementation would still benefit from solidarity with tenured faculty.

"Solidarity" is the original rallying cry of worker-empowered union organizing. Its invocation

recalls generations of consciousness-raising, of group identification, of class interest recognition, of bodies risked and bodies broken. There were times when the call for solidarity could not overcome racial divisions, when the discourse of solidarity could not link black and white bodies arm in arm. And there were times when it could. Solidarity encompasses the ideological glue that held groups together. It is the concept that gave courage and meaning to imperiled, solitary souls on those most lonely of union nights. Consider Sterling Brown's "Sharecroppers," first published in 1939 in *Get Organized: Stories and Poems about Trade Union People* (see sidebar on page 10).

If we take Brown's poem as a fable for our own time, we know well who our landlords are and why their will and their power must be resisted. We know what brushwood must be cleared. And we know that on campus it is contingent and tenured teachers who must flourish side by side. These are the values we take on when we dare to speak the name of solidarity. It signifies a history and a tradition we would do well not to betray.

There is nothing, to be sure, that limits solidarity to union organizing. Historically it has been used to describe kinship bonding in preindustrial societies. All of us will recall it as

the graphic and verbal emblem of the Polish struggle to free themselves from Soviet domination. The Polish struggle began as a trade union movement in 1980 and then became something more. Solidarity unionism — a concept translated into action in the United States by the Industrial Workers of the World or IWW after its 1905 founding — promoted the idea that workers should take direct action against a company without paid union representation. Solidarity may thus very well refer to exactly what faculty serving in contingent positions need — direct action unmediated by union hierarchy.

*The union accepted furloughs, but only on condition no adjunct positions be cut.*

For the immediate question for those of us in academe is clear: Will the call for solidarity link temporary and tenured bodies? Will it link the academic workforce behind principles of job security, fair wages, and necessary benefits for all? Are there examples of solidarity in action powerful enough to hail all of us?

Contingency has been the most gradual of the changes shaping higher education. Faculty members serving in contingent positions had slowly but inexorably come to dominate higher education's teaching workforce over 40 years. Not that they dominate anything else, for their authority anywhere in the industry — from the classroom to administration to governing boards — could hardly be less. For half a century tenure had been the key guarantor of academic freedom. Now tenure is available only to a minority of faculty members.

It was not long ago that I would have said very little evidence exists to show that

» continued on PAGE 9



Cary Nelson is Jubilee Professor of Liberal Arts and Sciences at the University of Illinois at Urbana-Champaign and president of the American Association of University Professors. His most recent book on higher education is *No University Is An Island: Saving Academic Freedom*, published by New York University Press in 2010.

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# LETTERS TO THE EDITOR, CPFA

## Opinion on AB 852

**Ken Meier is a community college scholar and educational administrator. These opinions are his own and do not necessarily represent the opinions of the Board or other administrators of his college.**

Thank you for giving me an opportunity to comment on AB 852 (Fong). This bill would assure greater equity and justice for part-time faculty across the California system. We should always remember that the fiscal and educational health of our community colleges is increasingly dependent on the commitment and quality of our part-time faculty.

In 1983 the higher education researcher Paul Brinkman identified what has become a long-term secular trend within community colleges: a shift from the traditional aged full-time student to more part-time adult students taught by part-time faculty. Today adjunct faculty constitute approximately 65% of the community college professoriate in terms of total credit hours taught.

**It is a matter of equity and fairness that we create and defend systems that will lead to a modicum of stability and predictably for these dedicated community college professors without whom our colleges would probably not survive.**

In this time of unfortunate cutbacks across California higher education, I worry about the permanent demoralization of our adjunct faculty as they see more of their teaching loads disappear at the universities and community colleges in the face of our intense state fiscal crisis.

At Butte College my office has taken a strong stand on attempting to defend our schedule and to assure that full-time faculty are not unfairly competing with part-time faculty for assignments.

I believe that Butte College has developed a model, progressive system codified in its union contracts to assure some measure of fairness to our associate faculty. I have reinforced the full-time faculty limit of not more than one overload course per regular term so that veteran part-time faculty will have some expectation of continued employment.

Secondly, we have institutionalized in the Communication Workers of America contract for our part-time faculty a system of seniority rights and notification that parallels closely that which is being proposed by Assembly person Fong. We maintain an up to date system in our computerized portal for tracking seniority points for part-time faculty.

We are currently working on an MOU that will also pilot a system for part-time faculty to be able to establish their expected work schedules on a yearly basis.

**A very positive consequence of the systems we have in place and the general commitment articulated by the Butte college administration to equity for part-time faculty is a much higher level of trust, professionalism and productivity within our associate faculty group than has been my experience at other institutions.**

I write as one who has been an adjunct professor at four institutions of higher education.

**I endorse the spirit of AB 852 because a more secure and effective part-time faculty translates into higher levels of student success.**

Sincerely, Ken Meier, Ph.D.

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## Reports from hearing on AB 852

### Greetings Part-Time Faculty Professionals,

AB 852 (Fong), pertaining to part-time faculty reemployment rights, was approved by the Assembly Higher Education Committee. FACCC, CTA and CFT all spoke in support, along with Paul Fong – everyone did an excellent job.

The bill now moves to the Assembly Appropriations Committee where earlier versions of the same bill have encountered difficulty before. We'll need extensive negotiations with them to find the key to unlock the giant closet known as the "Suspense File."

The FACCC Point & Click alert system was just updated to direct support messages to the Appropriations Committee. Take a few seconds to send a message to the Committee at [www.faccc.org](http://www.faccc.org) (you must log in with your name, address and nine-digit zip code – there's a field to help you if you don't know the full nine digits).

FACCC has a new feature on both its home and Advocacy pages of [www.faccc.org](http://www.faccc.org) called "Legislative Hotlist." We've compiled 119 bills impacting community colleges and are adding to the list all the time. You can use that site as your

one-stop shop for all pertinent legislation. With every good wish,

Jonathan Lightman, CAE  
Executive Director, Faculty Association of California  
Community Colleges  
[www.faccc.org](http://www.faccc.org)

### Dear CPFA Friends:

I would like to report back to everyone that both Toni (of CCA/CTA) and Judy (of CCC/CFT) spoke (as well as moi), and that all did a very good job and were well received.

Of course the BIG battle will be in the appropriations committee.

The League's representative, of course, did speak against the bill inferring that THEY have checked all the contracts in the state and reported (or seemed to infer) that all contracts had some sort of reemployment protection, albeit all written differently and with different parameters as expected by 72 different collectively bargained contracts, and therefore this legislation was not needed.

Then she stated that the passage of this "mandate" would be very expensive and require ALL 72 districts to have to renegotiate their contracts.

We will need to provide statistics and information to prove her wrong.

First, NOT ALL contracts will need to be renegotiated since if they already meet the minimum standards of this bill,

therefore they are free and clear. That there ARE districts that have NOT done their mandated duty to fulfill the spirit of the law. AND we need to find a price tag for this ----- if already part of a regular, annual negotiation cycle, really how much MORE could it cost them? And how much do the benefits outweigh the cost. -- Deb

**Deborah Dahl Shanks is a FACCC officer and a member of both the PT Coalition for Rehire Rights and CPFA. As a member of 3 different organizations who are all part of the coalition, her interests are those of all part-timers.**

### Dear Editor:

In reviewing reports of the hearings on AB 852, I am once again shocked that organizations like The League have the temerity, if not shame, of dragging out their old and tired "arguments" when confronted with legislation that is clearly designed to HELP more than 47,000 under represented, under employed and under paid so called Part Time Faculty who ceaselessly toil on behalf of students enrolled in the state's 73 community college districts.

It would seem that no matter what the legislative goal, The League's first knee jerk response is to cry loudly that this or that new mandate would "cost too much money..." With that kind of statement they have until recently been able to derail many pieces of legislation because they would lead legislators to believe that they have researched the matter and that what they say is true AND costly.

Oh, were this the case...especially when they suggest (imply, infer, intimate) that AB 852 would cost lots of money to implement. **I do not believe that anyone from The League or any other pro-administration advocacy group has reviewed ALL (or nearly all) currently in force or soon to be negotiated contracts involving part time faculty.**

Requiring districts to maintain current seniority lists by discipline is not something new. In fact, ALL districts maintain lists of hires and class load (by term) as an anachronistic hold over from administrator's pathetic paranoia of having to grant tenure to a part timer who ends up teaching more than 60% of a full time load. Such lists exist.

All districts know the employment history of every part timer who has taught in their districts. Do not be swayed by "knee jerk" statements from groups like The League. Without "facts" and research to back up their claims, they are just making assertions that they have not bothered to research or validate.

It is time to see past the bluster and hot air. Help part time faculty to be treated fairly and with dignity. If we are being asked to sacrifice for the good of the community colleges, then at least make this sacrifice a shared one...AB 852 will go a long way toward levelling the playing field, and I strongly urge favorable consideration of this bill as a NO COST piece of valid social legislation that will benefit the whole system.

Sincerely,  
Robert B. Yoshioka, Ph.D.  
Legislative Analyst, CPFA

## Summit dinner remarks, comments on Journal

### Hi John & David,

Thank you both for a tremendous effort and outcome at the CPFA Summit [10/2/10]. It was so empowering to sit in a room full of action-oriented people who are all contributing to the success of this wonderful organization. You two most of all deserve kudos for putting it all together and all the behind the scenes work that you do.

I wanted to congratulate you on the latest edition of the Journal. It is chock full of great articles and I am thrilled that Pamela managed to get the ad for CFT Part-timers in there. At our meeting on Saturday we didn't even think that ad had made it into the paper. I was so pleased to see it there and know that we could support this latest edition. We have had quite a turnover or members (some former participants got full-time positions --yeah!).

I did want to register my concern about the change in the title of the paper. I think the CPFA News was always the "face" of CPFA to both full-timers and part-timers. At meetings when I would hold up the paper and explain that this was the organization that the part-timers should join there was immediate recognition of who CPFA was and what they were doing for part-timers.

It allowed me to bring in new members. I would have attendees open up the publication and see where the membership form was in the paper and they would thus engage in reading it. The full-timers on our campus at Glendale College received the CPFA News and they read it and knew who CPFA was from that paper. I am afraid with just another college journal being placed in their mailboxes they will just toss it. CPFA name recognition is so tied to the publication that I urge you to reconsider the name change. Thanks again.

Phyllis Eckler

*[Editor's Note: The CPFA Executive Council discussed this change at length, and ultimately decided to take CPFA into the new decade with a new web site and a new publication. We also hope to encourage a wider readership... so the Journal isn't just "our" news, but news as it pertains to higher education, community colleges, faculty, and students. The emphasis remains part-time faculty. As for membership forms, we will include a form any time we have space, but they are always available on our web site and we are happy to help provide materials for membership drives – contact Membership Director David Donica, [ddonica@cpfa.org](mailto:ddonica@cpfa.org)]*

## What kind of assistance can CPFA provide?

### Dear Editor:

I discovered your organization, the CPFA, a few days ago, while I was checking my over-stuffed adjunct mailbox at Glendale Community College (GCC). In a bunch of papers I was about to push into the round file, I saw your Community College Journal with David McKay Wilson's 2-page essay about the casualties of the community college.

It hit a chord in me since I am undergoing a very unpleasant experience with one of my college employers, not actually a "community" college like GCC is, but a private college which trains chiropractors, and hires area community college instructors like me, by contract, to teach science courses as 8-week modules.

This college offers general and organic chemistry courses geared for their "undergraduate (UG) program" which promises college-quality instruction for both core requirements for DC and the four-year graduate tracks. Even though this chiro college probably does not fit the strict definition of the community college (CC), for all practical purposes, it feels so much like one, but with the usual CC faults, only on steroids!

Thinking I was going to begin the next 5:30 to 10:30 PM module for which I already had a contract, I was fired within a few minutes after being called to a late Monday afternoon meeting with the chiro college's UG director. He was responding to complaints from my small class of students who had just gotten their course grades for the recently finished module.

I'll spare you the details about the problem until I know if your organization can help. Anyway, though, I'd still be interested in learning more about your organization and its services.

Thanks,  
Name and email withheld,  
LA Metropolitan area

*[Editor's note: John Martin responded to let "Name Withheld" know that CPFA offers advice and moral support, but we are an advocacy group, not a union. In this situation, our best service lies in the field of making the public and our state legislature aware of egregious practices which continue in higher education, and advocating for real change. Please be aware that your membership in CPFA funds these efforts and that most of the work done on your behalf is voluntary!]*



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### Email submissions preferred.

**Correspondence** and articles may be edited or condensed due to space limitations. Letters limited to 500 words and articles to 1000 words unless otherwise specified. Letters may be published. Op-ed pieces, news briefs on union organizing or contract negotiations particularly welcome. Human interest articles and opportunities to reprint items about the contingent faculty condition are encouraged. Unsolicited manuscripts submitted by mail should be accompanied by a stamped, self-addressed envelope. Signed articles express their authors' opinions and do not necessarily reflect the views of CPFA.

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# CPFA CHAIR: IMHO



by John Martin, CPFA Chair

In last fall's CPFA's CCC Journal edition, I wrote about AB 1807 and its demise. This time, I'm heartened that another attempt will be made. Assemblymember Paul Fong (D - Mountain View) will again sponsor rehire rights legislation (**Assembly Bill 852**) to aid the job security of part-time faculty throughout the California's community college system.

But before giving more details, it's

important to acknowledge that CCA developed the language and laid the foundation for this new bill and strategy: Ron Reel, CCA President; Lynette Nyaggah, CCA Vice-President and Chair of the CCA Legislative Committee; and Alan Frey, CTA advisor to governance (who developed this concept); built the legislative framework for the CPFA and the other organizations to support.

With this renewed venture, there will be an even more concerted and organized effort by all stakeholders: CCA, CFT, FACCC, CWA, and CCCI to support this bill -- and be assured that CPFA will be closely involved with this endeavor.

This second attempt to secure rights for California's contingent academic laborers represents a new approach. Instead of mandating that administrators and local bargaining units negotiate rehire rights for many of us (both sides have been blamed for the lack of progress), this bill will change the Ed Code. While this takes the issue out of the hands of the districts, once the revision is in place, local negotiations can still take place to improve on it.

## Due Process

The new Ed Code change calls for "due process" for those who have taught more than "4 years within a district," and would give some added job security. If someone who has been teaching for four years

or more (and is in good standing), then that individual deserves some minimal job security. Due process is also part of this formula and is already in place and enjoyed by our fellow tenured colleagues. So, this is another attempt to bring equality to our contingent faculty ranks.

If passed during this current legislative session, this will help to infuse some sanity to the existing system, which has proved itself callous and demonstrated a total disregard for the tens of thousands of contingent academic laborers who have been dismissed from teaching without any stated cause or reasons, or who are without any reasonable assurance of being offered any classes to teach from one semester to the next.

There is anecdotal evidence that this goes on every semester. I should know, as I was a casualty of this practice. For more evidence, see Tim Raposa's article in this issue.

## Overloads

There's more unique legislation being considered at the Capitol. CFT/CCC has moved forward in bringing language to attempt to cap overloads used by full-time faculty (see their resolution on page 5). This particular principle would prevent full-timers from teaching more than 40% overload at any one semester or 80% for an academic year.

According to the CFT Resolution which passed last November, this would "... prohibit full-time community college faculty

members from being assigned to teach more than two three-unit classes per semester or quarter beyond a normal full-time workload of 15 semester or quarter units."

Such language is an attempt to follow the universal understanding on what constitutes a "normal workload." The rationale behind this proposal is soundly argued by Phyllis Eckler of Los Angeles City College (and recipient of the Margaret Quan Part-Time Advocate of the Year Award 2009-10) who states "excessive overload for full-time faculty takes away from the academic quality of an institution.

"Professional duties can be neglected, programs suffer, shared governance falters, and students are denied the full attention of the faculty member. A reasonable amount of overload teaching (such as 40% in one semester) can help the institution fulfill the need for sudden surges in growth and the need for certain expertise, but more than that is harmful to the college and its students."

If the intent of the CFT resolution becomes reality, part-time faculty would have more opportunities to teach. There's nothing here that will harm our fellow union members: in fact, it will help them to become more in tune with their campus community. Both of these efforts have something in common: respect and equality for all faculty, and a formula for ensuring success for our students. As educators, isn't that what we're all about?

jmartin@cpfa.org

## Chancellor, Academic Senate exclude PT faculty from Student Success Task Force

Robert Yoshioka  
CPFA Legislative Analyst

In a press release dated January 18, 2011, the California Community Colleges Chancellor's Office once again demonstrated its total disregard for part-time faculty when it was announced that a task force was being created designed to "boost completion rates" for our students over the next decade.

Twenty-one individuals were appointed by the state board of governors to serve on this Student Success Task Force that was to meet regularly over the next 12 months to develop a "strategic blueprint" that would hopefully increase graduation and transfer rates for community college students.

Chancellor Jack Scott was quick to point out that gaining admission to community college was only half of the equation for student success; indeed, he continued, "equally important is granting students a legitimate opportunity to succeed upon entering the classroom."

While the task force includes members drawn from academic, research and the business sectors, not to mention college administrators and full time faculty, a cursory perusal of the list of task force members points to a glaring omission of interested and pivotal potential members: **THERE ARE NO part-time faculty INCLUDED ON THIS LIST OF TASK FORCE MEMBERS.**

The standard rationalization for the systematic exclusion of ANY qualified/interested part-time faculty must surely be placed at the feet of the Statewide Academic Senate and who, it was learned, was instrumental in nominating **ONLY FULL TIME FACULTY MEMBERS** to serve on this committee.

Part-timers have been making the case for years that, while we constitute the largest group of qualified and under-utilized professional faculty within the system, outnumbering tenure track faculty by at least three to one, we are routinely excluded from participation in any discussions having to do with governance, student success, and

positive outcomes.

We are routinely ignored, kept from taking a "seat at the table," when, "examin[ing] strategies for promoting student success, including improvement of student assessment, delivering remedial instruction, increasing access to financial aid and academic counseling and identifying national funding models to incentivize completion rates."

We are teachers who are daily in the trenches, working under abysmal conditions, underpaid, without access to offices, and not being paid for counseling and office hours. This is not a new story, but what is new is that we could hold the key to optimizing the educational experiences of most students who pass through the community colleges, working toward increasing successful completion rates and providing the system with a cost-effective and humane means of reaching the chancellor's goals.

Rethinking and redefining the role and reach of part-time faculty would go a long way toward defining "strategies for promoting student success, including improving student assessment, delivering remedial instruction, without having to fall back on forcing our currently over-extended full time faculty to increase full time teaching load to unrealistic and exhaustive levels.

Part-time faculty, given the chance, would be more than willing to step up to the plate and teach more hours at a single campus, provide paid office hours and be available to students without raising the cost of doing business, since we know what an investment it would be to have to hire full time tenure track

faculty - something that districts have been loathe to do, for these many years.

By ignoring or under-utilizing part-time faculty to help solve the "student success" conundrum; by not letting us work with all the other stakeholders in the system to come up with reasonable and cost-effective solutions to our shared concerns, is a grave miscalculation.

Rather than ignoring our collective existence, it would make better economic and political sense to engage us in this creative problem solving effort.

We have too long been kept "outside the loop," and now is the time (after 40 years of polite and not so polite isolation) to seat us at the table and let us contribute to the solution, rather than being seen most of the other stakeholders as the "800 pound gorilla" in the room - a necessary but inconvenient variable to be conveniently ignored or exploited without our consent.

How can a task force of this nature hope to

increase student success if the majority of the teachers in the system are not even consulted or at least asked to give some input? The task force chair, Peter MacDougall, should take this opportunity to actively engage part-time faculty representatives, and invite some of them (at least as many as there are full time faculty already serving) to join his task force.

Faculty is not a generic term that includes full and part-time faculty. No. "Faculty," as is commonly used, **INCLUDES ONLY FULL TIME TENURE TRACK FACULTY.** Until there is a recognition of the political and economic differences that delineate and differentiate both groups, task forces like this need to include both part time and full time faculty in at least equal numbers.

Let's not miss this chance to redress 40 years of benign neglect. Let us help craft a solution to this problem rather than once again run the risk of being used as a tool without our input, knowledge or consent.

ryoshioka@cpfa.org



At the CPFA 2010 Summit Dinner in Santa Monica, John Martin (center) discusses AB-852. From top left: Sabrina Santiago (Chair CPFA San Diego Chapter), Mesa College; George Gastil, Grossmont College; Jacki Scott, Santa Monica College negotiations team; Tim Raposa, Sierra College; Cornelia Alsheimer and Sally Saenger, Santa Barbara City College; Phyllis Eckler and Kathy Holland from LA AFT Guild, (unknown woman), Dave Hall from CEFA Rancho Santiago Adult Ed.

# YOUR BOARD OF TRUSTEES: COMMUNITY LEADERS AND MORE

## One BOT president speaks

Mona Field, Trustee, LACCD

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

Let's face it. The majority of faculty, both full and part-time, actually know little and usually care little about who sits on their local college district Board of Trustees. In general, faculty are glad to be employed (especially part-timers) and are passionately committed to their vocation. The political battles involving board elections are remote indeed.

Only the activist minority of faculty (again, both full and part-time leaders) tend to pay attention to who sits on the board, how they are elected to the board, and how to interact with those boardmembers.

So, since you, because you are reading this, must be a leader among your peers, then you are among those who do care about who sits on your college district Board of Trustees. So here are some thoughts to help you understand who they are, how they get there, and how you can inform and influence them.

EACH DISTRICT IS DIFFERENT, YET THE SAME. California's 72 community college districts, ranging from tiny rural districts to huge urban districts, are all mandated to hold board elections. Boardmembers serve 4-year terms and virtually all college boards have no term limits — thus, the 20-year incumbents found in some places.

Depending on numerous factors of size, location, community history and local political culture, college board candidates

are usually active in the community and because they are elected by voters of the district, they have a serious commitment to community input.

In most places, by now, the employee organizations (unions) at the college also influence (or attempt to influence) the board elections and help elect trustees who will be accessible to employees. Even in the most high-cost and competitive places (usually large urban areas where trustee positions may be a stepping stone to higher office), campaign activism through donations, phone banking, precinct walks, and so forth, can only create relationships, not guarantee any particular outcomes.

In other words, trustees may appreciate election support, but must still remain objective and open to all points of view while they are in office. At most, the efforts to help someone win office should provide some "access" — and trustees should be reasonably available to meet with faculty, before and after they are elected.

In some districts, trustees are "trained" by state or national organizations to listen

only to their CEO (also known as college president or district chancellor) and to refrain from contact with others. This "chain of command" approach is to avoid confusion and undermining the district's CEO (note the use of business terminology that has become very common in our academic world — we may dislike using

the language of the corporate world, but nonetheless, it has invaded our world, and I, for one, have simply adapted to it, albeit reluctantly).

There is no law against board members communicating with employees. However, there are laws against board members interfering with collective bargaining (violation of federal labor laws) and this

does mean that during negotiations, your boardmembers may remain quite closed on any details of the process.

Your union leaders should be communicating to you, the faculty, about the negotiations process, and your boardmembers should provide general assurances that they are concerned about positive outcomes, but they cannot discuss any details.

The best way to communicate with your board is to speak publicly to them at the board meeting. Of course, if you are part-time in a district that gives you no seniority rights or job protection, this may be intimidating. An alternative is to write a letter to the board, express your concerns briefly, and ask them to reply.

Boardmembers may not have time to reply to individual letters, but your thoughts will at least reach them. There is nothing wrong with writing to one or all of your boardmembers at any time you wish to communicate with them.

Strength in numbers always applies — petitions from faculty, signed by many, give important information to boardmembers. Petitions also may help individuals feel safer about signing a document that offers advice and input to the elected board.

Finally, keep in mind that your boardmembers' mandate from the voters is to help govern your college district in a cost-effective, high-functioning manner. In other words, they must keep the budget balanced and they will rely heavily on guidance from the administration to achieve this goal. If you are unhappy with their spending priorities, then speak at a meeting, sign a petition or write a letter.

Wherever you stand in the "pecking order" of your college, your union, or your community, please feel empowered to voice your views. That is what our democracy is all about.

**Mona Field, [mona.field@gmail.com](mailto:mona.field@gmail.com)**

*(This is the second in a series of articles by and about college trustees. If you are interested learning more or writing about these themes, please write a letter to [editor@cpfa.org](mailto:editor@cpfa.org))*



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

# CFT

## is the voice for adjunct faculty in California.

### Adjuncts elected to the CFT Community College Council

John Govsky	Cabrillo College Federation of Teachers	<a href="mailto:john@teacherjohn.com">john@teacherjohn.com</a>
Amy Roberts	Los Angeles College Faculty Guild	<a href="mailto:asrinla@aol.com">asrinla@aol.com</a>
Susmita Sengupta	San Francisco Community College District Federation of Teachers	<a href="mailto:ssengupt@ccsf.edu">ssengupt@ccsf.edu</a>
Linda Sneed	Los Rio College Federation of Teachers	<a href="mailto:sneed.LC@crc.losrios.edu">sneed.LC@crc.losrios.edu</a>

### Members of the CFT Part-Time Committee

Phyllis Eckler, Chair	Glendale College Guild	<a href="mailto:peckler@glendale.edu">peckler@glendale.edu</a>
Hugo Aparicio	San Francisco Community College District Federation of Teachers	<a href="mailto:haparici@ccsf.edu">haparici@ccsf.edu</a>
Sandy Baringer	UC-AFT Riverside	<a href="mailto:sandra.baringer@aft1966.org">sandra.baringer@aft1966.org</a>
Lisa Chaddock	AFT Guild-San Diego and Grossmont-Cuyamca Colleges	<a href="mailto:lischaddock@yahoo.com">lischaddock@yahoo.com</a>
Mona Field	Liaison to the Community College Council President	<a href="mailto:mfield@glendale.edu">mfield@glendale.edu</a>
Liz Gersten	Victor Valley Part-Time Faculty United	<a href="mailto:balloonlizard@verizon.net">balloonlizard@verizon.net</a>
John Govsky	Cabrillo College Federation of Teachers	<a href="mailto:john@teacherjohn.com">john@teacherjohn.com</a>
Janell Hampton	Peralta Federation of Teachers	<a href="mailto:janell_h@hotmail.com">janell_h@hotmail.com</a>
Kathy Holland	Los Angeles College Faculty Guild	<a href="mailto:kdholland2002@yahoo.com">kdholland2002@yahoo.com</a>
Deborah Kaye	Editor, Part-Timer	<a href="mailto:debkaye@pacbell.net">debkaye@pacbell.net</a>
Kimberly Keenan	San Francisco Community College Federation of Teachers	<a href="mailto:kkeen@ccsf.edu">kkeen@ccsf.edu</a>
Neal Kelsey	Coast Federation of Classified Employees	<a href="mailto:nealkelsey@yahoo.com">nealkelsey@yahoo.com</a>
Jose Mungray	AFT College Staff Guild-Los Angeles	<a href="mailto:mungarj@elac.edu">mungarj@elac.edu</a>
Sam Russo	Adjunct Faculty United, North Orange Colleges	<a href="mailto:srusso@adfaceducation.org">srusso@adfaceducation.org</a>
Dan Salamone	Yuba College Federation of Teachers	<a href="mailto:belldan@msn.com">belldan@msn.com</a>
Sabrina Santiago	AFT Guild, San Diego & Grossmont-Cuyamca Community Colleges	<a href="mailto:facultyadjunct@gmail.com">facultyadjunct@gmail.com</a>
Jory Segal	San Jose/Evergreen Faculty Association	<a href="mailto:joeljory@sbcglobal.net">joeljory@sbcglobal.net</a>
Darwin Smith	Compton College Federation of Employees	<a href="mailto:dleons@msn.com">dleons@msn.com</a>
Blake Thomas	Oxnard Federation of Teachers & School Employees	<a href="mailto:blake.thomas@ouhsd.k12.ca.us">blake.thomas@ouhsd.k12.ca.us</a>
Peter Virgadamo	Part-Time Faculty United at College of the Canyons	<a href="mailto:pete_virgadamo@yahoo.com">pete_virgadamo@yahoo.com</a>

California Federation  
of Teachers

AFT, AFL-CIO

A Union of Professionals



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

# INSURING REHIRE RIGHTS FOR PART-TIME FACULTY IS MORE FISCALLY RESPONSIBLE

## Cost Comparison: Hiring New PT Faculty vs. Rehiring Existing PT Faculty

- Critics of legislating Part-time Faculty Rehire Rights have complained that such rights would cost the college districts additional money.
- To counter these claims, the Community College Association/CTA/NEA has prepared a comparison list of the activities required by law to hire new Part-time Faculty in a district and the activities required to rehire Part-time Faculty.
- Each step in the hiring process is done by one or more classified staff (human resources personnel, department secretaries, and others), and these steps cost each district money in both staff and full-time faculty participation.
- Furthermore, many districts recruit new part-time faculty for the same subject field year after year, and each time, the same expenses are required.
- On the left below is a list of the stages in the hiring process for new faculty; on the right is the one stage necessary to rehire of existing faculty.

Hiring NEW Faculty	Rehiring EXISTING Faculty
Requisition from department through administration	NOT NECESSARY
Human Resources generates, prints, and mails flyers, often to hundreds of individuals, colleges and organizations	NOT NECESSARY
Human Resources creates file	NOT NECESSARY
Faculty devise any supplemental questions; HR creates application	NOT NECESSARY
HR takes job openings to Job Fairs— Increased travel and staff expenses	NOT NECESSARY
HR logs in every application, screens for completeness, and calls applicants with incomplete applications	NOT NECESSARY
At job closing, HR or faculty screen every application for Minimum Qualifications, filling out paperwork on each applicant	NOT NECESSARY
Faculty screen every application for equivalency and then "paper screen" based on departmental criteria	NOT NECESSARY
HR or department sets up interview schedule, calls each interviewee, and sends notice to each applicant not selected	NOT NECESSARY
Committee of faculty and EEO Officer hold interviews	NOT NECESSARY
HR or department notifies interviewees selected for part-time employment and sends notices to those not selected	NOT NECESSARY
HR and Payroll input new hires' info and initial hire date into District computer systems for taxes, retirement, and other reporting purposes	NOT NECESSARY
Call or email faculty member and input into new schedule	Call or email faculty member and input into new schedule
Input amount of load and track for adherence to .67 limitation and 50% law	Input amount of load and track for adherence to .67 limitation and 50% law
HR adds faculty member to evaluation list for each of the first two years	Track rehired faculty who are evaluated once every third year
Each of the first two years HR sends list to dean	EVERY THIRD YEAR
Each of the first two years Dean assigns evaluator to faculty member	EVERY THIRD YEAR
Each of the first two years Evaluation and/or observations are done and report is written	EVERY THIRD YEAR
Each of the first two years Dean meets with faculty member to discuss evaluation	EVERY THIRD YEAR
Each of the first two years Dean sends file with signed paperwork back to HR	EVERY THIRD YEAR
HR inputs paperwork and files it in employee file	EVERY THIRD YEAR

**Clearly, the continuous selection of new faculty is much more labor-intensive and costly to Community College districts than the simple retention of faculty who have already proven themselves by teaching in the district.**

## CCA Creates Part-time Faculty of the Year Award

The Community College Association is proud to present the first annual David B. Milroy Part-time Faculty Member of the Year Award that recognizes a CCA Part-time Faculty member for local and state-level activism on behalf of Part-time faculty within the CCA/CTA family.

The ideal candidate for this prestigious recognition should demonstrate a history of working on behalf of part-time faculty within his or her local, should demonstrate experience in representing the Part-time Faculty in the overall academic community, and should demonstrate active participation in state CCA and CTA on behalf of Part-time Faculty.

CCA chose to name the award for David B. Milroy because he has been a leader in the improvement of Part-time Faculty working conditions. He began in his local chapters serving as a Part-time Representative on his local chapters' Executive Boards, as a member of negotiations teams, as a lead negotiator, and as a chapter vice-president. At the state level, he began working with Dee Wood and the late Judith Mandel, CCA Part-time Faculty stalwarts, on the omnibus bill AB420 and was a major advocate for that and subsequent legislation which has continued to advance the improvement of Part-time faculty working conditions, not just in CCA/CTA locals, but in all community colleges.



David has served on the CCA Board of Directors as a Geographical District Director, as Chair of the CCA Communications Committee and co-Chair of the CCA Part-time Issues Committee, and now as Secretary for the state-wide organization. Since 2004, he has served as a delegate to CTA State Council, serving on the CCA Legislation Committee, on the CTA Political Involvement Committee, and as an active member of the Higher Education Caucus. In 2008, he spearheaded the creation of the CTA Non-Tenure-Track Faculty Caucus and continues to serve as its chair.

He has been elected a California Higher Ed delegate to the NEA Representative Assembly, and in 2008, was successful in creating the NEA Non-Tenure-Track Caucus, chairing their first meeting in 2010. David has also been active in other faculty organizations as well as the Academic Senate. He continues teaching French at Grossmont College while actively serving in CCA and traveling around the state to CCA chapters and events. He continues mentoring new Part-time Faculty Leaders, coordinating and supporting Part-time Faculty activism, and working with his Full-time and Part-time colleagues on behalf of all community college faculty. ●

# THE UNKINDLY ART OF MOBBIING

*Ken Westhues describes how academics can gang up on unpopular colleagues — and alerts readers to the signs that an academic “mobbing” is in the works.*

Twenty years ago, Swedish psychologist Heinz Leymann gave the name mobbing to this terror, taking the word from Konrad Lorenz’s research on aggression in nonhuman species. Mobbing of alien predators and sometimes of conspecifics occurs among many birds and primates. Something about the target arouses a fierce, contagious impulse to attack and destroy. Mobbers take turns vocalizing hostility and inflicting wounds. The target usually flees. Sometimes it is killed and eaten.

Violent mobbing is endemic to our species. Harvard sociologist Orlando Patterson has analyzed lynching as a cannibalistic “ritual of blood.” Teenage swarming is similar, as in the murder of Reena Virk in Victoria, BC, in 1997. Her friends set upon her in a frenzy of bloodlust, reviled and tortured her, eventually held her head under water until she was dead.

Leymann studied the nonviolent, polite, sophisticated kind of mobbing that happens in ostensibly rational workplaces. Universities are an archetype. If professors despise a colleague to the point of feeling desperate need to put the colleague down, pummeling the target is a foolish move. The mobbers lose and the target gains credibility.

The more clever and effective strategy is to wear the target down emotionally by shunning, gossip, ridicule, bureaucratic hassles, and withholding of deserved rewards. The German word *Todschweigen*, death by silence, describes this initial, informal stage of workplace mobbing.

This is often enough to achieve the goal. Many targets crumble, flee to a job elsewhere, or take early retirement. Others surrender to the collective will, behaving thereafter like a dog that has been bested by another dog in a fight for dominance.

If the target refuses to leave or acquiesce, the mobbing may escalate to a formal outburst of aggression. Mobbers seize upon a critical incident, some real or imagined misbehavior that they claim is proof of the target’s unworthiness to continue in the normal give and take of academic life. A degradation ritual is arranged, often in a dean’s office, sometimes in a campus tribunal. The object is to destroy the good name that is any professor’s main resource, to expose the target as not worth listening to. Public censure by the university administration leaves the target stigmatized for life. Formal dismissal with attendant publicity is social elimination in its most conclusive form.

In its more advanced stages, mobbing is rare. Leymann estimated that fewer than five percent of ordinary workers are mobbed during their careers. The percentage among professors may be a little higher.

In his comprehensive book on academic freedom, York historian Michiel Horn recounts some famous cases from Canada’s past of what would today be called mobbing. Biochemist George Hunter’s firing from the University of Alberta in 1949 is one example. Historian Harry Crowe’s ouster from United College in Winnipeg in 1958 is another.

My own research has been on recent mobbings in academe. About two dozen of the hundred or so cases I have analyzed are from Canadian universities.

Because McGill University closed down its inquiry into her death, the 1994 case of Justine Sergent is especially noteworthy. She was a successful neuropsychologist there whose adversaries positioned her

on the wrong side of the local research ethics board. Sergent received a formal reprimand and grieved it. The Montreal Gazette learned of the dispute from an anonymous letter and ran with the story. “McGill researcher disciplined for breaking rules,” the headline read. The humiliation was more than Sergent could bear. She and her husband, Yves, wrote poignant letters the next day and then committed suicide.

My most detailed study has been of the seven-year mobbing of the theologian Herbert



Richardson at St. Michael’s College, University of Toronto. His formal dismissal in 1994 was the most publicized in Canadian history. The case is unparalleled in its complexity and documentation, and in the insight it offers into current cultural trends.

Other recent Canadian mobbing targets include theologian Hugo Meynell at Calgary, linguist Hector Hammerly at Simon Fraser, social work professor Kathleen Kufeldt at Memorial, and mathematician Jack Edmonds at Waterloo.

All these cases are contentious. Stigma, once officially imposed, is generally thought to be deserved. Like everybody else, professors want to believe the world is just. Academic mobbings are as hard to correct as wrongful convictions in courts of law.

At a practical level, every professor should be aware of conditions that increase vulnerability to mobbing in academe. Here are five:

- Foreign birth and upbringing, especially as signaled by a foreign accent;
- Being different from most colleagues in an elemental way (by sex, for instance, sexual orientation, skin color, ethnicity, class origin, or credentials);
- Belonging to a discipline with ambiguous standards and objectives, especially those (like music or literature) most affected by postmodern scholarship;
- Working under a dean or other administrator in whom, as Nietzsche put it, “the impulse to punish is powerful”;
- An actual or contrived financial crunch in one’s academic unit (according to an African proverb, when the watering hole gets smaller, the animals get meaner).

Other conditions that heighten the risk of being mobbed are more directly under a prospective target’s control. Five major ones are:

- Having opposed the candidate who ends up winning appointment as one’s dean or chair (thereby looking stupid, wicked, or crazy in the latter’s eyes);
- Being a ratebuster, achieving so much success in teaching or research that colleagues’ envy is aroused;
- Publicly dissenting from politically correct ideas (meaning those held sacred by campus elites);

- Defending a pariah in campus politics or the larger cultural arena;

- Blowing the whistle on or even having knowledge of serious wrongdoing by locally powerful workmates.

The upshot of available research is that no professor needs to worry much about being mobbed, even in a generally vulnerable condition, so long as he or she does not rock the local academic boat.

The secret is to show deference to colleagues and administrators, to be the kind of scholar they want to keep around as a way of making themselves look good. Jung said that “a man’s hatred is always concentrated on that which makes him conscious of his bad qualities.”

The target of intense, collective humiliation is ordinarily scarred for life.

Most of the mobbing targets I have studied were dumbstruck that such impassioned collective opprobrium could be heaped on them. They thought they were doing good work – as indeed they were, by standards broader than those locally in force. They trusted overmuch in reason, truth, goodness, and written guarantees of academic

freedom and tenure. They missed the cue for when to shut up.

Mobbing is by now well researched and widely recognized as a workplace pathology. It is formally illegal in most European countries. Quebec enacted North America’s first anti-mobbing law in 2004. Such laws force mobbers to use subtler techniques.

Professors and other workers will continue to be mobbed from time to time. Most will be idealistic high achievers with loyalties higher than the local powers that be. Targets will be humiliated and punished – though less harshly than Socrates was. The academy has in some ways progressed.

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*Kenneth Westhues is Professor of Sociology at the University of Waterloo. His books on mobbing include **Eliminating Professors** (1998), **The Envy of Excellence** (2005), and **The Remedy and Prevention of Mobbing in Higher Education** (2006). For web resources on academic mobbing, google his name or go to [mobbing.ca](http://mobbing.ca)*

## Understand the stages of the process

No two cases are alike, but mobbing typically proceeds from subtle, informal techniques of humiliation and exclusion to overt and formal measures. Five stages are commonly distinguished:

1. Avoidance and ostracization of the target.
2. Petty harassment: making the target’s life difficult.
3. A critical incident that triggers formal sanctions: “something has to be done.”
4. Aftermath of the incident: hearings, appeals, mediation.
5. Elimination: target quits, retires, is fired, becomes disabled, dies of stress-induced illness, or commits suicide.

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  - *job security*

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# TENURE IS NOT THE ANSWER

College administrations can be counted on to oppose such a drastic change in their relationship with contingent faculty, even if this change doesn't cost them anything.

by Pablo Eisenberg

In a recent essay at Inside Higher Ed, Cary Nelson, president of the American Association of University Professors, underlined the new policy position of the association that all long-term adjunct or contingent faculty who have taught at least six years be granted tenure. He urged his tenured colleagues to show "solidarity" with their currently untenured colleagues.

This is a far cry from previous positions of the association, which reflected little sympathy for their contingent faculty members. It represents an important step in the continuing fight for social and economic justice within universities and colleges.

In advocating tenure for all faculty, however, Professor Nelson emphasized that such a policy could be implemented at no cost to institutions of higher education, thereby making it more appealing to college administrators who claim their budgets are strained. He stated that greater job security and academic freedom would eventually lead to greater pay and benefits to adjunct faculty. In doing so, he invited colleges to give tenure without bringing newly tenured adjuncts to comparable levels of pay and benefits -- effectively keeping alive a two-tier system. In short, he argued that institutionalizing tenure for all must precede demands for higher pay, reasonable benefits and better working conditions for adjuncts.

While this approach may be the path of least resistance, such a strategy is likely neither to gain tenure for all adjuncts in the short run, nor to do anything to eliminate the horrendous working conditions under which contingent faculty currently labor. It certainly will be easier to persuade tenured teachers to support tenure for all than it would be to mobilize them for the much tougher fight to gain greater pay and benefits for their untenured colleagues.

Even with greater solidarity between tenured and nontenured faculty, the struggle for universal tenure will take a good deal of time. College administrations can be counted on to oppose such a drastic change in their relationship with contingent faculty, even if this change doesn't cost them anything. It would mean giving up a great deal of control and power. Many deans currently enjoy their authority to end the contracts of adjuncts they don't like, a power they would not be able to exercise with tenured adjuncts.

Nor will tenure necessarily provide job security and academic freedom in these tough economic times. Tenured jobs are currently being sacrificed before the altar of budget cutbacks and faculty layoffs. Downsizing seems to make few exceptions.

The prolonged fight for tenure at no cost

to universities and colleges means that the current conditions under which adjuncts teach and suffer will not improve. In fact, they may get worse as colleges continue to tighten their purses. A growing number of adjuncts are slowly being pushed to poverty's doorstep. A number are relying on food stamps or selling their blood to put bread on their family tables. Under such



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stress, it is increasingly difficult for them to maintain high teaching standards. Since a large majority of all the teaching in higher education is performed by contingent faculty, there is a danger that many students may not receive a quality education.

If adjuncts are to receive better pay and reasonable benefits, they will have to begin now to challenge college administrations, policy makers and college trustees to change current practices. They cannot afford to wait for tenured positions that may never materialize. Hopefully, they will be strongly supported by unions, tenured professors, AAUP and other educational associations.

The AAUP statement and Professor Nelson seem to take the colleges' word that they cannot afford to spend more on adjunct salaries and benefits. That is not the case. University and college administrations are bloated with enormous costs for CEOs and high-level administrators. In the coming year dozens of CEOs will earn compensation packages of over \$1 million, while the salaries of top administrators are

increasing at a furious pace. Many administrative positions could easily be eliminated. Others could have their compensation packages reduced to bring them in line with more normal academic practices.

Our higher education institutions continue to lavish money on high-priced new facilities, many of them not essential to quality higher education, and on dubious research. They rob undergraduate education to pay for graduate studies. Expensive athletic programs also absorb a growing portion of university budgets.

The more than 1,500 private foundations that support public universities and colleges sit on some \$300 billion in assets. Instead of supporting many unnecessary activities and expenditures at their schools, they could instead be supporting decent pay and benefits for their adjunct faculty.

Although economically strapped, universities and colleges could easily come up with the money needed to raise the salaries of and provide benefits to their contingent faculty. It is a question of priorities. Shouldn't teaching be the highest priority of higher education?

That is the reason why tenured faculty, if they care about the quality of teaching in higher education, should fight to substantially narrow the gap between their compensation packages and those of their fellow adjuncts.

Across the board pay and benefit hikes will not accomplish that goal; they will only widen the gap between tenured and adjunct faculty. Adjuncts need to receive compensatory salary and benefit increases to begin to narrow this immense, unjustifiable difference in pay and benefits.

Only through organizing pressure, mobilizing supporters among both adjuncts and tenured faculty and engaging college trustees and policy makers can adjunct faculty change the conditions that make them the "untouchables" of our higher education caste system.

Professor Nelson and the AAUP should by all means fight to gain tenure for their adjunct colleagues. But if they are truly interested in the well-being of the latter, as well as in the sound education of college students, they must join the active struggle to achieve higher pay, reasonable benefits and better working conditions for contingent faculty.

That struggle cannot wait. It must precede tenure, not follow it.

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The original article may be found online at <http://www.insidehighered.com/views/2010/10/07/eisenberg> ●

» "Casualties," continued from page 12

Cisco Systems. The Cisco Networking Academy, a nonprofit arm of the corporation, has developed an online interactive curriculum that's now in use at y U.S. high schools and hundreds of community college campuses, with the material integrated into degree or certificate programs.

Cisco continues to work with community colleges to develop courses. When President Obama announced his community college initiative in July at Macomb Community College, Cisco was working with Macomb on developing a course on health information networking.

"We use the technology to create a community of practitioners," says Carroll McGillin, national initiatives manager for Cisco Networking Academy. "This allows the colleges to be on the cutting edge, and it makes sure that what they are teaching is relevant to industry and within the context of the academic program."

College officials say they welcome Cisco's initiative, noting that any training course that becomes credit bearing must first pass muster with college faculty. Students can earn credits in four Cisco courses at Westchester Community College in New York.

"We would not have taken on the program unless the faculty members had reviewed it carefully and aligned it with what WCC should be doing," says Ann Rubenzahl, an assistant dean. "The faculty designs the curriculum here."

Nevertheless, educators warn that corporate involvement in developing curricula may have a negative impact on what is taught in the classroom.

"As federal and state governments increasingly focus on community colleges as job training centers, the curriculum is being driven by economic and political interests and not by the faculty members and academic professionals who understand education," says John Curtis, the AAUP's director of research and public policy.

"It's sometimes difficult to convince students—and their parents, and legislators—that it's more important for them to get an education than to find the quickest route to a job. But if students can learn to think for themselves and confront new ideas critically, they won't have to go back and get retrained for a new job every four years—and they'll be better prepared as citizens in the process."

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» "Murder," continued from page 16

45, was found shot dead in his Tijuana apartment. Henry, who was born in the Philippines, was a well-loved and respected adjunct who taught language courses and ESL at Southwestern College, San Diego State University and Mid-City Community College. Mr. Acejo chose to live in Tijuana (according to a colleague) because it was less expensive. As of this writing, the motive for his killing is unknown.

What ties these two tragic stories together is the shared experience, panic and frustration of being a part-time instructor in California with no job security, health benefits, stable retirement or assurance of future employment. As adjuncts age in the California school system and are unable to find permanent work, the desperation has a tendency to increase. This is not to suggest that it is a common occurrence to see murder-suicides or people moving out of the country to afford their rent. However, these are worst-case scenarios that highlight the plight of the part-timer. These are desperate economic times for everyone.

CPFA hopes that Governor Brown will take note of these tragedies as an example of the consequences and domino effect of de-funding education and everyone who works in the school system.

Between furloughs, layoffs, removing full-timers from the payroll and either replacing them with part-timers or cancelling classes altogether, we will likely see more heart-breaking scenarios. When you combine a fractured economy, foreclosing of one's home and the loss of a job with any kind of personal depression, it can be too much to bear for many people.

If you would like to do something about this, please write a letter to Governor Brown at <http://www.jerrybrown.org/> referencing these tragic stories and telling him your own personal situation.

**If you are experiencing depression or emotional troubles and would like to talk to someone, please do not hesitate to call the Suicide hotline 1800-SUICIDE. Or call any of these local hotlines: <http://suicidehotlines.com/california.html>.** ●

## Resolution 20 from 2010 CFT Convention (as amended & passed)

Convention 2010 1 Submitted by CFT Part-time Committee

### RESOLUTION ON LIMITING FULL-TIME FACULTY OVERLOAD

**WHEREAS** workload issues for faculty have been debated and agreed upon by local collective bargaining agreements in support of educational soundness and institutional viability and,

**WHEREAS** the assignment of excessive course overloads to full-time faculty in the community colleges can be detrimental to the quality of classroom instruction, to the performance of professional duties, to the work of institutional development, and therefore harmful to the education of students and,

**WHEREAS** the quality of classroom instruction would be significantly improved if restrictions were placed on the assignment of excessive course overloads to full-time faculty in the community colleges,

**THEREFORE, BE IT RESOLVED** that henceforth full-time faculty in a single community college shall be restricted to their full-time workload plus the lesser of: 6 semester units, 9 quarter units, or a .4 load per semester or intersession a maximum of .8 of a load per academic year. Such limitations would not supercede more stringent restrictions that already exist in locally bargained agreements.

**BE IT FINALLY RESOLVED** that CFT pursue legislation implementing these restrictions on course assignments for full-time faculty for the educational benefit of the students of California's community colleges.

# WORKING TO LIVE OR LIVING TO WORK?

*The following excerpt is from The Good Life: How to Create a Sustainable and Fulfilling Lifestyle, by Dr. Sherry Ackerman. One of the premises of the book is that part-time workers are actually in a better position than full-time workers to weather the recent economic downturn, due to their ability to shift time commitments toward more sustainable living practices.*

Do you work to live or live to work? That question loomed large at the start of the Great Depression, as W. K. Kellogg launched his revolutionary six-hour workday. Kellogg Management, propelled by a vision of Liberation Capitalism, insisted that six-hour workdays would revolutionize society by shifting the balance of time from economic concerns to the challenge of freedom.

As World War II drew to a close, though, full-time work was propagandized. Personal discretionary time was trivialized and shorter work hours were feminized. The message was that only sissies, misfits, and “girls” who “didn’t even know enough” to realize the importance of a full-time job would be interested in part-time work. Unfortunately, this kind of thinking still hangs on today.

While the Pew Research Center Survey found that six-in-ten working mothers would love to have part-time employment, they did not find the same to be true of working males. Part-time work is much less popular among contemporary fathers, according to the Pew Survey, with about seven-in-ten, or 72 percent of men with minor age children, reporting that full-time work is their ideal situation.

Contemporary social conditioning strongly suggests that if a person doesn’t work full-time—especially men—they are a loser. Men who are out of full-time work, even though it may be one of the most potent times of their lives, feel “less than” in the eyes of their peers.

The pervasive, dominant cultural myth indicates that working fulltime is a straight shot to security: through income, insurance, and retirement benefits. But, the myth has some rather serious holes in it.

One of the things that I have learned is the value of having free time, during which I choose activities that gave meaning and purpose to my day. I have noticed that people who work at full-time jobs, and try to pursue other interests and responsibilities, are quite stressed out. I have decided that I am not willing to put aside my creative interests in deference to work. So the idea of part-time work appeals to me. My dual professional interests of dressage and philosophy fit hand-in-glove as part-time work. During the academic year, I teach philosophy part-time at a California community college and, likewise, teach dressage part-time during semester breaks and summers.

My well-intentioned friends advise me about not being able to make an adequate living or retire well without the security of full-time work. I feel more like one of Jacques Rancière’s worker-poets, viewing the free time as a longed-for oasis. I see my discretionary time as outside of the stress, struggle, and conflict of a workplace. In it, there are no frictions of class, gender, control, necessity, or structure. I have stepped outside of what Josef Pieper called the modern “world of total work.” Pieper reminds me of Aristotle’s rather startling assertion that “the first principle of action is leisure.”

But Pieper also points out that I need to be clear about the distinction between leisure and idleness. Leisure, unlike mere idleness, refers to our contemplative selves, to our ability to passively receive knowledge and wisdom. Leisure is not simply a lack of work. It, rather, reflects a spiritual viewpoint from which we can accept that there are priorities

greater than the ones we set for ourselves. Some of the priorities that were greater than the ones that I might have set for myself have included mastering a highly personalized and creative painting technique that helped me achieve an artistic style that is truly my own; learning to finger mordents and other baroque keyboard ornaments flawlessly; and becoming fluent in two foreign languages.

In Victor Turner’s words, I have found “an independent domain of creative activity” that is outside of universal utilitarianism that sought to turn everything into some useful purpose. How could I weigh the satisfaction of these priorities against the security of “the system”? Should I have chosen the more secure route instead, of working full-time in order to fund a retirement account? Recent economic events have indicated that there was actually a kind of wisdom in the insecurity that I have chosen.

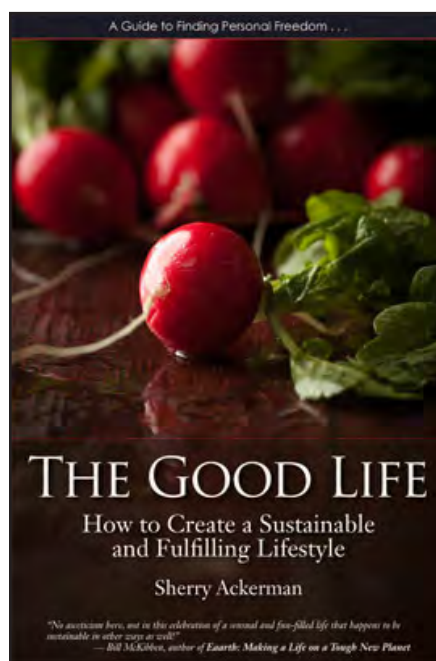
## Retirement Options

The 2008 market wipeout showed the vulnerability of popular retirement savings accounts. Anyone who has even peeked at their account statements following that event realizes that there is something painfully wrong with the system. From the end of 2007 to the end of March 2009, the average 401(k) balance fell 31 percent, according to Fidelity. In a system where one year’s gains build on the next, disasters like the one that occurred in 2008 will dent retirement options long after any downturn ends. The Society for Professional Asset Managers and Record Keepers says nearly 73 million Americans, or just under 50 percent of the U.S. working population, have a 401(k). Collectively, those millions of Americans pour more than \$200 billion into these accounts each year. The average 401(k) account balance, however, is only \$45,519 and 46 percent of all 401(k) accounts have less than \$10,000.

Alicia Munnell, who heads the Center for Retirement Research at Boston College, advises that 401(k)s should not be the principle thing upon which Americans rely for retirement security. Even the U.S. government agrees. The Government Accountability Office recently concluded that “if no action is taken, a considerable number of Americans face the prospect of a reduced standard of living in retirement.” The idea that we could ever save enough to pay for thirty or so years of retirement is a relatively recent invention. An entire profession, financial planning, is dedicated to telling people that they can pay for their retirements through 401(k)s or other similar instruments. But, by Munnell’s calculations, 44 percent of all Americans are in danger of going broke in the post-work years. And, according to conventional wisdom, this is the end result of a “secure” full-time system!

Conventional wisdom suggests working full-time and contributing heavily to one’s retirement portfolio. This is generally referred to as a part of the “benefits” package associated with full-time work. Security? Remember that the biggest factor associated with whether or not your plan pans out has to do with when you retire. If the market rises during that year, you’re fine. If, though, you retired after a crash, you’re toast. The market fell in four of the nine years since the beginning of the decade. That means that anyone retiring this decade had a nearly 50 percent chance of leaving work in a down market. Right now, your chances of retiring into a down market are even greater than that, since forced retirements spike in recessions, just as the stock market is tanking.

Nonetheless, the prevailing wisdom still claims that if you are currently making \$50,000 a year, you need to have no less than a half-million dollars in investments and retirement funds in order to maintain your lifestyle upon retirement. These calcula-



Ackerman’s books may be purchased online at [sherryackerman.com](http://sherryackerman.com). or [Amazon.com](http://Amazon.com).

tions are based on a formula that states your investments have to generate the equivalent of at least 80 percent of your pre-retirement income. This all comes apart, however, if you decide that you don’t want to “maintain your lifestyle.” What if, for example, you prefer to cash out on your suburban lifestyle and move out to the country where you can learn to live sustainably and move toward being as self-sufficient as possible? Then, the formula is different. For every \$100 you cut your retirement monthly cost of living, that is \$15,000 less—yes, fifteen thousand dollars less!—that you have to have in your retirement savings plan. The math goes like this: if your investments earn 8 percent annually, then \$15,000 will generate \$1200 a year, or \$100 a month. So if you don’t need that \$100 a month, you then save yourself having to put away that \$15,000. It’s pretty easy to shave \$100 a month off of the bills of a sustainable lifestyle with some solid planning.

Solar panels, wind generators, and an environmentally friendly woodstove reduce utility bills to almost nothing. It’s also amazing how far your money will go when you don’t have a mortgage, car payments, or credit card debt. Put in a garden and formerly scary grocery costs become a thing of the past. It’s not about “maintaining your lifestyle.” It’s about creating a new lifestyle—a sustainable, voluntarily simple Good Life. Of course, there is always the alternative option

of simply working longer. Put retirement on the back burner and just keep your nose to the grindstone. But, that doesn’t sound like a recipe for the Good Life to me. Nor does it sound like there is much wisdom in the “security” of conventional work life.

What if, instead of working full-time and investing earned income into risky financial products, people chose to work part-time and invest the earned time into things that would contribute to a more comfortable retirement further down the road? Part-time work schedules create less temporal stress than do full-time schedules. Part-time workers have sufficient time to manage household chores, care for children, do errands, and meet social obligations without “burning the candle at both ends.” So people who are less stressed-out—not running around for years like Mad Hatters—have less health problems. Part-time workers who approach retirement without stress-related degenerative diseases, not requiring expensive medications and medical procedures, have achieved a sustainable alternative to the all too prevalent debilitation of the average American retiree.

## Working Full-Time Reconsidered

The National Institute for Occupational Safety and Health and the American Psychological Association report that full-time working conditions have overburdened American’s traditional coping mechanisms. The inability to balance obligations between incrementally more demanding full-time work and family life has exploded. Demands for increased productivity and longer work hours have contributed to growing psychological tensions. Globally, 23 percent of full-time female professionals, and 19 percent of their male peers, report feeling “super-stressed.”

Chronic diseases that begin to show up as early as forty years of age are exacerbated by age sixty: hypertension, heart problems, irritable bowel, and diabetes—all long-term, stress-related conditions. According to the National Committee to Preserve Social Security and Medicare, the average senior takes between six and eight different prescription drugs a day.

One in five retirees, according to the Kaiser Family Foundation, reports managing the costs of these prescriptions by cutting back on other basic necessities. This does not sound like “security” to me. I find much more security in looking out the window at my garden, enjoying my solar home, baking bread and knitting socks by a glowing woodstove—all things that I can do because I do not work full-time! ●

Ackerman’s expansive garden aids a simpler lifestyle.



# "COLLEGES AT THE TIPPING POINT"

»continued from page 1

tenured faculty members gave a damn about anyone else. But then I visited an AFT local in southern Illinois, and the tenured faculty talked proudly about making salary increases for contingent faculty the first priority in their most recent contract negotiations. It wasn't an altogether popular plan at first. But once it succeeded, everyone became an advocate. No one ever said solidarity was easy.

The challenge of solidarity became still more acute over the last year, as real or imagined budget crises gave administrators the will to cut positions and salaries. Forced with a furlough demand, the AAUP local at the University of Northern Iowa reopened its contract negotiations. The union accepted furloughs, but only on condition no adjunct positions be cut. Faced with similar demands, California Faculty Association activists in the 24-campus California State University system confronted a bloody-minded administration that would not guarantee that furloughs could be traded for job security.

*I talked to a long-term University of California lecturer who was told his several books in his field amounted, as far as the university was concerned, to "nothing more than a hobby, like gardening."*

Tenured CFA members agonized, then voted for the furloughs in solidarity with their contingent brothers and sisters. In the end, the Cal State administration cut thousands of lecturer positions anyway, thereby assuring that the union will not settle for good faith negotiations again.

In the version of late capitalism that prevails in the United States, do not expect to find such workplace solidarity outside unionized settings. The self-interested careerism that has shaped tenured faculty identity for two generations does not hold much hope for solidarity. Most tenured faculty literally do not understand the culture of contingent faculty — the interests, priorities, values, work patterns, or social and professional relations that shape their daily lives.

Thus "You are not us," the implicit rebuke of the tenured faculty to their contingent colleagues, has evolved into "we are not you," the rallying cry of part-timers themselves. In the world of part-time employment, your transient "colleagues" pass unnoticed, like ships blind to each others' passage beneath the noonday sun. Yet even that blunt metaphor is inadequate, since it entails potential daytime visibility.

Some departments concentrate part-timers in evening courses. Since those faculty members only feed on the curriculum at night, they are sometimes nervously referred to as "vampires." Perhaps that is a useful provocation. If it triggers a moment of recognition, tenured faculty may realize they are our vampires. We called them up and assigned them to our darkness. They are us, the faculty.

As I argue in *No University is an Island* (New

York University Press), at institutions relying primarily on faculty serving in contingent positions, the appearance of new faculty or disappearance of continuing faculty is often unmarked. No sense of community obtains. The college is literally not a meeting place, a space of interaction, for its faculty, many of whom may retreat to the parking lot immediately after class to travel to another teaching job.

A department in an institution staffed with contingent faculty is often essentially a structure filled with nameless bodies. The campus is recognizable only through its buildings and its students. In institutions without tenure, academic freedom and shared governance are often nonexistent.

Despite all this, the AAUP believes the solution is not to abandon tenure but to grant it to everyone who has taught full-time or part-time for a standard probationary period. We're not talking about making a few tenured slots available to faculty serving in contingent positions.

We are talking about granting full-time or part-time tenure to everyone with more than six years of local teaching experience. We are urging ending contingency as we know it. The solution is to find the solidarity necessary to achieve that goal.

At many institutions, of course, the tenured and contingent faculty already have largely identical responsibilities. Major research universities may, however, respond that they hire adjuncts for one skill set (teaching) and award tenure on a much broader skill set (including research).

That said, at COCAL IX in Quebec in 2010 I talked to a long-term University of California lecturer who was told his several books in his field amounted — as far as the university was concerned — to "nothing more than a hobby, like gardening." Writing books was not part of his UC job description. So the "skill set" argument is sometimes dishonorable.

My personal recommendation to serious research universities is this: Give long-term adjuncts tenure and then stop hiring additional faculty not tasked with the full range of faculty responsibilities.

Along with tenure must come all the components of a traditional faculty role — control over the curriculum, control over faculty hiring, authority over due process and peer review, and a structural role in budget decisions. Otherwise the corporate university still wins. It will be no good for higher education long term if contingent faculty have job security and academic freedom in the classroom without full participation in shared governance.

Indeed the only reason faculty serving contingently have some classroom rights now is that the instructional workforce is too difficult to police, but forces like the assessment movement may yet change that. We need to seek comprehensive professional status for teaching intensive faculty. Anything less will create a deprofessionalized proletariat higher education workforce once called faculty members.

What I once scandalously called "Comp Droids," dedicated robotic deliverers of pre-packaged, sanitized content, will become the norm not only for introductory courses but for higher education as a whole. For the slow march of contingent demographics will prevail unless we find the will to resist.

Can the existing faculty unions — domi-

nated either by tenured faculty or by K-12 teachers who have no academic freedom — fuel the will to resistance? Not without pressure from below.

That's not to say that the AAUP, American Federation of Teachers and National Education Association have not begun to address the problem. Even flawed solutions have helped put the issues on the table, and modest goals like small-scale conversion programs can productively coexist with comprehensive tenure. The AAUP is steadily ramping up its enforcement of our 2006 revision of our Recommended Institutional Regulations No. 13, which grants long-term part-timers expectation of continued employment.

But nonrenewal without due process remains the norm throughout much of the industry, and union contracts for part-time faculty have a long way to go before meaningful job security and full participation in shared governance, let alone adequate wages and benefits, are obtained.

As for full-time faculty teaching contingently, the AAUP's 1940 statement, endorsed by over 200 higher education organizations, has yet to secure for them the tenured status it guarantees. Permit me to say that seventy years of non-enforcement does not fill me with confidence. What is missing is the pressure from below that might wake everyone to the need for solidarity.

We cannot look to the majority of tenured faculty for solidarity unless faculty serving in contingent positions are willing to make daily life difficult for everyone on campus, to make business as usual impossible.

If administrators are able either to increase the percentage of contingent faculty members in the wake of the recession or to fire long-term contingent faculty members en masse, we will leave the current crisis in much worse shape as a profession than we are now. We were already at the tipping point; the current crisis can easily take us irretrievably beyond it.

The only real solution — tenure for all who teach — would also benefit from serious collaboration, rather than competition, among existing unions representing faculty members. We would do well to see interorganizational solidarity in the form of coordinated national efforts by the AAUP, the AFT, and the NEA to organize contingent faculty. ●

Dr. Cary Nelson, [crnelson@illinois.edu](mailto:crnelson@illinois.edu)

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## Sharecroppers

When they rode up at first dark and called his name,

He came out like a man from his little shack.  
He saw his landlord, and he saw the sheriff,  
And some well-armed riff-raff in the pack.

When they fired questions about the meeting,  
He stood like a man gone deaf and dumb,  
But when the leaders left their saddles,  
He knew then that his time had come.

In the light of the lanterns the long cuts fell,  
And his wife's weak moans and the children's wails  
Mixed with the sobs he could not hold.  
But he wouldn't tell, he would not tell,  
The Union was his friend, and he was Union,  
And there was nothing a man could say.

So they trussed him up with stout ploughlines,  
Hitched up a mule, dragged him far away  
Into the dark woods that tell no tales,  
Where he kept his secrets as well as they.

He would not give away the place,  
Not who they were, neither white nor black,  
Nor tell what his brothers were about.  
They lashed him, and they clubbed his head;  
One time he parted his bloody lips  
Out of great pain and greater pride,  
One time, to laugh in his landlord's face;  
Then his landlord shot him in the side.

He toppled, and the blood gushed out.  
But he didn't mumble ever a word,  
And cursing, they left him there for dead.

He lay waiting quiet, until he heard  
The growls and the mutters dwindle away;  
"Didn't tell a single thing," he said,  
Then to the dark woods and the moon  
He gave up one secret before he died:  
"We gonna clean out dis brushwood round here soon,  
Plant de white-oak and de black-oak side by side."

Sterling Brown's "Sharecroppers" was first published in 1939 in *Get Organized: Stories and Poems about Trade Union People*.

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# For-Profit College Recruiters Taught To Use 'Pain,' 'Fear,' Internal Documents Show

by Chris Kirkham



Reprinted with permission. Originally published at [huffingtonpost.com](http://huffingtonpost.com) on 02/08/11.

Newly-released internal training documents from several for-profit colleges illustrate a culture that encourages recruiters to increase enrollment by focusing on emotions such as "pain" and "fear" to attract low-income students who are struggling with adverse personal and financial circumstances.

The documents, obtained by a Senate oversight committee, shed light on the high-pressure recruiting tactics employed by some for-profit schools to increase enrollment numbers and the profits that come from federal student-aid dollars.

"Remind them of what things will be like if they don't continue forward and earn their degrees," reads one document obtained from ITT Technical Institute, a for-profit school with more than 100 campuses across the country. "Poke the pain a bit and remind them who else is depending on them and their commitment to a better future."

*Students at for-profit schools represent less than 15 percent of college enrollments nationwide, but take in a quarter of federal student-aid dollars and account for nearly half of all student loan defaults*

The Senate Health, Education, Labor and Pensions Committee has conducted a series of hearings probing the for-profit education sector during the past year. Sen. Tom Harkin (D-Iowa), who chairs the committee, referenced the documents in a Monday-evening

speech on the Senate floor.

For-profit colleges are facing increased scrutiny and new regulations amid growing evidence of aggressive and deceptive recruiting tactics and a disproportionate number of students defaulting on federal

The ITT training documents laid out a "Pain Funnel and Pain Puzzle" that describes a series of questions recruiters should ask prospective students in order to "poke the pain" and convince them to sign up for classes. "Level 1 Pain" questions focus on telling the

story of a student's performance in high school or in getting a GED. The recruiter is then instructed to continue probing, asking questions such as "What has not having a college education cost you?" and "What are you willing to change now, or have you given up trying to deal with the problem?"

A Senate report released last year found extremely high turnover rates for students in the for-profit sector: 57 percent of students had withdrawn within a year, according to an analysis of students at 16 large for-profit schools between July 2008 and June 2009.

A document obtained from a privately owned for-profit school, Vatterott Educational Centers Inc. noted that, "We deal with people that live in the moment and for the moment. Their decision to start, stay in school or quit school is based more on emotion than logic. Pain is the greater motivator in the short term."

Another Vatterott document described the target market for recruiters: "We serve the UN-DER world, Unemployed, Underpaid, Unsatisfied, Unskilled, Unprepared, Unsupported, Unmotivated, Unhappy, Underserved!"

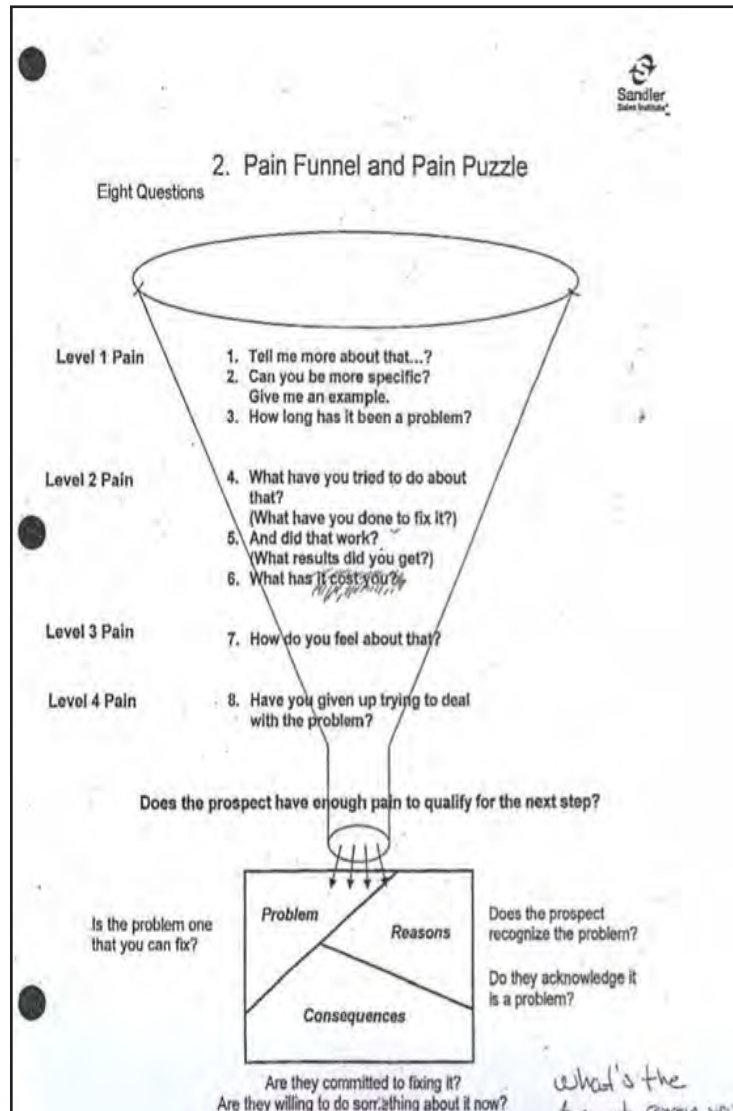
Officials at ITT and Vatterott did not respond to requests for comment Tuesday afternoon.

Students at for-profit schools represent less than 15 percent of college enrollments nationwide, but take in a quarter of federal student-aid dollars and account for nearly half of all student loan defaults, according to data released last week by the Department of Education. A quarter of all students enrolled at for-profit schools defaulted on student loans within three years -- more than twice the rate of students at public nonprofit colleges.

Numerous corporations that own for-profit colleges -- including the Apollo Group, which owns University of Phoenix, and Corinthian Colleges Inc., which runs the Everest College chain -- derive more than 85 percent of their revenue from federal student aid.

Read the "Pain Funnel" page from an ITT Tech training manual and read the full documents from the floor speech [see "Pain Funnel" image to the left, and here is a link to the original Huffington Post article with details on the floor speech:

[http://www.huffingtonpost.com/2011/02/08/for-profit-college-recruiters-documents\\_n\\_820337.html](http://www.huffingtonpost.com/2011/02/08/for-profit-college-recruiters-documents_n_820337.html)



loans. Critics of the industry have pointed to the tremendous amounts of money such schools spend on marketing and recruiting in order to get more students -- and their federal aid funds -- in the door.

Harkin's committee has requested a series of internal training documents from numerous for-profit schools. Among the more eye-opening materials turned over to the committee were training guides from ITT and Kaplan University, which is owned by The Washington Post Co. (Read our look at Kaplan's questionable tactics here.)

little chance of success once admitted to the schools.

A Kaplan spokeswoman said the company discontinued the recruiting guide mentioning "pain" and "fear" last year. She pointed to a new company policy that allows students to withdraw free of charge within four or five weeks if they are not satisfied with the program

"When students are enrolled through deception or fear, they are less prepared to meet the challenges of college," Harkin said Monday evening on the Senate floor. "Rather

## IVY CHASE: PUBLIC INSTITUTIONS OFFER BEST RETURN ON EDUCATIONAL INVESTMENT

by Kevin A. Hassett

It is the time of year when high-school seniors zip uncountable college applications across the country. Many yearn to be accepted in top private colleges and universities such as Harvard or Williams and fear that they might get stuck at a lowly "state school."

This bias is age-old, and was perhaps most succinctly described by Friedrich Nietzsche, who said that "in large states public education will always be mediocre, for the same reason that in large kitchens the cooking is usually bad."

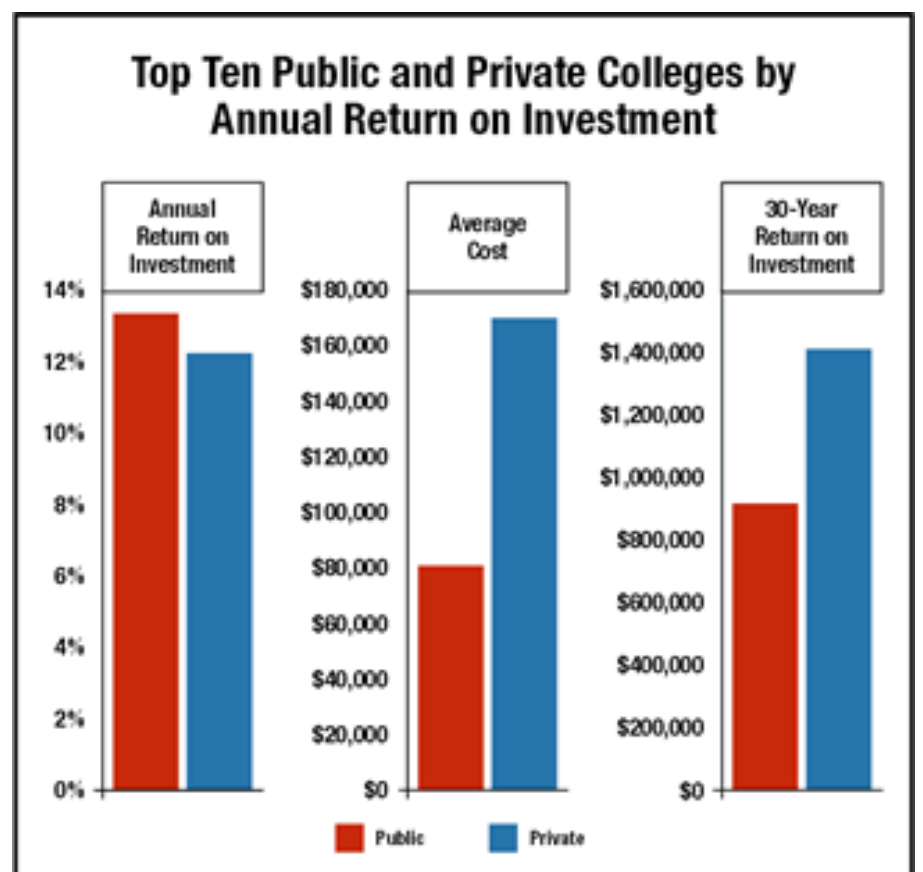
But are public universities in the U.S. really that bad? A new study by the website Payscale.com analyzed a massive data set representing millions of observations and estimated the rate of return on investment in higher education for people who attended a wide array of U.S. colleges and universities.

Payscale has a large database of wage and salary data, allowing it to compare the pay of workers who attended, say, the University of Florida with that of a control group of high-school graduates and then estimate what the typical student gets out of her investment in college. The calculations are done for a very large sample of U.S. institutions of higher learning, so one can compare the annualized return on investment (ROI) for public and private universities.

The results, which are summarized in the nearby chart, are startling. The public institutions trounce the private ones in terms of the percentage return on investment. With the exception of Brigham Young University, which is somewhat unrepresentative because it receives much support from the Mormon Church, the top 16 rates of return were all posted by public institutions.

To see how much this turns conventional wisdom on its head, consider that the 15th-place institution is the University of Delaware, the 16th is the University of California at San Diego, and the 17th and 18th places are held by Caltech and MIT.

All told, the average annual ROI for the top ten public institutions is 13.4 percent. The average annual ROI for the top ten private institutions is 12.3 percent.



Note: Average cost data are as of 2009. 30-year return on investment is in 2010 dollars. Source: [payscale.com](http://payscale.com)

» continued next page

# We need to stop subsidizing for-profit colleges!

by Jeremy Dehn

*The original version of this article appeared in The New York Times on October 11, 2010*

The Senate recently held a series of hearings on for-profit colleges, investigating charges that the schools rake in federal loan money while failing to adequately educate students. Critics point to deceptive sales tactics, fraudulent loan applications, high drop-out rates and even higher tuitions. In response, The Department of Education has proposed a "gainful employment" rule, which will cut financing to for-profit colleges that graduate (or fail) students with thousands of dollars of debt and no prospect of salaries high enough to pay them off.

As an adjunct who teaches at one of these vilified colleges, I wish I could say the critics are wrong, but they're not. The gainful employment rule is a step in the right direction, but it is only the beginning of what needs to be done.

I teach at state and nonprofit schools too, and I've worked alongside dedicated teachers in all three programs. But I've also seen how for-profit schools' mandate to serve both students and shareholders leads to big differences between the public and for-profit models.

First there's the cost: For-profit colleges are often much more expensive than comparable public ones. According to a report by the Government Accountability Office, one for-profit institution charged over \$14,000 for a certificate in massage therapy that a local community college offered for just \$520 (Kutz 18).

Then there's the issue of how the cost is covered: for-profit colleges take a disproportionate share of federal education loans. Although only 12 percent of post-secondary students go to for-profit colleges, they account for 23 percent of federal loans (Ananthalakshmi, and Mandavia). And students at for-profit schools default on their loans twice as often as their public school counterparts (Kelly), leaving taxpayers with the bill.

This is partly due to the open enrollment policies at for-profit colleges, which in theory provide access to education for everyone, but often result in students being sold on programs for which they aren't fully prepared. That may sound condescending, but I looked at the grades I've given at state vs. for-profit schools over the past two years, and found that for-profit students are ten times as likely to flunk my classes (and for what it's worth, I'll cop to grade inflation: the only way to fail my classes is to not turn in assignments at all). In short, it's disturbingly easy to get accepted, receive thousands of dollars in loans and then flunk out with crippling debt and no degree to show for it. Some students will fail anywhere, but at this rate it's clear that many of them should never have been sold on the program in the first place.

I've also been on the other end of these sales tactics. I once looked into taking a class at a for-profit college. The admissions counselor was quite skillful at avoiding my questions about costs, and continued calling me for months, pressing me to enroll in

a full degree program, despite my repeated refusals. Problems with the for-profit business model don't end with recruitment; they extend to the classroom. While my nonprofit orientation covered how to create a syllabus and relate to students, the for-profit session taught me attendance policies that create a paper trail, should a student need to be flunked, and included a video on how to avoid getting sued.

Many of my colleagues are excellent teachers, but quality of instruction doesn't seem to be much of a priority. Teachers at for-profits are paid less, and work more. Full-time instructors at my for-profit school teach four times as many classes as their nonprofit counterparts, an arrangement that spreads even the most well-intentioned teachers precariously thin. And although nobody takes up teaching only for the money — I gross just over \$30,000 a year, summers on, no benefits — I earn 50 percent to 65 percent more at nonprofits. I try to treat both jobs with the same seriousness, but I'd be lying if I said I always do.

The business model of for-profit schools may pay off for shareholders — just ask Goldman Sachs, which controls a third of the parent company of my for-profit employer, the Art Institute of Colorado (Hechinger) — but it clearly isn't as effective at educating students. Anyone needing evidence that the two goals don't always align need only look at the for-profit schools' lobbying efforts.

Some of those efforts have led to disheartening e-mails from students urging me to fight to "save financial aid." They clearly don't understand that the proposed regulations are in their best interests. And lobbyists have been highlighting the large number of poor and minority students at for-profits, who they claim will suffer most if the gainful employment rule cuts loan eligibility. But these are the students most hurt by for-profit colleges' predatory practices, and the ones most in need of a more reasonably priced education.

It makes sense to subsidize proprietary schools if they offer a better deal, but few even attempt to argue that this is the case. Even the proprietary schools themselves admit that they serve their niche largely because "community colleges are overburdened and underfunded." (MyCareerCounts.org) And this is the heart of the problem: we're providing an estimated \$26 billion in annual federal subsidies to the for-profit industry (Siegel) while our state institutions and community programs are facing hiring freezes and historically deep budget cuts. In discussing the gainful employment rules, we're debating whether a small percentage of for-profits should face cuts—only about 5% of proprietary programs are expected to lose funding (Miller 8), which raises questions of whether the regulations go far enough—while the real problem that's being ignored is that more Americans than ever are now trying to pull themselves out of the recession through education, and there aren't enough affordable degree programs to serve them.

Everyone knows that public and private institutions have their share of problems, but it makes no sense to strangle their funding



Jeremy Dehn is an adjunct instructor of film and video production, and is currently teaching at The University of Denver. He has also taught at The University of Colorado at Denver, and The Art Institute of Colorado. He is an award-winning filmmaker and holds an MFA from the University of Texas at Austin.

while subsidizing for-profits that cost more and yield demonstrably worse results—it's neither fiscally responsible nor in the best interests of students, who should ultimately be the center of any debate on education policy. As for the Gainful Employment rules, of course we should crack down on for-profit colleges that exploit students and taxpayers. Education should lead students out of poverty, not into it. But that's not enough. We need to quit subsidizing for-profit colleges, and instead devote our resources to expanding and improving the system of state and community colleges that work more effectively for a small fraction of the cost, and yes, can also use some help.

It shouldn't take an overpriced education to recognize that this is the right approach.

## Updates:

In the original version of this article, I alleged that teachers at for-profits are not expected to hold terminal degrees as they generally are at state and nonprofit schools. I based this on the fact that I was told, upon being hired, that HR needed to see only a certain number of graduate hours on my transcript. I have since been told that I was misinformed and/or misinterpreted this requirement, which refers to a minimum number of graduate hours in the specific subjects I was hired to teach, and that these hours were expected as a part of, or in addition to, a terminal degree. This story doesn't completely wash because I taught subjects that appear in only marginal capacities on my transcript, and was invited to teach classes for which I have literally no official qualifications. That said, I believe that all faculty within my department did possess terminal degrees.

At the risk of sounding like I'm attempting to settle scores, I also feel compelled to mention that I was let go from the for-profit after the original version of this article was published. Officially there were simply no

classes for me to teach, but given the facts that I was employed continuously for over two years and had excellent evaluations, it's hard to see this as anything but retaliation. I can't say I'm surprised that my criticism was unpopular, but real academic institutions respect academic freedom, and eliminating an outspoken faculty member hardly helps make the case that a school will train students to think independently.

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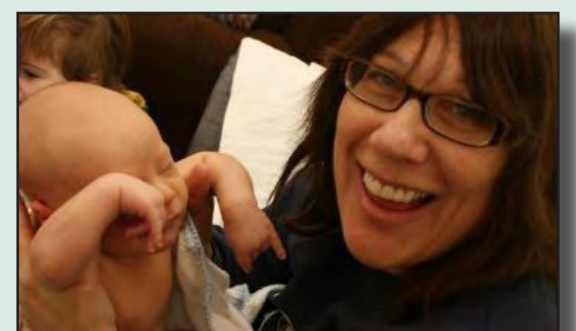
## IVY CHASE CONTINUED

The chart also provides a clue about why the public institutions are such good buys. The average total cost for a bachelor's degree from a public institution is \$83,695; for a private institution it is \$171,026. The higher tuition at top schools brings diminishing returns.

While annual ROI is a useful measure of bang for the buck, one caveat is in order. Even though the rates of return are lower for private schools, they are compounding off of an investment that is larger, so the actual cash haul associated with a private college education can be higher. For example, a person with an MIT degree can expect to earn about \$1.7 million more than a high-school graduate over the next 30 years, while a graduate of the Georgia Institute of Technology will see a return of \$1.1 million more over the same period.

Neither number is chump change, and the relatively high returns for the public universities mark them as first-rate investments. The University of Virginia and Williams College, for example, provide almost exactly the same 30-year income.

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California's newest part-time faculty advocate: baby Joshua Stewart Vanier elected for advance enrollment and emerged one month early on 2/11/11 weighing 6 lbs. one ounce. Mum Denise is CPFA's greater L.A. Representative. Congratulations to Denise & Mike!

# Casualties of the Twenty-first Century Community College

continued from Fall, 2010 issue, see first installment online at [cpfa.org/media](http://cpfa.org/media)

## The Battle Rages in Kentucky

But the growing reliance on contingent faculty is a clear threat to academic freedom in U.S. community colleges.

Tenure provides the kind of job security that gives professors like Max Branscomb the general protection to teach his student journalists at Southwestern College how to become fair, aggressive reporters, even if he is punished with a higher teaching load. Those faculty members without tenure are at risk of not being reappointed the following semester.

That's what happened in 1998 to adjunct instructor Ken Hardy, who wasn't reappointed at Jefferson Community College in Louisville following student complaints over offensive words spoken in his Introduction to Interpersonal Communications class. One day, his students analyzed words that were used to marginalize minorities and other oppressed groups, which included crude slurs for African Americans and women.

A student complained that using the words violated college policy of prohibiting offensive language in class. Hardy argued the words were illustrations of offensive language but were not used abusively. Before the controversy, the administration had told Hardy he would teach three classes that fall. Following the flap, he was informed that no classes existed for him to teach.

Hardy charged that the refusal of university officials to offer him another class violated his First Amendment rights. A federal appeals panel in 2001 ruled that Hardy could sue college officials over his claims that they had retaliated against him for the comments made in his classroom. Hardy, forty-five, died of lung cancer in 2002, before the case was reheard by the federal district court. In the ruling it quoted from the Supreme Court's 1967 decision in *Keyishian v. Board of Regents*, which overturned New York City's requirement that teachers sign an oath that they were not Communists.

"Our nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us, and not merely to the teachers concerned," the *Keyishian* decision said. "That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The Hardy ruling was in the minds of faculty activists when the Kentucky Community and Technical College System Board of Regents met in March 2009 to consider eliminating tenure for newly appointed faculty members at its sixteen two-year colleges. (The system's 890 tenured faculty members and an additional 168 on the tenure track would have been grandfathered in under the plan.)

The faculty, affiliated with the American Federation of Teachers (AFT) Local 6010, had mobilized to oppose the measure and arrived at the regents meeting dressed in their AFT T-shirts and holding multicolored placards. The AFT and the AAUP had drafted a joint statement opposing the proposal. The regents were braced for their critics, with fifteen extra security guards on hand and instructions for the faculty to address the media in the "freed speech zone," a cordoned-off basketball court behind the administration building.

The sixty faculty activists who attended the meeting were told to leave their placards outside. Instead, they were allowed only to hold up 8 1/2 by 11-inch pieces of paper with their "Support Tenure" message, says Barbara Ashley, professor of sociology at Jefferson Community and Technical College and executive director of the Kentucky Community College Faculty and Staff Alliance. The regents favoring the elimination of tenure argued it would save money and give administrators more flexibility to hire faculty to address the changing needs of the college-age population and Kentucky's business community.

Paul Callan Jr., an electrical technology professor and board of regents member, told the panel that day that eliminating tenure would lead to fewer discussions on controversial topics. Putting faculty on annual contracts would open up the door for their dismissal without any due process. "Faculty are less likely to enter into discussions and debates on issues that may be deemed sensitive to a college or the system and therefore seen as a liability instead of an asset contributing to constructive criticism," said Callan, who voted against the proposal. "Due process is thrown out the door and nonrenewal of contract becomes the overhanging threat to faculty input—and that's wrong."

Board chair Thomas Zawacki, however, says such fears are outdated. "I think that's old-fashioned thinking," Zawacki says. "In today's environment, with a more enlightened management system in place, I don't believe faculty need to be preoccupied with losing their jobs unless they aren't doing their jobs." The faculty outcry did little to sway the board, which voted ten to four to eliminate tenure. Faculty responded on fifteen of sixteen Kentucky community college campuses by approving resolutions stating that they had "no confidence" in the board of regents. In addition, AFT Local 6010 questioned the vote's legality and asked a state legislator to request an opinion from state attorney general Jack Conway.

The faculty union contended that the 1997 law approving the merger of the state's community colleges with its technical colleges protected tenure rights. In an opinion issued on September 21, Conway agreed. Four days later, the board of regents rescinded its antitenure resolution. The board also asked its Finance, Technology, and Resource Committee to study the standards for granting tenure. Zawacki says the issue is not scheduled for discussion by the committee "in the foreseeable future."

Ashley says faculty leaders continue to be concerned. "We are watching very, very closely," says Ashley. "People

here are nervous about academic freedom."

## Speaking Out in California

Speaking out as a contingent faculty member also carried risk for Pamela Hanford, who until 2008 was among an estimated four hundred part-time faculty members at Shasta College in Redding, California, where she had taught English composition for eleven years. For her first three years, she had kept a low profile.

Finally, after an issue arose involving lack of office hours, she became active in the Shasta College Faculty Association, affiliated with the California Teachers Association (CTA). She also became a statewide leader for part-time faculty, serving on CTA's Community College Association board from 2007 to 2009.

Hanford, along with other part-time representatives, advocated for additional adjunct office hours at Shasta. That campaign brought increases in the Shasta budget for office-hour payments from \$10,000 to more than \$100,000.

At the state level, she joined a lobby group to change a regulation limiting adjuncts to teaching no more than 60 percent of what full-time faculty taught. The battle eventually led to a victory at the state legislature, which increased the adjunct course load to 67 percent of full-time status, allowing some adjuncts to take on an additional course.

As her teaching and activism intensified, however, Hanford was diagnosed with fibromyalgia and chronic fatigue syndrome, which left her exhausted and in constant pain.

In spring of 2008, she was teaching one composition class on campus and another through the district's distance-learning program. Citing her medical condition, she asked the district to let her teach two courses online, noting that she regularly had forty students on waiting lists for her online courses. That fall, she was still scheduled on campus and an online class.

Citing the doctor's recommendation, she again asked for two online classes. She was only given the one online class that fall. In the spring, two online courses were taught by a new hire, and Hanford was unemployed.

No longer teaching, she also had to resign from the Community College Association Board of Directors, where she had served as an advocate for the rights of contingent faculty for two years. "Although EEOC examined the case, they saw no wrong-doing since the districts have the right to hire and fire," says Hanford. "But, if you have no job security, you have no academic freedom. And it casts a pall over the classroom and the behavior of all faculty in the community college system." Hanford estimates the district spent around \$75,000 in defending their position.

The college's decision not to offer her online teaching assignments was unrelated to her union activism, says Patricia Demo, Shasta College's associate vice president for human resources. "There's no way we would retaliate against anyone for participating in shared governance," says Demo. "We encourage academic freedom at Shasta."

## Making Nice in Maryland

At a community college in Maryland, many faculty members have ignored an administrative initiative that one professor says puts him in a position similar to that of a sales clerk in a department store.

Over the past year, Prince George's Community College has issued name badges to every college employee that ask, "Have you been served well?" President Charlene Dukes says the badges are part of a campuswide campaign for "quality service" that focuses on providing students with the information and support they need to reach their academic goals.

For faculty, she says, that might include helping students find referrals for services outside the classroom or assistance with financial aid. "We expect our faculty to get to know their students by name and the types of academic need they have," says Dukes. "We don't mandate that faculty wear them, but we encourage them to do it, and some do."

Faculty members have been cool to the badge campaign. Associate professor Earl Yarrington says very few wear the badges. The badges put faculty in the position of delivering a product, preferably with a smile; the student is buying the course and the prized higher education credits.

"The problem is—I'm not selling them shoes," says Yarrington. "It's the Walmartization of higher education and it's a disturbing trend."

## A New York State of Mind

In New York City, questions of academic freedom swirl around the creation of the City University of New York's newest community college, the first in thirty years (see Lenore A. Beaky's story in this issue). Scheduled to open in 2012, it would be the seventh community college in a system now serving approximately eighty-one thousand students.

The new school would require full-time enrollment during the first year and limit majors only to fields with strong employment opportunities. The curriculum, with a heavy emphasis on math and literacy skills, would be intended to prepare students for the jobs in the changing New York City labor market.

Under current CUNY policies, the curriculum for community colleges is developed from the ground up by faculty, within academic departments. Unlike many other community college systems across the country, faculty governance bodies in CUNY have had considerable control over curriculum, instruction, degree requirements, hiring, firing, tenure, promotion, and peer review. But that degree of involvement may be changing.

So far, curriculum development for the new college has come from the top down, with CUNY administrators leading the effort, says Lenore Beaky, a tenured professor of English at LaGuardia Community College in Queens and a member of the AAUP's Executive Committee.

"There's heavy direction from the top," says Beaky. "What is the role of the individual faculty member who comes in to teach the courses? Will there be any decision making possible in this oversized, overdetermined framework?"

Anne Friedman, a tenured professor of development skills at the Borough of Manhattan Community College who serves on a panel helping to establish the new college, is also concerned that the administration has yet to determine how the college will be governed—whether there will be a faculty senate, academic departments, and faculty-elected department chairs, rather than appointed department heads. The CUNY administration also has yet to say whether the college will be staffed by full-time tenure-track faculty, contingent faculty, or faculty from other CUNY campuses. This leaves faculty members such as Friedman wondering what role they will have in 2012. "The only thing said is that things will be different," says Friedman.

John Mogulescu, CUNY senior university dean, says that faculty concerns are premature. Faculty, he says, are deeply involved with developing the new college. Six faculty members from campus senates as well as the university faculty senate chair serve as advisers to the full-time planning team. Twenty-eight faculty members serve on working committees that were convened in October. A second round of committee meetings in which faculty will be represented will be convened this spring to develop models for the summer program, an office of partnerships, governance, and majors.

The governance plans, says Mogulescu, will be developed in consultation with the leadership of the university faculty senate.

"We are still relatively early in the planning stages of a community college scheduled to open in the summer of 2012," he says. "This is, and will continue to be, an inclusive and consultative process."

But Beaky says 2012 will be here very soon. "[Mogulescu] has been attempting to reassure us that everything will be fine, but the original concept was drawn up with no faculty participation, and that's what they have been following," Beaky says.

## Remember the Alamo

Curriculum battles have sprung up as well in south Texas at the Alamo Community College District, a system of five independently accredited institutions that serve about a hundred thousand students. The colleges range from the historically black St. Philip's College in downtown San Antonio to the recently opened Northeast Lakeview College in the city's northeast suburbs.

The district's board of trustees and its chancellor, Bruce H. Leslie, are considering the possibility of pursuing accreditation as a single institution. They've already begun to move forward on developing a unified curriculum for all five colleges. That curriculum, says board chair Denver McClendon, makes it easier for students to take courses at campuses across the system.

Most faculty members aren't sure these changes are improvements. They maintain that their input was rejected on portions of the core curriculum. For example, the faculty and the administration differed over whether a three-credit class in computer literacy should be part of the new curriculum. Faculty sat on the Computer Literacy Task Force, which recommended it be included as a three-credit class. But that recommendation was rejected by Vice Chancellor Robert Agüero, who decided that instruction in computer skills should be embedded in other course offerings and did not require a stand-alone class.

Nonetheless, Mary-Ellen Jacobs, president of Palo Alto College's faculty senate, says she has many students who lack basic technology skills, such as how to send an e-mail attachment.

The curriculum controversy is part of a broader dispute over the direction of the community college system there. Faculty at four Alamo colleges this summer passed resolutions declaring they had "no confidence" in Chancellor Leslie. Faculty say Leslie has created a top-heavy administration, botched two accreditation efforts for Northeast Lakeview College, and failed to encourage dialogue with college employees, students, and the community.

At Palo Alto, the faculty's eight-point no-confidence resolution charged that Leslie has undermined academic freedom by mandating a uniform curriculum and taking away the faculty's role in determining how to identify and assess student learning outcomes. Board chair McClendon referred questions to Agüero, who did not return calls seeking comment.

"Sure, the faculty has a voice, but they don't listen to it," says Jacobs, who teaches English at Palo Alto, which serves a largely Latino population. "It's all window dressing, and we are getting tired of it."

## Community College, Inc.

Community colleges are by definition the institutions of higher education that are closest to the communities. They serve a diverse student body, from students right out of high school to older adults returning to college after years in the workforce. They have open enrollments and provide developmental learning support for students whose academic skills need to be raised to collegiate standards. Many colleges have elected boards and derive significant revenue from local taxes, including levies specifically directed for college funding. And most retain close ties

with local corporations, which look to community colleges to train workers for jobs in their companies.

The involvement of corporations in the design of community college courses has diminished the faculty's role in curriculum development and narrowed what is taught in the classroom, says Craig Flanery, a senior program officer based in the AAUP's West Coast office and staff liaison to the Association's Committee on Community Colleges.

"Corporate interests are typically looking for a more narrow skill set," says Flanery.

Community colleges play a crucial role in what is now termed "workforce development," as companies look for skilled workers and the unemployed go back to school for training. In Oregon, for example, the state's seventeen community colleges are administered by the Department of Community Colleges and Workforce Development. There, community colleges work closely with industry to develop training courses that may feed into degree-granting programs.

The wind-energy industry in 2006 turned to Columbia Gorge Community College, in The Dalles, when national and international companies began to erect massive wind turbines there. They needed technicians to run the 280-foot-high windmills, with their turbines and complex hydraulic, mechanical, and electronic systems. The windmills went up as the Oregon aluminum industry declined and the state's hydropower industry wasn't hiring.

"We sat down with the wind companies, and they really directed what the course content should be," said Susan Wolff, Columbia Gorge's chief academic officer. "They knew what knowledge, skills, and abilities the technicians needed."

The coursework was developed with a faculty member from the college's electronics program and a millwright from the timber industry. A federal grant funded two engineering faculty positions, and the wind industry provided equipment and financial support. By 2009, the program had two cohorts of students—forty each semester—who could earn a one-year certificate. If they came back a second year and took community college courses, they would obtain an associate's degree. An estimated 65 percent did just that.

"Industry is on campus quite often, and there's a real symbiotic relationship," says Wolff.

When Wake Technical Community College in Raleigh, North Carolina, wanted to establish an academic program to train students to work in the region's growing video-game industry, representatives from ten companies and college faculty came together for a two-day meeting to develop the program.

College president Stephen Scott says the company representatives spoke about what the students needed to be able to do, and the faculty then built a curriculum around those needs. Wake Technical now has four hundred students in the program.

"The employers come up with the baseline—what they want students to do—and the faculty takes that and develops the curriculum," Scott says. "The beauty of it is that the companies have bought into the process, they have ownership in this, and they support the program."

That process, however, diminishes the faculty's role, says David Ayers, associate professor of higher education administration at the University of North Carolina at Greensboro and a contributor to this issue.


"When industry comes in and tells faculty what to teach, then faculty are no longer experts in the field; they are educational technicians who translate the needs of industry into curriculum and learning strategies," he says.

While the classes at Wake Technical are part of a degree-granting program, other community colleges develop non-credit classes for industry, and those courses later migrate into a degree-granting program.

That's what has happened, for example, with some computer classes developed with community colleges over the past twelve years by computer networking giant


"Casualties," continued on page 7 »

**CPFA Salutes KCCD/CCA**  
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# LACK OF DUE PROCESS STRANGLES CULTURAL DIVERSITY

by Timothy Scott Raposa

California Community College administrations offer cultural diversity training to employees under such titles as "Cultural Competency" (Cosumnes River College), "Cultural Democracy," and "Beyond Diversity" (Los Rios District). They are also mandated under Title 5 of the California Education Code to ensure equal employment opportunities that are "consistent with nondiscrimination requirements of state or federal law" (Education Code § 53000(b)). Recent revisions proposed by the EEO and Diversity

Advisory Committee of the State Chancellor's Office include the provision that disabled applicants also "are afforded the benefits and protections of all other protected groups under the law, as well as the proactive practices-based approaches districts are to utilize to maximize diversity."

Unfortunately, these proposed revisions do not apply to part-time community college instructors in the state of California. After part-time instructors are hired, administrations can deny due process to any part-time instructor, side stepping any state or federal legislation.

"Diversity," following the California Education Code section § 53001(c) "means a condition of broad inclusion in an employment environment" and "requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds."

Equal Employment Opportunity, under the California Education Code, also means "creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940." But again, this does not apply to part-time community college educators in the state of California, as long as administrations can legally deny them due process under the law.

Case in point. Last semester, Jaye Marie Brown, a popular instructor of American Sign Language at Shasta College was told that she would not get a teaching assignment this spring because a student complained that some of her signs were offensive. In response, over 700 students and concerned individuals signed a petition to get her contract reinstated. Brown, who became deaf in childhood, has taught ASL for over 12 and half years and has contributed to the ASL curriculum adopted by the district.

This is not the first time due process, a fundamental component of human rights protected by the U.S. Constitution and Bill of Rights, has been basically denied to community college temporary instructors. In fact, under the California Education Code, community college part-time instructors have never had the right to due process.

Jaye Brown is one of nearly fifty thousand part-time community college instructors in California who are employed without due process. In general, community college administrators can decide, without giving a reason, to withhold a teaching assignment to any part-time instructor, even if that instructor has excellent evaluations and has been teaching for years. This seems to violate the "proactive practices-based approaches districts are to utilize to maximize diversity" under the diversity section of the California Education Code.

It would also not be considered "respectful treatment" of individuals with a disability, another right protected by the California Education Code -- but only for full-time employees. When asked in an interview with KSNV news reporter Elizabeth Gadley why Shasta College did this to Brown, Morris Rodrigue, Dean of Science, Language Arts, and Mathematics, revealed the impunity that community college administrations continue to enjoy: "...it's just an



option for us to not renew a contract."

Rodrigue is exercising his right to indifference, sanctioned by his employer. To his credit he announced that he will forward the petition to the college president. To this date however, there has been no further action on the part of the administration at Shasta

College to remedy the situation, no "proactive practices-based approach" to bring Brown back to the classroom. In fact, although there was a clear need for an additional ASL instructor in the language lab, Rodrigue told Brown she would "never be rehired."

As a cultural anthropology professor, the most important lesson I teach my students is the power that ethnocentrism has in causing a complete breakdown in cross-cultural interactions. At its most fundamental level, in its relationship to biology, culture is everything we learn in our environment. That is, culture can be found in our thoughts, ideas, beliefs, behaviors, and materials. It orients us psychologically and socially in our relationship to a particular environment, and, in this way, culture can be theorized as a strategy for survival. If Brown were given the right of due process, the misunderstanding between her and her student would be a classical example of a cross-cultural miscue between deaf and hearing cultures.

Without exposure to people from other cultures, we may develop a tendency to think that the way we see the world is natural, or expect that others see it the same way we do. This is the gem of Brown's classroom experience. As a deaf person, she is able to expose her hearing students

to the world she experiences with the loss of hearing. Exposure to other cultures brings opportunities for us to learn alternative strategies for survival that may otherwise have never been known in the culture of one's upbringing. This is the relationship between education and culture. If this isn't taking place in California classrooms, then our students are being deprived of the education they need to succeed in an ever increasingly diverse demographic that favors cross-cultural strategies for survival.

Not only were Brown's rights denied, but also the cultural perspective of just one student was privileged over the deaf cultural perspective of Brown, which is also in violation of the California Education Code. Brown was not even told which sign she made was offensive.

Due process would give opportunities for both teacher and student to reach a greater understanding of what took place and could inform future interactions between people of different cultures.

Denying due process to part-time educators extinguishes teachable moments like this one and grants too much power to the subjective experiences of just one student over the entire educational process. ●



V.P. of Academic Affairs Bill Cochran has received over 700 emails encouraging him to reconsider Brown's case. Since he joined Shasta College in 2007, Cochran has consistently refused to consider including re-hire rights or job security in the academic contract.



Until she lost her class assignments, Jaye Brown found joy in teaching ASL at Shasta College and was well-loved by all of her students (except one). Administrators accepted the claim of one disgruntled student with little ASL understanding, while never interviewing Brown about the incident. With examples like this, no instructors are safe from false claims by vindictive students.

**Julia Roberts: Speech teacher extraordinaire?**  
**Tom Hanks: The student we all wish we had?**

Get the answers when "Larry Crowne" hits the theaters July 1. Roberts looks inspiring (but not as thrilling as when Indy Jones shouted "part-time!" in his last movie).



## Cliff Liehe receives Margaret Quan Award



Liehe is congratulated by John Martin at the FACCC conference.

by Timothy Scott Raposa

FACCC gives the Margaret Quan Award for excellence in statewide advocacy by a part-time faculty member. This year Cliff Liehe from City College of San Francisco received the award for his indefatigable efforts in leading reforms to retirement benefits to part-time community college employees. Cliff is also a grievance officer for his local union and has been a member of the Faculty Association of California Community Colleges since 1995.

Cliff has been involved with local, state, and national teaching unions for over 20 years. He began teaching computer science classes at City College of San Francisco in the 1970s. After graduating from law school he continued teaching paralegal courses at CCSF beginning in 1989 while practic-

ing law. It was during this time that he became interested in what the union was doing to address inequities in part-time retirement benefits.

In particular, Cliff discovered that part-timers were not getting the right service credit. He worked with the union to successfully change the law in 1996, but districts, including his own, were not complying with it. He spearheaded the effort to get his own district to comply. Eventually, most districts complied with the law. Yet, even today, there are districts that are not in compliance.

After this law went into effect, an unintended consequence was the reduction in part-time benefits. In response, Cliff became involved with a CalSTRS taskforce that led to AB 1586, which would restore these retirement benefits. The bill passed and went into effect in 2005. In November 2009, Cliff became involved with yet another task force, this time created by CalSTRS, that would conduct a complete review of the retirement plan for part-time community college instructors.

With the Faculty Association of California Community Colleges, Cliff also

helped revise a law that would allow part-time instructors to elect to have State Disability Insurance (SDI) without enforcing it for full-timers.

Cliff is a CFT Retirement Committee member and regularly gives retirement workshops for college districts and FACCC. He is also in charge of organizing an event on his campus called "Retirement and Financial Day." As a single father, when Cliff isn't teaching or passing on what he has learned about part-time retirement plans, he is raising his seven year old daughter in beautiful San Francisco.

CPFA congratulates Cliff Liehe on receiving the FACCC Margaret Quan Award and offers heartfelt thanks for all he has done and continues to do for part-time community college instructors! ●



# COMMUNITY COLLEGE ASSOCIATION

CTA/NEA



ADVOCATING FOR ALL COMMUNITY COLLEGE FACULTY

**CURRENT CCA CHAPTERS**— BUTTE CEA COLLEGE OF THE SISKIYOU TA MENDOCINO CCPTFA \*\*\* NAPA VALLEY CFA SHASTA CFA GAVILAN CFA HARTNELL CFA  
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 IMPERIAL VALLEY CCTA-FT IMPERIAL CCPTFA \*\*\* COLLEGE OF THE DESERT PT-TA \*\*\* MIRACOSTA CFA \*\*\* \*\*INDICATES PART-TIME-ONLY CHAPTER

## UPCOMING EVENTS

*2011 Spring Conference, Council, & W.H.O. Awards*

Newport Beach Hyatt  
April 15-17, 2011

**The First Annual David B. Milroy Part-time Faculty Member of the Year Award**  
at the CCA 2011 W.H.O. Awards

*2011 Fall Conference & Council*  
DoubleTree Sacramento  
October 7-9, 2011



## CCA Part-time Committee

- Josie Malik, SJ Delta
- Kristie Iwamoto, Solano
- Rick Boone, Coast
- Gaylla Finnell, Imperial
- John Martin, Shasta
- John Sullivan, RCCD & SBVC



"CCA is proud that its leadership includes Part-time faculty—50% of the statewide officers are PT faculty members and 33% of the statewide directors on the CCA Board of Directors are PT faculty—and we continue to actively advocate for PT faculty."  
CCA President Ron Norton Reel

## Part-time Faculty CCA Board Members

- Jim Weir, CCA Treasurer
- David Milroy, CCA Secretary
- Jessica Crofoot, District A Director
- Dorothy Reina, District K Director
- John Martin, Northern Director for PT Faculty
- John Sullivan, Southern Director for PT Faculty

*CCA co-sponsored  
Legislation: Rehire  
Rights &  
Due Process Rights for  
Part-time Faculty*



Visit [www.cca4me.org](http://www.cca4me.org)

For complete information on the many ways CCA advocates for Part-time community college Faculty

**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

## Why You Should Write Supplements for College Textbooks

by John Soares



John Soares lives and writes in Mt. Shasta, CA. See his blog at [ProductiveWriters.com](http://ProductiveWriters.com)

**You're a very good teacher.** You know a lot about your subject. You've helped hundreds of college students learn more about the world. And you're a part-time faculty member at a community college trying to pay the bills on your part-timer wages.

Here's a great way to use your knowledge, education, and experience to make your finances more secure: write supplements for college textbooks. Textbook companies hire people just like you all the time.

### What's a Supplement?

You've seen them and you've used them. They help instructors teach better and students learn better. Here are the most common examples:

- Instructor's Manuals
- Test Questions
- Student Study Guides
- PowerPoint Lecture Outlines
- Laboratory Manuals
- Online Student Exercises

I've been writing supplements since 1992, back when I was a part-timer teaching poli-sci courses at Shasta College in Redding and Butte College in Chico. The extra money helped pay the rent, and also put gas in my Nissan Sentra so I could make the 90-minute commute between the two campuses.

Eventually I got so many assignments that I left college teaching in 1994. Since then I've supported myself comfortably by creating supplements and doing a bit of out-doors and travel writing.

### How Will Writing Supplements Help You?

It will help you in many ways:

1. Most importantly, you'll boost your bank account.
2. You'll learn more about your subject matter and become a better teacher.
3. You'll have a more impressive c.v., which will improve the chances you'll land that coveted full-time teaching position.
4. You'll have more writing experience, so you could potentially land writing assignments in other areas, or even work for a textbook publisher.

### How Much Money Can You Make?

Ah, the big question. It depends on:

1. How well you negotiate with an editor
2. How well you know your subject matter
3. How quickly you can get the work done

I make \$50-\$100 per hour range, sometimes a bit more, rarely a bit less. I typically turn down projects that pay less (and some pay far less), but you'll have to decide what's best for you. You'll usually be offered a lump sum for a project. Estimate how long it will take you to do the work and then do a little division to get your hourly rate. The most I've made from writing supplements in one year is \$63,000. Keep in mind I have a lot of experience and connections, and I work in multiple academic disciplines.

### 3 Ways to Find Supplement Editors

1. Ask book reps. I got my first assignment (\$4K to write test questions for a new American government book) because the local HarperCollins rep recommended me to the right editor. You likely already know several reps, but you can find contact info for all of them at the publisher websites.
2. Investigate publishing company websites. Often you'll find editor names and e-mail addresses on the site, sometimes even phone numbers.
3. Ask other instructors who write supplements.

### How to Get Supplement Editors to Hire You

Most editors are eager to find potential supplement authors, even if they don't have any current openings. You need to convince the editor that you are well qualified, that you'll do a great job, and that you'll complete projects on time. Here's what editors need from you:

1. Your resume/c.v.
2. A list of relevant skills. This includes types of supplements you can create, software you use, etc.
3. Samples of your work. Send along materials you've created for your own classes: quiz and test questions, various exercises, lecture outlines.

Have patience. There's a yearly cycle to textbook publishing, with the 2-3 month period before the start of the fall and winter semesters the busiest for supplements work. (And you have more free time during winter and summer breaks, right?)

### The Best News About Writing Textbook Supplements?

You can keep teaching -- and you can boost your income at the same time.

John Soares has written over 220 supplements for Pearson Education, Cengage Learning, and McGraw-Hill. Find out about his e-book *Writing College Textbook Supplements: The Definitive Guide to Winning High-Paying Assignments in the College Textbook Publishing Market* and get practical advice on how to succeed at freelance writing at his *Writing College Textbook Supplements* blog (<http://WritingCollegeTextbookSupplements.com/blog/>) and his *Productive Writers* blog (<http://ProductiveWriters.com>). ●

# Do you have Health Insurance?

*If not, don't pay "RETAIL" for doctor or hospital expenses. Check out the Benefits and the National Preferred Provider Network with the new BenElect Program!*  
**Created specifically for California Community College Adjunct Faculty by Keenan & Associates, proudly working with CPFA since 2003.**



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**When can I enroll?**

Within 60 days of your hire date or during the bi-annual open enrollment period.

**When will coverage begin?**

First day of the month following enrollment.

**When will coverage end?**

The earlier of: 1. The date the Policy terminates; or 2. The period ends for which premium has been paid.



# Faculty Union Secretary Who Criticized Pay-Raise Bill Is Asked to Step Down

By Audrey Williams June

In a dispute that reflects the tension that can exist between the interests of adjuncts and full-time professors in the same union, a part-time instructor of English in Washington state who testified against a bill backed by his faculty union has been asked by two fellow union officers to step down as the group's secretary.

The instructor, Jack Longmate, who teaches at Olympic College, spoke out last week against a bill being debated in the Washington State Legislature that calls for regular allocations of state funds to support pay increases that reward faculty members at two-year colleges for longevity in the classroom, earning an advanced degree, and other achievements. The money is available only through special appropriations now.

Among the ways the bill falls short, Mr. Longmate said, is that it doesn't explicitly establish a system for part-timers to receive such increases.

Mr. Longmate, a veteran activist for adjunct professors, told the lawmakers of his membership in Olympic College's Association for Higher Education but said he was not speaking on behalf of the union, which represents both full-time and part-time faculty members at the college. His opposition to the bill, he said, was as a member of the Washington Part-Time Faculty Association, a group that lobbies for legislation to improve

adjuncts' working conditions.

'A Separatist Position'

Chip Barker, a full-time psychology professor and chief negotiator for the Olympic College union, said in an e-mail to Mr. Longmate and the union's members on Friday that he respects Mr. Longmate's right to "take a separatist position on policy," but that it was wrong to "be dishonest by using your position with the union to seek a platform for expression of those ideas." Mr. Barker wrote that if Mr. Longmate didn't resign as secretary of the union, which is affiliated with the National Education Association, he would call for a no-confidence vote.

The union's president, Ted Baldwin, a full-time professor of chemistry, also wrote an e-mail to members, saying he thought Mr. Longmate should resign if he "wants to continue to take positions that undercut the position of the union."

Mr. Longmate, who said he was exercising his First Amendment rights of free speech and freedom of assembly,



said he didn't plan to step down. The dispute within the Olympic College union underscores the divisions that can occur within mixed unions across the country, where the interests of adjuncts typically differ from the interests of full-time professors.

In such cases, some adjuncts have long argued that the interests of part-time faculty get short shrift because their tenured and tenure-track colleagues tend to be the most active and most powerful union members.

At the same time, various efforts in recent years by part-time faculty members to form a national independent adjunct union have not been successful. In an e-mail to the union's members, Mr. Longmate said that his testimony was "aimed at the best interests of our state's faculty" and that he's open to talking about a way to amend the state bill so that it meets the needs of adjuncts, too.

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Peggy McCormack speaks at a CPFA press conference in Sacramento.



Part-time faculty leaders meeting and strategizing in Southern California



CPFA also advocates turning hope into action. What are your hopes? What is your action? Join CPFA and help us move your hopes forward!

## Murders, suicide demonstrate dark side of part-time condition

by Denise Munro Robb

As adjuncts in a state with a \$28 billion deficit and no guarantee of future employment, fear and uncertainty are daily companions. However, few situations are as tragic as the murder-suicide of two adjuncts: Michael Cour, age 60 and his wife Janice Gervais, 70 who ended their time on this earth on New Year's Day.

Michael Cour was a teacher at El Cajon Valley Adult School as well as a "longtime track and cross-country coach in the Grossmont Union High School District" (Schmidt January 3, 2011). Cour's wife Janice Gervais was an adjunct in the English Department at Miramar College and taught humanities at Grossmont. Both

were recently unemployed and about to lose their home. Wells Fargo was unable to come up with a workable solution to keep them



in their home. They filed bankruptcy and Cour said a formal goodbye to his sister.

After shooting his wife Janice and setting fire to their home, Cour died on January 1 of a self-inflicted gunshot

wound. Their bodies were found in the rubble. When the firefighters arrived, three cats and two dogs fled. All but the dog Zoe returned.

In another tragic story, Henry Acejo, age

» continued on PAGE 7

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## CPFA Annual Conference



Saturday, May 7<sup>th</sup> 2011  
Sierra College  
Rocklin, CA

**Featured Speaker:**  
JOE BERRY, author of  
*Reclaiming the Ivory Tower*

**Workshops:**  
Panel on AB 852 (Rehire-rights, Due process bill), EDD, STRS, Academic Senate, State Budget, PERS  
Lunch Provided

**Contact:**  
Andre Sims  
asims@cdfa.org  
(530) 906-3686

**Register early:**  
online at cdfa.org

or send your check to:  
PO Box 1836  
Sacramento, CA 95812  
[info@cdfa.org](mailto:info@cdfa.org)

**Cost:**  
Members: \$20 before April 7, \$30 after  
Non-members: \$40  
Dinner: \$15



"Which faculty group bears the greatest weight of higher education?"

Check online for workshop updates, agenda

**Date**  
May 7, 2011  
**Time**  
8:30 a.m. to 5:00 p.m.  
Social: 5:30 to 6:00 p.m.  
Dinner: 6:00 to 8:00 p.m.  
**Location**  
Sierra College  
Rocklin, CA

### About California Part-time Faculty Association (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 advocate for AB 852, the due process, rehire rights bill. Please join us in our effort to improve teaching and learning conditions in California.