



STUDENTS LOSE IN DISTRICTS MOST RELIANT ON PTF

by Margaret Hanzimanolis

The 2012 scorecards for student success shows a dramatic fall off in success for students attending those community colleges in the California system who rely most heavily on Part-time faculty. This is a preliminary assessment, however, and many factors might influence this data—including both faulty reporting and demographic variations. Although the effects of a high ratio of Part-time faculty is not dramatic in the case of Career Technical Education or remedial classes, the data for unprepared college students, especially, shows some troubling trends.

The remedial classes, which typically have strong and well-integrated support programs, show modest loss of student success in high reliance districts. But the scorecard data shows that the unprepared college student's success is significantly compromised by the existence of a largely Part-time instructional staff. In districts of relatively high pay, such as Mira Costa, the effects of high reliance on a Part-time academic instructional workforce is moderated.

The professionalization of Part-time faculty, alongside the possible conversion to Full-time status, may well be among the most vital keys to student success. In 2013 a National Bureau of Economic Research study concluded that Non-tenure Track faculty were better teachers. The study indicated what many of us had long suspected: that "teaching-dedicated" faculty find more intrinsic value and more intense rewards in teaching activities than research-oriented faculty and are thus, by some measures, "better teachers."

However, to the dismay of many careful readers, the limited conclusions of the Northwestern study started to appear in blogs and tweets and listservs as a "proof" that Part-time faculty were "better teachers."

This limited truth piggybacking on a strong wish for vindication of the "value of Part-time faculty" mistook the effectiveness of one small segment

of the NTT spectrum, at a single well-resourced school, for the more narrowly defined, but much larger, Part-time faculty group, 760,000 at last NCEES count. This narrative—of the excellent teachers that NTT faculty were—circulated in the presence of a somewhat ambiguous slogan leaning in the opposite direction, namely that "Teachers working conditions are student learning conditions."

Students, of course, have many learning conditions, such as poverty, poor high school preparation, abuse in their homes and workplaces, undiagnosed or untreated health maladies, and a veritable host of other onboard problems not in the least related to their teacher's working conditions.

Similarly, not all of the "conditions" that adhere to a teacher's work environment necessarily bleed over in clear and unambiguous ways into student learning.

Studies that evaluate the "effectiveness" of instruction based on employment status remain a mixed bag. Heurman and Jones summarized the data in a March 2013 *At Issue* blogpost. "Student Success Research," they say, "does not agree on the topic of adjunct faculty effectiveness . . . Ronco and Cahill (2004) showed little evidence that instructor type had any impact on student success. But Ehrenberg and Zhang (2005) found that for each 10% increase in part-time/adjunct faculty, graduation rates fell by 2.65%."

Of course, many Part-time faculty employ workarounds and develop compensatory habits that might counterbalance the effects of poor working conditions.

If we say we are "better teachers," and the data shows that, then "everyone" will be at risk of being made Part-time—un-integrated institutionally, badly paid, and eligible for few or no benefits. Administrators everywhere would rejoice, then, at the looming cost savings of a fully migrant, fully disempowered, fully vulnerable academic labor force.

THE TEACHING EFFECTIVENESS DOUBLE-BIND

If we maintain our status prevents us from being as effective as we would like to be as teachers, that will be used against us, equally problematically, to justify our inferior pay, our poor or nonexistent benefits, our shaky job security.

Into this complex landscape, the relatively new "Scorecard," published online by the California State Chancellor's office, has recently become available. It was triggered by AB 1417, a 2004 bill that created the framework for a public accounting of what sorts of students were enjoying success in California Community Colleges. The Student Success Taskforce was convened to develop a "success framework" that would isolate metrics, then establish reporting requirements for California community colleges. This framework, or the need for it, arose in

the combustible years of "educational accountability" a mania for data that ran parallel, and counter-intuitively, to the steep drop in funding for higher education.

It was a curious turn of events, as the demonstrated "economy" of the California community college system was impressive! We were already, at the CC level, doing so much more with so much less—that is, in comparison to the K-12 system and the state university system and in terms of cost of enrollees! However, our "completion" rates were, anecdotally-speaking in the absence of much hard data, thought to be in some cases quite low, which led to the perception that the "cost factor" of community colleges was too high for the measurable progress.

This higher failure rate (though not any higher than the rate achieved by young people in many under-resourced high schools in many

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Arbitrator finds in favor PT counselor at SWC

Due to "vesting" language in the Southwestern College contract, each semester part-time faculty rely upon the 'good graces' of department chairs or deans for offers of 'tentative' assignments that are consistent with previous semesters.

So when, during the last week of March, an outside arbitrator ruled in favor of a vested (and union-member) part-time counselor over SWC District senior administrators, the SWC faculty contract's vesting rights was enforced and shown to be interpreted similarly by both the outside arbitrator and the faculty union, Southwestern College Education Association. At stake was the issue that the vested faculty member should have been granted work that instead was given to a non-vested counselor.

Because of this ruling, the District must now accord the part-time faculty back-pay for that lost work as well as simultaneously interpreting the existing contract as the union understands it. Vesting is the right that a part-time faculty member has to work in the upcoming semester after they have performed satisfactorily (per peer

and department chair evaluations) for a consecutive six semesters.

For instance, if a part-time faculty member has taught two 3.0 unit courses for six semesters, then that faculty member is entitled to teach a minimum of those courses (or equivalent courses, should those courses not be offered) for the upcoming semester.

This of course, offers job security to the part-time faculty member and allows them to plan and budget their own life events such as family commitments, car payments, student loans, and mortgages or rent.

Although the vesting language within SWC's contract now needs to be strengthened, this is a very good start towards offering part-time faculty a modicum of job security.

However, while SWC blatantly attempted to bypass a legally binding contract, and has, in fact, denied many other vested part-time faculty classes that should be theirs under their existing contract, the re-hire rights those faculty have in that district tend to far exceed those found in most other districts in California.

NEWS IN BRIEF

California:

AB 2750 (Williams), proposed legislation for would replace the terms "temporary" and "Part-time" in the Education Code with the word "Associate." (See page 2).

AB 1942 (Bonta) proposed legislation to change accrediting regulations for community colleges (see page 4).

CCSF students attacked by San Francisco Police for demanding to see the Special Trustee, and discuss tuition hikes, class cancellations, and disbanded Board of Trustees. (See page 3).

CA PTF Receive Recognition and Awards: The California Community College Board of Governors and the Academic Senate for the CCC presented Hayward Awards to Rebecca Sarkisian and John Sullivan. The Faculty Association of California Community Colleges (FACCC) recognized Douglas Dildine and Linda Snead. Dorothy Gaffney receives CPFA's Part-time Faculty of the Year award for 2014.

Regional News:

Colorado legislation would demand equal pay

for equal work for contingent faculty. (See page 4).

Washington Adjunct Activist, Keith Hoeller publishes important book, *Equality for Contingent Faculty: Overcoming the Two-Tiered System*. (See page 5).

National News:

Mary Faith Cerasoli, NY adjunct, stages a one-woman protest against the working conditions of adjuncts in Albany, New York: Homeless Adjunct. Covered by PBS and many activist networks.

Senator George Miller (D-CA) releases a report critical of Part-time faculty working conditions.

National Mobilization for Equity plans May 1 actions throughout US.

Conferences:

2014 Annual CPFA Conference: "Tools for Active Activism." May 3, 2014. 9-5 pm. Long Beach Community College.

Outsourced Education and Adjunct Activism at Berkeley City College, May 10, 2014.

COCAL NY: Aug 5-8, NYC



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Walking the Labyrinth at City College of San Francisco

by Leslie Simon

Confused by the troubles at City College? For clarity, think about the difference between a maze and a labyrinth. Mazes confuse with tricks and turns. Labyrinths invite walkers on a singular path.

An open and accredited City College sits at the center of both the maze and labyrinth, but the tricks of the maze will lead to a downsized institution whose mission omits civic engagement, cultural enrichment, and life-long learning. Missing students? Immigrants, older adults, people with disabilities, parents with small children, veterans, formerly incarcerated people, foster youth, and low-income people, especially people of color. Missing classes? Diversity studies, art, music, dance, poetry, foreign languages, and other humanities. Vocational certificates, AA degrees, and transfer to four-year universities will rule.

While certificates and degrees are important, the movement to keep a broader focus grows, uniting college, neighborhood, and city-wide coalitions; the teachers union; allies at other community colleges; local, state, and national elected officials; and everyday San Franciscans--all outraged by the Accrediting Commission of Community and Junior Colleges (ACCJC)'s attempt to revoke accreditation.

A lawsuit filed by the San Francisco City Attorney resulted in an injunction that restrains the ACCJC until the suit is resolved. It will be heard in October, along with a lawsuit by the California Federation of Teachers. The City Attorney charges that the Commission retaliated against City

College for opposing the Student Success Initiative, advocated by the ACCJC in a move that compromised its neutrality.

Now law, the Student Success Act (SSA) promotes downsized colleges. It targets the California Master Plan for Higher Education, which required that community colleges admit "any student capable of benefiting from instruction." Under the SSA, though community colleges would theoretically be open to all, the elimination of programs and services will discourage many.

One of the tricks to downsize City College involved the imposition of a Special Trustee with Extraordinary Powers (STWEP). Since City College was not insolvent, the California Community Colleges Board of Governors (BOG) changed BOG rules by adding "threats to accreditation" to the former sole criterion of "financial insolvency" necessary to install a Special Trustee and shut down the democratically elected Board of Trustees.

Sure, after four years of the Great Recession, City College had problems, but recent changes under rule of the special trustee are misguided: cutting classes; dismantling, rather than fixing, a democratic governance system; hiring top administrators off the salary charts while starving faculty to 4% below 2007 salaries and keeping student workers below the San Francisco living wage. One of the most damaging proposals is to eliminate chairs of one-third of the academic departments, including Ethnic Studies, Women's Studies, LGBT Studies, Labor and Community Studies, and Interdisciplinary Studies.

Don't be fooled by the maze. Instead, support the movement re-visioning a City College for all. We still offer excellence in education, praised at state and national levels. Through legislative, legal, and political action, we will restore the Board of Trustees, keep our balanced budget intact, and strengthen the college you know and love.

Leslie Simon has been teaching at City College of San Francisco since 1975. Formerly Women's Studies Department chair, she now coordinates the college's sexual violence prevention program.

CCSF STUDENTS DEMONSTRATE, SEEK REMOVAL OF SPECIAL TRUSTEE, PROTEST VIOLENCE AT PREVIOUS ATTEMPTED SIT-IN

On Thursday, March 13, City College students held a rally and peaceful protest on Ram Plaza at the Ocean Campus. Lively speeches, poetry, and music were part of the mix. Their two demands were the resignation of Special Trustee with Extraordinary Powers (STWEP) Robert Agrella and a reversal of the new and, some say, punitive tuition payment plan, which has proved a major hardship for many students, especially because they had little warning of its imposition.

The students organized the protest because they had been requesting a meeting with Agrella for months, but he refused to meet with them. In order to get their voices heard, the students planned a peaceful sit-in at Conlan Hall, the Administration building. Administration responded by locking

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California Community College Journal (previously published as *CPFA News*) is published twice yearly in the fall and spring semesters by the California Part-time Faculty Association. Circulation: 51,000.

Distributed to legislators, faculty, administrators, and district board members throughout the California community college system.

Send address changes, manuscripts, and correspondence to:

editor@cpfa.org, or
Editor, *California Community College Journal*
c/o CPFA
Post Office Box 1836
Sacramento, CA 95812

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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Post Office Box 1836
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The collective bargaining agent for faculty at Santa Barbara City College

The IA is a member of the California Community College Independents (CCCI)

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Report from the Chair: IMHO



John Martin, Chair
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There is excitement, apprehension and doubt among the stakeholders within the CCC system. The noise that's been generating is centered on AB 2705, a bill that is being carried by Das Williams (D--Santa Barbara).

AB 2507 is sponsored by UPTe-CWA (Local 9119). CPFA supports this bill. If passed, AB 2705 will replace the worn out, inaccurate and confusing terms in the Ed Code that labels us as "part-time" and "temporary." By changing the way we are labeled (and hence, viewed), we'll be able to tell folks within our respective districts who we really are and, emphatically, who we are not. This could change how we're viewed across the negotiating table.

We are not "part-time," especially when you consider how many of us work for multiple districts and even teach at four-year institutions; plus we spend an incredible number of hours to prep for our classes and grading our student's work. This does not even take into consideration when students visit us for extra help outside of class time. How much more committed work does one have to do before one evolves into something other than "part time?"

We're certainly not "temporary" either. Perhaps if all we did was teach occasionally every few years, a class here, a class there, we might indeed be considered "temporary." However, of the 10,000 plus "contingent" academic faculty across the state, few of us do that. Rather, we teach continuously and conditionally, semester after semester, many of us teaching

not only during the fall and spring semesters but also during summer and winter sessions. We teach for five, ten, 15, or even 30 years! And so again, how is this even remotely considered "temporary?" Clearly the language found in the Ed Code is severely outdated.

I wrote in my last Chair's Report last fall that "Sacramento has tremendous power and that, for me, holds the key for any possible solution for most of us..." Because of this strong belief, we support AB 2705 because it is an effort to correct the misperception of who we are in relation to our full time colleagues. Changing the legal definition of who we are will change the dialogue throughout the state.

It's very fortunate that CWA's UPTe and other independent community college local units share our vision. This process began last fall when Assemblymember Shirley Webber's office worked with some of us and with the Sacramento's Legislative Council. It's no secret that Peg McCormack and Deborah Dahl Shanks took the bull by the horns and worked with this agency. These two shared with me the problems facing us as faculty members because of the current inconsistencies in the language found in the Ed Code.

We contend that these different and conflicting definitions have hampered our ability to change our working conditions when negotiating in our local districts. We believe that with a new definition, a new paradigm will ensue. We believe that

the powers will no longer be able to say, "Oh, you are just "temporary" or you are just "part-time" and thus we don't have to negotiate this or that. After all, it's in the Ed Code." While this bill will NOT require local contracts to change their terms, it will add another important dimension to the Ed Code and we will be able to show that we are not Part-time or "temporary."

I have heard some rumblings from various stakeholders and I want to dispel some of these comments. For example: changing our name to "Associate," would prevent us from receiving Unemployment Insurance. To this preposterous idea, I say, "No." My position is based on two separate factual accounts: One EDD personnel told me that changing the terms will not change our working conditions and that we are still "at-will employees." We receive unemployment not because of our name being "temporary" or "part-time" but because we have no reasonable assurance of getting classes from semester to semester. Changing our name doesn't change our conditions.

Additionally, an email from a different EDD official again reiterated this conclusion. Thus the famous Cervisi Decision (we owe many thanks to CFT's legal victory in 1980) will continue to protect our right to collect unemployment.

Second, the CSU system's union, in particular, the Lecturers Council,

has successfully used Cervisi to win all of its appeals on behalf of the EDD board, because again, the classes are "contingent on adequate enrollment, funding, and the approval of the District's Board of Governors." Please note: these instructors are called, "lecturers!" Not bad for achieving a 100% victory.

Another complaint I've heard is that some have said that they don't like "Associate" as a new term. Butte College has been using the term Associate since before its first contract was finalized in 1994. This was by choice, just as it will continue to be for every District.

Just because the word "associate" might appear in Ed Code, it does not mandate that that's what "part timers" must call themselves. (None of us, I'm sure, ever called ourselves "temporary," yet it's the word that pops up most frequently in the Ed Code when referring to us). If part time faculty want to call themselves part timers or adjuncts or professors—they can continue to do so.

How we're defined in the Ed Code has nothing to do with how we choose to define ourselves on our campus. However, if there are those who would prefer to be called "associate" instead of, say, adjunct, having the word in Ed Code will certainly help their cause. Please check our website for the latest news and actions that you can take on this bill.

AB 2705 will cost nothing, but will do much

Hope springs eternal, and so this year's crop of legislation is the latest opus in a long series of attempts for us to "name" or "brand" ourselves! We are not "temporary," nor are we, strictly speaking, "part time faculty" working within the CCC system, and AB 2705 is our latest effort to name ourselves and in that naming, gain a degree of self-respect and status for who we are and what we do.

AB 2705 will cost nothing, but will do much. How can you put a "cost" on respect or dignity? Although "respect" costs nothing, and recognition for service and job well done also costs nothing; the dividend in self-worth is huge. Often with respect of a person's role and commitment will come a new way of viewing them so as to promote greater inclusion and cooperation.

What a person is "called" does matter. We all know the impact of "good" and "bad" words to describe a class of people or a specific profession. Words that define are powerful. We seek to change our name so as to add respect and recognition for the role we play in the Student Success in the CCC system.

Over time, our role as teachers has changed, and today "temporary" does not define us accurately, and in fact, is used by many in the system to oppress us and "marginalize" our efforts and input, to the disservice of our students and ourselves. When the CCC Ed Code section was written most faculty members were full-time, tenured or tenure track. "Temporary" faculty were engaged to deal with

specialized content that the regular faculty were unable to teach because of the growth of programs brought on board by Johnson's War on Poverty.

"Temporary" faculty members were supposed to be employed for a short time and then, the thought was, that we would be "regularized" as the programs and student populations grew. When this "regularization" did not happen, in order to maintain this "second class" of teachers, the 60% law was written to define "temporary" work and to set a part-time cap on the many "categorical" or "grant-funded" faculty who were being hired for true temporary programs.

The enabling legislation that created temporary/part-time faculty was never subject to "sunset" legislation, because administrators and full time faculty quickly realized that temporary/part time faculty represented a cheap and easily controlled human resource whereby CCC's could expand their classes and course offerings without hiring the much more expensive full time, tenured or tenure track faculty.

Regardless of full timer and administration biases and prejudice, the Ed. Code clearly states that all faculty who teach in the CCC system must meet the same minimum qualifications in order to teach. Today "career" teachers are being called "temporary," even after 30 years of continuous service to their colleges and students. Their "part-time" status only exists because of the 67% law, not because they serve students with less

quality or dedication. Many of these "so-called" part-time faculty members teach more than 100% but have to do so by "flying the freeways between schools in two or more community college districts."

The terms "temporary and part-time" have also been used by some unions and statewide and local academic senates to deny basic working rights, rehire rights and participation in shared governance because "part-time faculty" are looked at as "less than adequate" or "less than dedicated" due to their part-time status, and "less than invested" in the future success of the colleges and students due to the "temporary" nature of their employment. These types of stereo-typical perceptions are counter-productive and do nothing to improve working conditions and facilitate good faculty relationships, nor do they benefit student success.

Please join us in actively advocating for this change in the Ed. Code by sending your individual letters of support to Assemblymember Das Williams (D. Santa Barbara) and CWA/UPTe who were instrumental in getting this legislation on the books and up for consideration this year! Let's all work hard to make AB 2705 a success.

It really does matter what we are called, so get behind this effort. Besides, wouldn't you rather be called "associate," as opposed to "temporary?" According to informed sources, this name change will not change our ability to apply for and receive unemployment benefits, so

there are few, if any, impediments to working for this name change. Additionally, legislators will see us as "associate," and not just some "part-time" or "temporary worker" when budget discussions take place every year. Such a defining moment will help us in improving both our job status and visibility at the local and statewide levels.

Change often requires a new perspective about who we represent and who we are as educators and how our role needs to be integrated into the college community. Since "associate" faculty members teach almost 50% of all courses and students in the CCC system, it behooves the Legislature to recognize these faculty members for the important role they serve in the success of students.

Our CCC system relies on the commitment and dedication of thousands of contingent faculty members. No one group should feel or be ostracized due to a designation that does not recognize them for their contributions, ability, and dedication to the success of students.

Join us in supporting AB 2705 and this name change. It is a change for good and for the right reason—respect.

Note: The latest news from Das Williams' office is that there is talk of replacing "associate" with a different term. This possible change might be done by May 6th when the first hearing on AB 2705 will be heard by the Assembly's Higher Education Committee. Please check our website for the latest news on this.



Equal Pay for Equal Work

Colorado's Community College Pay and Benefits Equity Act (HB 14-1154)

By Suzanne Hudson, Caprice Lawless and Ellen Slatkin

To understand the crisis in Colorado's community colleges that led to HB 14-1154, some background information is helpful. While the outlines of this may be (sadly) familiar to CCCJ readers, the situation in Colorado has hit rock bottom. Within the Colorado Community College System (CCCS) hundreds of highly experienced, devoted faculty have been walking off the job. To stem this catastrophe, Colo. Rep. Randy Fischer (D-53) and Colo. Sen. John Kefalas (D-14) are co-sponsoring the bill. The Colo. Conference of the American Association of University Professors has led the charge begun over a year ago, with strong assist this session from the American Federation of Teachers Colorado. The coalition of supporters includes the American Association of University Women, as well as labor groups 9 to 5 and FRESA.

BACKGROUND

Approximately 60% of CCCS faculty are instructors receiving low pay, meager benefits, and no health insurance coverage. Many of them use food stamps or get food from food banks, qualify for subsidized housing and indigent healthcare, utility bill assistance and are turning to charities for help with car repairs and transportation.

Furthermore, while the CCCS enjoys a ranking of 5.9 out of a possible 6.0 by the state's report card for higher education (according to a recent Joint Budget Committee analysis), that high ranking comes at the cost of a brutal system of instructor turnover now visited upon its 150,000+ students. The CCCS financial health, according to the JBC, is nearly twice as healthy as that of the University of Colorado or Colorado State University, for example. Even so, less than 11% of its \$579 million in revenues in 2012 went to its 4,012 instructors.

NOTE: Below are the bill specifics, distributed to lawmakers this week in a Fact Sheet. The Fact Sheet, as well as a copy of the pre-amended version, first version and any subsequent versions of the bill, see the FRCC AAUP website or the HB 14-1154 Facebook page.

COMPENSATION

Instructors who teach 30 credit hours (a full-time workload) over the course of a year receive an average annual salary of \$18,340, without benefits, while regular faculty receive an average annual salary of \$47,900 including health, life, and dental insurance, and sick pay.

HB14-1154 requires that all faculty be compensated equitably. It sets the

lowest pay rate at \$1,150 per credit hour, which immediately brings full-time instructors' annual salaries up to \$34,500. Then, for each of the next seven years, the base salary would be increased by 5%. In this manner, instructor pay would reach \$1331 per credit hour (almost \$40,000 per year for full-time work) in three years. Instructors would reach parity with current regular faculty in seven years. Further, HB14-1154 requires that anyone who teaches at least 9 credit hours per semester be included in the CCCS group health insurance plan.

RETIREMENT

Like all state employees, community college instructors pay into PERA. However, their salaries are so low that PERA will not support their retirement. After twenty years of teaching full-time, an instructor can expect to receive \$764 per month from PERA. By contrast, after twenty years a regular faculty member earning an annual salary of \$48,000 can expect to receive \$2,000 per month from PERA.

WORKLOAD

At most colleges in the CCCS, instructors' workloads are capped at 80% of a full-time workload, or 12 credit hours per semester. Many instructors work three semesters per year (fall, spring, and summer) and therefore, over the course of a year, teach 30 credit hours or more.

Others teach at more than one college in order to cobble together enough courses to survive financially. Still others supplement their incomes by taking on second and third jobs such as waitressing, delivering newspapers, and working in coffee shops.

Meanwhile, at many of the colleges in the CCCS system, regular faculty have a 70-30 contract, which means that they teach 70% of their time—five 3-hour classes per semester—and then are expected to work 30% more in administrative, or non-teaching, duties. Anyone who teaches knows that five 3-hour classes constitutes a full-time job. The added responsibilities make for an overworked faculty. At other colleges in the CCCS, regular faculty are given course release time to perform non-teaching duties. Some of them teach very little, or not at all. That they perform administrative work is cited by the CCCS as the reason for the drastic difference in compensation between regular faculty and instructors.

Supporters of HB14-1154 do not accept the premise that administrative work is more important than teaching. HB14-1154, therefore, requires the colleges to pay teaching and

non-teaching duties at the same rate.

CLASS ASSIGNMENTS

Classes are usually assigned by department heads. Department heads are currently under orders not to assign anyone enough course sections to qualify for inclusion on the CCCS health insurance plan. In order to provide instructors for the 40,000 course sections offered each year, department heads must hire ever more instructors. So instead of a stable workforce of experienced, full-time faculty who are sufficiently compensated to be able to concentrate on their teaching careers and to provide the best of themselves for their students, 85% of the faculty are composed of adjuncts who are financially strapped and harried, teaching when they are ill because they receive no sick pay, rushing off after class to their other jobs. This is not what students and their parents are paying for.

HB14-1154 requires that the CCCS allow all faculty to work up to full-time. For the first three years after the bill is passed, teaching and non-teaching duties will be assigned first to faculty who were hired as regular faculty prior to the passage of this bill, and second to other faculty on a seniority basis—seniority to be determined by to the number of credit hours taught in the relevant field. After three years, the seniority system may be replaced with a merit system for assigning work. The advantages of this system are the following:

- More faculty will be teaching full-time and be adequately compensated for their work, thus more able to devote their attention to teaching students, which is, after all, the primary mission of the CCCS.

- The most experienced faculty members will have the most choices in work assignments until a faculty-developed, faculty-approved merit system can be implemented.

- No faculty member will be compelled to work more than full-time, which is now the case for regular faculty with 70-30 contracts (70% teaching a full-time workload and 30% additional service to the college).

- Current regular faculty have nothing to lose: they retain their current salary and benefits and their priority in choosing work assignments.

HOW CAN COLORADO AFFORD HB14-1154?

The bill's sponsors have amended the original bill to lower the required salary and benefits and to exempt a percentage of the classes from the new requirements, resulting in a savings of

\$36,358,279. Furthermore, two of the nation's experts on higher-education finances, Dr. Rudy Fichtenbaum, Professor of Economics at Wright State University, and Dr. Howard Bunsis, Professor of Accounting at Eastern Michigan University, find that the CCCS has the funds in its current budget to fund \$49,868,241 of the fiscal note.

The resulting cost of HB14-1154 to the general fund is \$0 the first year. In 2015 there would be a general fund impact of \$2.5 million. In subsequent years, the CCCS will assume the responsibility for paying its faculty a fair wage.

Bear in mind that according to the Joint Budget Committee, the CCCS enjoys the greatest financial health of any university or college system in the state. With a score of 3.0 indicating "moderate financial health," the University of Colorado scored 3.8; the Colorado School of Mines scored 4.2, and the CCCS scored 5.9.

- According to Professors Fichtenbaum and Bunsis, these reallocations can be accomplished without increasing tuition, closing campuses, discontinuing programs, dipping into their \$300 million reserve fund, or shutting down the financial aid office, all of which are being claimed by the CCCS as their only options for increasing instructor pay.

- Professors Fichtenbaum's and Bunsis's suggestions are far from the only practical way for the CCCS to pay its faculty a fair wage. For example, another suggestion has been to let each department and administrative level identify 5-10% of its budget to be reallocated to increased compensation for instructors. In a budget of \$576 million in expenditures (2013), this suggestion would generate the required funds for HB14-1154.

WHY IS HB14-1154 NECESSARY?

- The CCCS has repeatedly claimed that there is no money in its coffers to raise instructor pay to a level that befits professionals with graduate degrees.

- CCCS administrators have refused to negotiate with instructors who have tried to discuss pay and benefits with them. They were denied permission to speak at CCCS board meetings and were told their only option was to convince the state legislature to help them.

- CCCS's business model is not working. A business should pay its workers without taxpayers' supplements.

Suzanne Hudson, Sec./Treas. AAUP Colo. Conf.; Caprice Lawless, Pres., FRCC AAUP Chapter; and Ellen Slatkin, President, Colorado AFT collaborated on this article.

AB 1942 would remedy accreditation commission running amok issues

College administrators and senior faculty, let alone classified staff are groups that one would be hard-pressed to call "excitable," but events of the past couple of years have resulted in just that...administrators, faculty, classified staff, students and the public at large have come to see the results of vesting unchecked and unfettered power in a private organization that is ostensibly charged with establishing consistent and fair evaluation standards for

the state's 72 community college districts. This mystery organization is the Accrediting Commission for Community and Junior Colleges (ACCJC), and is appointed as the accreditor for California's Community Colleges, and is the only accrediting agency for California due to current state regulations.

On January 28, 2014, the U.S. Department of Education notified ACCJC it was in violation of 15 federal regulations, including those

concerning due process, notification of accrediting decisions, and review and enforcement of standards.

While the federal government requires that colleges meet 9 basic standards, ACCJC demands compliance with nearly 50.

In addition, ACCJC has issued sanctions at a rate substantially higher than accrediting entities throughout the nation. In 2009, the ACCJC accounted for 44% of the total sanctions given to all higher education

institutions in the nation.

Many of these sanctions have been inconsistent between the community colleges the Commission accredits. For example, City College of San Francisco failed to meet 9 out of 11 standards identified by the ACCJC and now it is on the verge of being discredited; however 2 other colleges failed all 11 standards and were only given a warning.

continued on page 7

Book Review -- *Equality for Contingent Faculty: Overcoming the Two-Tier System*

By Martin M. Goldstein

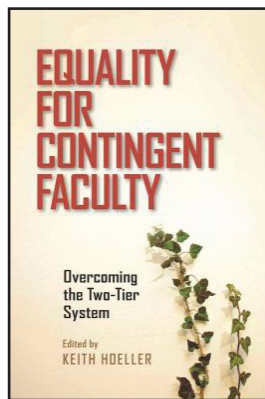
Suddenly, overnight, after 30 years of slumber, the world is waking up to the fact that the budgets of most higher education institutions are balanced on the backs of underpaid, insecure, un-benefitted and generally stressed-out adjunct teachers, who are, as Keith Hoeller pithily puts in this timely and important collection, "...toiling like migrant laborers in our nations' academic fields." Suddenly, "adjunctivitis" is funny to more than, well, us. Suddenly people are getting it.

Hoeller, adjunct professor of philosophy at Green River Community College in Washington, is a well-known and highly respected activist in the area of contingent rights, and brings together here an all-star collection of experienced contingent activists in nine well-researched and well-documented essays. Adjunctivitis, we learn, while fatal if not attended to, is also fully curable. All it takes is political will, and if I could take one book into the office of anyone in the legislature, and insist that they (okay, their aides) read it – this would be the one. They need to know what's in here.

Overuse of contingent academic labor is a national problem that can – and must – be solved, if we wish to keep our democracy healthy. The divide between the rich and the poor has increased, and for most people, young and old and in-between, their last best defense against a life of minimum-wage poverty is their

local community college. If we fail there, they fail, and society – and our democracy – ends up paying the price.

But trying to have success with the most needy and vulnerable population of students by using



the least supported teachers in the system is, well, impossible. We are failing, and that is the major reason why. The single most important factor in student success is the quality of the teacher – often the crucial one for borderline kids. But that "special teacher" who changes kids' lives is now flying the

freeways (as if) commuting between classes, and is available only via email, maybe. For those kids on that knife-edge, during their first crucial year or two of introductory courses, all but exclusively, we are the ones teaching them – and that's not fair, to them, or to the society that has to pay for the failures in the end.

Richard Moser's heartfelt essay on "Organizing the New Faculty Majority" goes far to explain how and why this happened. He cites the government bailout of Chrysler in 1979-80 as a tipping point in legitimizing the two-tier workforce by both government and the unions, a strategy soon applied to the corporate university model. President Reagan's busting of the Air Traffic Controllers union soon after fully sealed the deal -- this, the same Reagan who created the two-tier

workforce in the Community Colleges of California in the late sixties when he was Governor. They knew what they wanted to do, and they did it – bust unions, weaken workers, make the rich richer. It worked.

But there is hope, and even success. Elizabeth Hoffman's and John Hess's "Organizing for Equity within the Two-Tier System" relates the remarkable story of the California Faculty Association (CFA) who have regularized their adjunct population through a two-decade long process of negotiations and threatened strikes. Their success stands as a model for California and the nation. It can be done – they've done it. And in Canada, during this same time period, the Vancouver Model was implemented, a system of regularization of such astonishing fairness that it could well serve as the ideal form. Similar efforts are ongoing today in Colorado though proposed legislation.

It's not that hard nor that complicated, nor even that expensive in the long run. And when equal pay (and benefits and job security) for equal work is a reality, then – and only then – will you get more full time jobs. When it's cheaper to have one person do a full load than it is to divide it between two pro-rata faculty, each of whom has a package of benefits, then you'll do it. And when it's cheaper to hire two poorly paid adjuncts rather than one fairly paid full-timer – as it is now – then you'll hire them. That's the harsh, ineluctable, economic reality.

And the cost is system-wide. The remaining full-timers are over-worked

trying to keep departments running with three or four times their number of part-timers. And parts of the curriculum get siloed as most intro courses are taught exclusively by part-timers – who are distant from any sort of real curriculum feedback from the full-timers who create it. It's an ineffective and inefficient system – especially now that things are changing so quickly among young people -- and it's no secret that it doesn't work very well. You can't have student success without fully professional teachers at all levels, but especially introductory ones, the cutting edge for at-risk students.

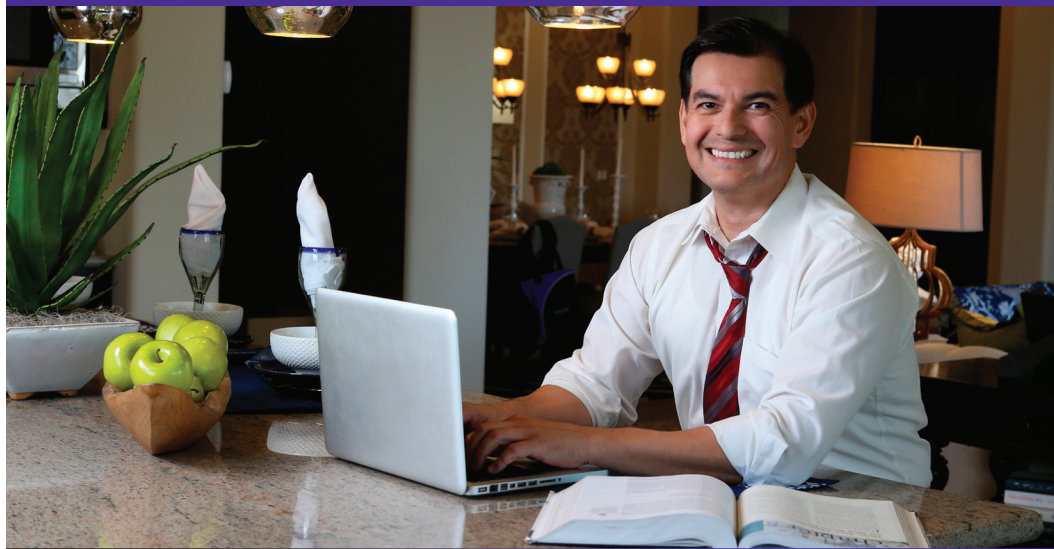
But it doesn't have to be that way. Lantz Simpson's seminal analysis of the changes needed to end the two-tier system in California's community colleges gives in my opinion the best solution for the CC's: change the laws that created the two-tier system in the first place. Sacramento created the problem, and for us only Sacramento can fix it.

We're not the CSU's and our unions are not united enough, nor willing enough, to do it. And local control is a joke, so far as contingent employees are concerned. Reagan messed with the first Governor Brown's Master Plan, and the second Governor Brown, if he wishes to honor his father's legacy, as well as further create his own, would do well to fix it.

Now that would be a lasting legacy.

Hoeller's book is available at Amazon.com, Barnes & Noble, and wherever fine books are sold.

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poor neighborhoods) might well be attributable to the demographic of a high number of first generation learners, or it might be attributable to the high reliance on PTF who cannot provide the level of service to students that a Full-time faculty, who enjoys an office, a liveable wage, an integrated role in the institution, can provide.

No other sector of education (except for the for-profits, who have a more dismal record) relies so heavily on unintegrated, badly paid Part-time labor than does the community college system.

The scorecard lists the percentage of students enrolled in a community college who complete, persist (enroll

in three consecutive primary terms anywhere in the system), successfully reach the 30-credit level within six years, and/or move out of remedial math, English and ESL into a regular "college-level" course. The scorecard also measures successful completion of Career Technical Education (CTE).

Against these rigid metrics of success, we who work in the system know that students might make many life improvements by attending a community college, not captured by the scorecard metrics: a young man who sits in on a child development class might well become a more intentional and effective parent, and a young woman who learns to wield her own intelligence in a classroom setting may well activate the "problem

solving" skills necessary to leave an abusive spouse, to spearhead a community project, or to confront her parent's bigotry.

So, while most educators do not uncritically accept the cramped and narrow categories of "success" that the Taskforce adopted as being an adequate snapshot of the job community colleges do for underserved students, the data does yield crude information about "effectiveness" when "success" metrics are mapped onto the degree of reliance on Part-time faculty.

For the 15 colleges who reported the highest statewide reliance on Part-time faculty, the reduction of success rates for students across all of the categories (except CTE) are significant. In 14 out of the 15 "high reliance" districts, percentages for student Persistence (for those students deemed "Unprepared for College") were significantly below state averages, in some many cases more than 27% lower than state averages. Eleven out of 15 districts, showed lower success rates in completion for the "Unprepared for College Student." And for the 30-Units category, 12 out of the 15 high reliance districts slipped below the state average.

However the real story is in how far off state averages these districts were. The few districts exceeding state averages in the various "success metrics" did so only by 4% average difference.

However, the many districts that fell below the state average showed significantly lower scores than the state averages, by around 12% overall, with several "success" metrics lagging over 25% points below the state average.

In conclusion, the first year of data submitted to the "Scorecard" suggests

that districts who rely most heavily on Part-time academic instructors demonstrate markedly less student success, particularly in those categories that examine the persistence and completion of the Unprepared Student. For remedial classes, the gap is much less. The average gap in success for math classes is 1%, and for English the average percentage loss in success is 3%. For ESL the average percentage loss is about 1%.

The Unprepared Student, the most vulnerable sector of the community college student population, is most clearly disadvantaged in those educational settings that rely most heavily on Part-time faculty. The prepared student and the remedial student are not immune from the effects of a largely Part-time teaching cohort. They are simply "less" affected.

Sources

Scorecard: <http://scorecard.cccco.edu/scorecard.aspx>

Chancellor's Office Data Mart: <http://datamart.cccco.edu/datamart.aspx>

continued from page 2

the building. When students already positioned inside the building opened the doors, students on the outside tried to gain entrance by breaking through the police cordon. Police violence occurred when students resisted the attempts of the police to keep them out of the building.

One student was beaten by the San Francisco Police Department, and another, pepper sprayed by the Campus Police. (Both students were arrested; however, the District Attorney has dropped all charges against them. The

continued on page 7

Percentage Point Variation from Statewide "Scorecard" Averages for the 15 Colleges that have reported the Highest Reliance on Part-time Faculty

	State Average	Southwestern	Mira Costa	Mr. Sr. Jacinto	Copper Mountain	Santa Barbara	Mendocino	Victor Valley	Santa Monica	Chaffey	Hartnell	Lake Tahoe	Desert	Ohlone	Palomar	Sisuykius
Persistence																
Prepared	62.2	7.0	-0.6	-1.3	-19.1	2.1	-20.3	-17.4	-18.3	-31.0	-26.5	6.7	-15.1	3.5	2.5	-6.2
Unprepared	67.3	5.9	-5.1	-1.5	-13.5	-0.9	-17.1	-7.4	-6.2	-9.3	-25.5	-0.4	0.2	-4.8	-5.1	-8.5
30 Units																
Prepared	70.1	-2.1	1.5	-7.2	-14.7	0.6	-15.6	-9.9	2.6	-11.9	-16.0	-2.2	-0.3	-9.8	3.9	-8.9
Unprepared	65.1	-1.9	-1.1	-5.3	-13.6	3.5	-10.4	-5.1	1.2	-2.4	-2.8	---	-3.8	7.4	-4.5	-8.9
Completion																
Prepared	71.2	-7.9	-0.1	-7.8	-26.2	5.5	-6.3	1.9	4.6	1.2	-0.2	3.8	-2.9	8.2	-3.0	-3.2
Unprepared	41.1	-4.6	-1.5	-2.8	-13.7	5.5	-10.5	-4.5	-0.6	-2.0	-4.1	4.8	-4.6	10.9	4.3	-7.9
Remedial																
Math	25.9	-6.7	11.2	-2.9	-0.6	0.9	-15.0	NA	3.5	-1.2	-5.2	NA	0.2	16.1	0.9	-14.9
English	38.1	10.5	5.5	-15.0	-3.9	12.4	-17.3	-23.6	5.5	-10.0	-1.7	-14.0	3.2	10.5	-7.5	-24.1
ESL	23.6	22.8	8.2	-18.0	NA	-7.8	-9.6	-14.9	39.0	-12.8	-10.9	NA	10.7	-10.4	-10.0	NA

Preliminary results from a comparison of prepared and unprepared students show a steep drop off in success for students attending those colleges most reliant on a Part-time Faculty workforce, ranging from -26.5% in the most dramatic case, to an average of -11% loss.

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Part-timer representatives to the CFT Community College Council

Linda Chan • John Govsky • Amy Roberts • Linda Sneed

CFT Vice Presidents

John Govsky • Linda Sneed





The FONy Numbers Game

Why do we need full-time, tenure-track faculty?
The math is easy here!

Full-Time faculty are much more likely to be paid to conduct student consultations outside of class. These magical, informal interactions are the single most effective means of increasing student success and completion.

Why 75%?

As stakeholders began to notice a growing use of part-time faculty in the 1970s, discussions consistently concluded that a target of 70 to 80% full-time faculty was an obtainable goal. A full-time faculty body of 50% was agreed to be too low, while 100% was found to be impractical.

Timeline

- 1978 CCC BOG policy position proposes "Not more than 25% of a district's hours be taught by those hired for less than 41% of a full-time load."
- 1981 SB 630 restricts districts from using part-time faculty to teach more than 30% of classes
- 1988 AB 1725, the comprehensive community college reform bill, formalized the BOG 75% policy stating, "at least 75% of the hours of credit instruction in the CCC, as a system, should be taught by full-time instructors."
- 75/ 25 standard implemented in Ed Code 87482.7
- BOG later adopts Title 5 regulations establishing baseline full-time Faculty Obligation Number for each district designed to reach the 75% full-time faculty standard, and directing the Chancellor's Office to monitor compliance
- Districts are required to increase the number of full-time faculty annually, based on the percentage of funded credit enrollment growth
- 2006 SB 361 changes the general funding formula. Districts did not chose to use windfall of funds to improve FTF to PTF ratios.

(just a few) FON Problems

The FON formula does not examine the number of credit courses taught by Full-Time Faculty

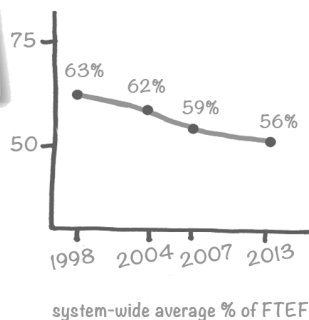
Instead, districts calculate an absolute number of FTF positions they're obligated to hire annually

The Chancellor's Office does not verify FON

The current enforcement mechanism has completely failed to move the system towards 75% FTF

FON = Faculty Obligation Number, the minimum FTF a district must employ
BOG = Board of Governors
FTF = Full-Time Faculty
PTF = Part-Time Faculty
FTEF = Full-Time Equivalent Faculty

$$FON = \frac{FTEF \text{ attributable to FTF}}{\text{total FTEF}}$$



Walton, Ian. "Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard." Senate Rostrum, 2008.

CA Ed Code - <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>

Brought to you by the CCA Part-Time Faculty Issues Committee
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continued from page 4

Without proper competition and minimum standards for public transparency, accountability, and due process, the ACCJC's actions may continue to have a negative impact on community colleges throughout California, and make it difficult for students to attain an affordable education.

Under the terms of AB 1942, community college districts will be permitted to choose their own accrediting agency from amongst a number of certified and approved firms. Schools and the public are demanding the restoration of transparency and accountability in response to the allegations of systematic abuse on the part of the ACCJC in court filings, injunctions and suits brought against them by the Edu-unions, city officials and private citizens.

These most recent developments are a sign that the ACCJC is running amok and needs to be reformed, or placed in direct competition with other accrediting agencies in order to make the accreditation process useful and understandable not only to school administrators, members of district boards of trustees, but to faculty and students as well.

According to the language of AB 1942, "accountability and transparency to the accreditation system will be restored by requiring accreditation decisions to be made at public hearings, and for the accrediting agency to provide due process and notice to the public and colleges about evaluations. Transparency

is further ensured by requiring the accreditor to annually disclose to the public information regarding charges to member institutions, and fiscal data for the accreditor's employees and contractors, including the source and amount of income and expenditures. AB 1942 also eliminates conflicts of interest concerning members of the accrediting board, lobbying activities and accreditation actions."

CPFA is strongly in favor of such transparency and accountability, and urges your support. Write your assemblymember and send letters of support to all interested parties. Shining a light on such little known, but influential groups will make our system a better place to work and teach.

by Robert Yoshioka with excerpts from the AB 1942 (Bonta) press release.

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students may face disciplinary charges at the college.) The next day at a rally on the steps of City Hall, members of the San Francisco Board of Supervisors denounced the police violence. The following Thursday, March 20, at 2 p.m., the students conducted a peaceful vigil outside Conlan Hall. Though there was no police presence, Administration locked Conlan at 1 p.m. and sent all Conlan Hall workers home.

On March 25, the Board voted unanimously to urge State Chancellor Brice Harris to remove the STWEP and restore the duly elected Board of Trustees at the college. A Task Force on Civil Discourse and Campus Climate at the college will convene in the next month.

Real Representation for Part-time Faculty



UPTE-CWA – over 15,000 members strong – represents part-time faculty at these community colleges:

Butte College

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

College of the Sequoias

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

Mt. San Jacinto

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



UPTE-CWA supports the efforts of students, faculty and staff to keep San Francisco Community College open and accredited.

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SCIENTISTS PROVE LONG-HELD ASSUMPTION THAT ELECTED CAMPUS POSITIONS LEAD TO PREMATURE ARROGANCE SYNDROME

Researchers at Winchester Tech have finally ended the ubiquitous nature/nurture debate about the onset of Premature Arrogance Syndrome (PAS) in campus elected officials.

"We've made the mistake of considering all elected officers the same because they exhibited the same symptoms," said Biosociologist Ron Shay. "We ignored subtle differences, which delayed our ability to isolate the cause."

According to Shay and his research team, students, faculty, and staff officers elected to governance positions almost all develop characteristics of overconfidence and over-representativeness soon after taking office.

"We've discovered that tenured faculty senate representatives are just as susceptible as undergraduate student council members to the triggering of an otherwise latent arrogance gene," said Shay. "The most acutely afflicted group are representatives from staff governance, who have virtually no real power. Ironically, staff arrogance emerges even more quickly if the member runs for office unopposed."

Shay's report says that faculty symptoms of PAS include incivility and an unrealistic sense that they have the expertise to tell everyone else on campus how to do their jobs correctly. Students under the influence of PAS take on

characteristics of instantly knowing the will of thousands of their peers (which are always 100 percent the same as the representative's). Staff governance representatives develop a super-sensitivity that allows them to focus on infinitesimal amounts of

minutia for endless amounts of time. "Now that we have isolated the gene we're ready to see if we can find an enzyme that would prevent the trigger," said Shay. "Unfortunately the idiots in R&D don't have the first clue where to begin. No one on our staff has

the expertise to take on a task like this so I've put the whole project on hiatus." Shay had to leave his interview prematurely in order to give the president's welcome at the ceremony for new members of Winchester Tech's faculty senate.

Adjunct circus to debut at the College of the Northsouth

In its continuing efforts to stay at the head of the curve of campus innovation, College of the Northsouth is extending its popular online Certificate in Professional Clowning into an on-ground, adjunct-led circus in Spring 2014.

"We knew that the adjuncts were expert jugglers," said yet-another-interim-president, Jerrold Jurgens. "We decided to test their talents further, and they have risen to the challenge."

"That would be: 'they have risen to the challenge,'" countered campus grammarian Wilfred Wright. "We have eliminated protocol around here, from the top right on down, and that includes outdated verb forms that might make our students feel inferior."

The adjuncts themselves are pleased to have a more visible presence on campus though a few were initially skeptical.

"At first I thought the circus was beneath my dignity," said 40-year adjunct Anna Spiral, who has taught rings around her colleagues for at least

39 of those teaching years. "But then I saw that the circus contract had better terms than online teaching, so I picked up a rubber nose, a bathrobe and a pair of oversized slippers half-price in the bin at a costume store and headed right to campus."

"Agreed," said her colleague Ivan Dusk, who teaches at Northsouth and eight other colleges in the Northsouth metropolitan area. "At least I'm finally getting some physical exercise after driving 3,000 miles weekly on my daily commutes. And students are showing up to watch me perform more regularly – more so than when I had a formal attendance policy."

Adjuncts' tricks include performing amazing feats such as lifting and sorting hundreds of pounds of freshman essays, dragging dogeared texts from the back of a sagging van, jumping through fiery scheduling hoops, and riding on tricycles along with overall-clad chimps also striving to find a vacant parking space.

Even as adjuncts have stolen the limelight as the only teachers left on campus, every other mid-level administrator or student life position

has now been replaced by colorful balloons twisted into shapes such as financial aid officers, advisors and campus police.


"I really had fun learning to push the button that puts the hot air into the balloons," President Jurgens admitted. "It beats having to figure out ways to rig searches."

The salaries of top administrators like Interim President or cronies such as Grammarian remain intact.

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