Confused About Your Retirement? CPFA wants to find out what adjuncts know and don’t know about their retirement from CALSTERS, Social Security, and other plans. Please take a moment to take our short survey at CPFA.org/retirement.

Results will be presented in the Fall 2019 issue.

Continued on page 4

The REAL YEARS of CPFA

By Dave Bush

I began teaching as an adjunct instructor at a local Northern California community college in 1994. As a new instructor, I spent the first couple of years focused on honing my classroom teaching skills. Over time, as I searched for a full-time position, it became obvious that colleges were increasingly relying on contingent workers, and so I began teaching part-time in other districts. During this period, I came to realize that my faculty union representing both full- and part-time instructors demonstrated little interest in advocating for part-time faculty.

Then I learned about FACCC and their periodic discussions occurred in these nascent years. So, should we allow full-time faculty to be members of the new organization? If so, should they be allowed on the executive council? How do we communicate with adjunct faculty who do not use the internet? While a statewide organization, we needed a regional focus; how would the state be divided into regions? Should there be a bylaw that banned people not attending a face-to-face meeting be eligible for election to the executive council? Should there be a special title ("Founding Member") for people who join the organization in its first year? Looking back, some of these conversations seem silly, and some still feel significant.

Beyond the specific debates and discussions, there are some things I clearly remember. I recall a relatively small group of people (approximately twenty or so instructors out of 24,000 instructors in the state) who were committed to making a change at ECU. I don't generally have weekends or holidays (p. 59).

Many contingents can identify with universal experiences documented in the book: "When I first started I spent many weekends designing courses and then taking them away…" (p. 83) and I never actually felt I was part of a community or that courses I taught were evaluated by the school administration (p. 49) or... I wasn't sure that being a non-regular (adjunct) was not a career and that these decisions were not to be taken personally (p. 33).

Even a casual glance at Non-Regular dispels the notion that the situation of contingent faculty is pretty much OK or an institution's rhetoric about its OK or an institution's rhetoric about its goals of the contingent faculty movement.

The REAL MESSAGE ABOUT CONTINGENCY

By Jack Longmate

The Higher ed establishment is certainly fooling itself if we believe there is real resistance on the part of adjuncts about the nature of contingent. From time to time, anecdotes about adjuncts who are homeless, who can’t afford to pay their rent, or who sell their plasma for income appear in the media. But such sensationalism can be easily dismissed as misfortunes of a given individual, not as symptoms of a systemic exploitation of a class of public employees. Real stories from real people who are working in the college are much harder for a trustee or a public administrator to dismiss.

The solution the book offers is implicit in its title. In British Columbia, “Regularization” refers to job security awards after a contingent instructor completes a defined probationary period. While BC institutions have differing regularization provisions, at Vancouver Community College, a contingent instructor who has taught at fifty percent or more of full-time for two years with satisfactory performance reviews automatically becomes regularized and thereafter is assured of at least a fifty percent teaching load throughout a given academic year. As such, regularization should be seen as a solution to the problem of precarious academic labour.

Continued on page 4
THE TWO TIER SYSTEM

By Donna Frankel

M y college of Instruction sent out a “survey” asking faculty about what we do with our students that involves developing leaders, equity, and community service. The last question was “what else do you want to tell us?” So I let them have it:

Sadly, I do not see our colleges practicing this with their present policies and two-tiered system of employment. Part-time faculty are not treated as equals and two-tiered system of employment.

Do not forget that many part-time faculty teach at multiple districts and navigate the rules, procedures and personalities of multiple institutions in addition to being at-will employees: easily removed for no reason. We are evaluated at many times the rate of our full-time colleagues when at multiple colleges. Simply stated, we do not have equity in employment and are from from equity in salaries, job security, benefits including Sabbaticals, and working conditions. Until this changes, we have no equity on our campuses.

Faculty—all faculty and students—deserve the same treatment, protections and respect. It has not happened in the thirty-two years I have taught on five campuses, but I work daily in many venues and organizations to effect this important change. This Community Service and ServiceLeadership. Students know and see what is going on. They learn by example, not just through books and lectures. What example do our colleges provide students and the larger community? This would be the ultimate Community Service. It starts with the people in power acknowledging that they have been part of an abusive system and collaboratively start talking and making the changes to bring about true equity and employment.

We see this starting to take place with students and faculty of color, but again, the vast majority of faculty (part-timers) are below the radar. Everyone benefits in a community when those with the least are given true equality.

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Pension2 is open to all school district employees—teachers as well as those who work in administration, operations, athletics, and business, school and food services.
The label "adjunct" was applied to us by those who sought to deprofessionalize the role of the scholar, both on the campus and in the country. We never should have accepted it. We certainly shouldn’t have adopted the term and applied it to ourselves. The word means "supplemental, not essential." Faculty, no matter what their current contract status, should be essential to a university. There is nothing "adjunct" about the role we play, the work we do, the potential we bring, the responsibilities and role in fulfilling our university’s mission, and the future of our students. If we are not, to support this claim, is of great importance. There is no such thing as an "adjunct" professor. We are essential. We ARE the university. Any university that allows its administrators to outnumber its faculty is not a university. Any university that values its lazy rivers and climbing walls while diminishing the role of its faculty is not a university. It is, instead, a site which offers an experience of a college or university environment.

So….this is my first message, upon my return to these pages by the ways you might be struggling with PTSD without realizing it. Pay attention to the signs and symptoms that you might be internalizing your anger at an abusive system and blaming yourself and pointing the finger at yourself. Let’s return to these pages. Pay attention to the signs and symptoms that you might be internalizing your anger at an abusive system and blaming yourself and pointing the finger at others. For more information about Junct Rebellion, contact Debra at junctrebellion.wordpress.com. Dr. Fonda and her colleagues have written extensively about the importance of re-framing our narrative, de-professionalizing the role of the scholar, both on the campus and in the country. We need to begin to reverse the effects of diminishing our humanity in our roles as professor teaching on adjunct, part-time faculty at these community colleges: Butte College Part-Time Faculty Association (PFA-UPTE) Contact: Stacey Burks, burksst@butte.edu College of the Sequoias Contact: Jodi Baker, jodib@cos.edu Mt. San Jacinto Contact: Thom Milazzo, tmlazzo1@yahoo.com

UPTE supports the elimination of the 67% Cap Law!
Continued from page 1, “The Real Message about Contingency”

contingency and the central goal of the contingent faculty movement.

Hopefully, Non-Regular will inspire a new message, the real message, about the precarious nature of contingent employment that will make policy makers finally open to reconciling with, not ignoring, the problem.

It may be time for similar efforts like Poirier’s to be highlighted on other campuses to record the reality about contingency on each campus. Of course, it is vital that disciplined safeguards like those employed by Poirier be in place to protect the identity of vulnerable contingents.

Notes:

1. Non-Regular: Precarious academic labour at Emily Carr University of Art + Design has been selected for a case study presentation at the Canadian Association of Research Ethics Boards conference in April 2019. While Poirier’s project was exempt from the Canadian research ethics process, Emily Carr University’s Research Ethics Coordinator felt it warrants study nonetheless to determine if university-based research ethics review processes are appropriately meeting the needs of PT faculty, researchers, as well as those who participate in their projects.

Continued from page 1, “The Early Years of CPFA”

and other faculty organizations, a number of gains for adjunct faculty that still positively impact the lives of the growing – yes sadly – number of part-time faculty. State funds for paid office hours, state equity funds for adjunct instructors, and the reality of part-time faculty working conditions. Eventually, that study put to rest the often repeated and pernicious argument of many administrators and full-time faculty that full-time faculty earn more pay because they had more education and were required to fulfill other duties like participating on committees and holding open office hours. If the disingenuous argument continued, a duty to duty job comparison was made, full- and part-time faculty were, for the most part, equally compensated. That claim, as adjunct faculty knew all along, was proven to be false by the Report on Part-Time Faculty Compensation in California Community Colleges.

Another significant achievement of CPFA has been to raise awareness of part-time faculty concerns among other faculty organization, student groups, politicians, unions, and the general public. First through the Action 2000 Coalition (A2K) — “Part-Time Faculty: 100% COMMITMENT, 37% PAY” — and then by many other similar campaigns.

My involvement with CPFA may not have started so soon nor been as significant without that first unexpected email invitation from Margaret Quan. CPFA membership will grow and its influence in Sacramento and across the state will increase if you take action now. Your employment conditions leave much to be desired. Even so, California part-time faculty are better off now than they were twenty years ago, and that is, in large part, because of CPFA’s work on your behalf.

Now I’m extending a personal invitation to you. We still have a long way to go, and we will go farther and move faster if you become involved. I am asking you (full-time and part-time faculty) to join CPFA today (go to cpfa.org and click “Join”) as onetime payment of $40 for one year membership or sign up for payroll deduction of $4 per month...see the membership form on our website.

If you are already a CPFA member, thank you! Now, it’s your turn to extend an invitation to other faculty members. I’m inviting you to get two additional people to join CPFA this year.

Once you are a CPFA member, stay informed, and, as you are able, get involved. Your support will make a difference.

Dave Bush has been teaching history since 1994 when he was first hired as an “adjunct” instructor in the California Community Colleges system; he has taught every fall, spring, and summer term to that day. Dave has been a member of the Communication Workers of America and the California Teachers Federation Association. He is CPFA “Founding Member” and has served on its executive council.

DO YOU KNOW A PT ACTIVIST WHO SHOULD BE RECOGNIZED IN THE NEXT EDITION OF THE CPFA JOURNAL?

Contact John Martin
(916) 572-2727
jmartin@cpfa.org

FOR QUESTIONS OR FURTHER INSTRUCTION ON THE MEMBERSHIP APPLICATION PROCESS:

Please contact CPFA’s Director of Membership
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