



67% CAP NEEDS TO BE RAISED TO 80-85%

In 2007, the California Part-time Faculty Association (CPFA) worked with Assembly member Mervyn Dymally to get the part-time cap raised from 60% to 67%. Today, CFT, the Faculty Association of California Community Colleges (FACCC) and many other faculty organizations have declared support for [Assembly Bill 897 \(Medina\)](#), which could raise the cap to 85%.

This bill is not without opposition. Some have said that if a district does, by way of an increased cap, offer more classes per part-time instructor, it will reduce the number of total part-time instructors it relies on, causing teachers (ostensibly the least senior) to lose their jobs, but this is a short-sighted conclusion. The total number of courses taught by part-time faculty across the many colleges does not change. It will, however, allow a teacher to work a full load over fewer districts versus many, and no longer force those teachers to spread themselves across



By Scott Douglas

multiple districts in order to cobble together a meager existence.

Another opposition argument is that if part-time temporary instructors are allowed to teach more classes at a single district, this will increase the costs to that district by virtue of the legal requirement to now

offer those instructors health benefits. While health benefits for employees are always a good thing, this argument pertaining to AB 897 is inaccurate as the legal requirement applies only to workers who teach 87.5% or more of a full time load. AB 897 would only raise the cap to a maximum of 85%.

Finally, the most surprising argument against increasing the cap comes from those who recognize that it does not fix the exploitative nature of our "two-tier" faculty employment system, so they oppose it on the grounds that they want to do away entirely with the exploitation of part-time faculty. There is no question that this bill falls far short of fixing the problem, but we

must consider that since 1967, this issue has been growing worse and in all that time, no fix has been forthcoming. Part-time faculty will continue to be exploited regardless of the passage of this bill. However, this has the potential to make the lives of many educators, and the lives of their students, better without any added cost to the system. Incremental change is better than stagnation.

Today, this class of part-time educators constitutes approximately three-quarters of the faculty at any given college, where they teach approximately half of the courses offered. Of course, given the fact that many or most teach at multiple campuses, we really don't know the true numbers on these educators across the State as a whole. Shifting away from mass freeway flying will occur as more and more part-time temporary instructors find they can stay at one place longer, drive less, pay less for gasoline, create fewer fuel emissions, be more available to meet students outside of class, and participate more and more in on-campus activities.

As a part-time "temporary" community college educator who has witnessed the rise, over the years, of the Freeway Flyers (being one myself), and who has firsthand witnessed the passionate resistance against raising the workload cap, I find myself astonished by that resistance from community college educators and asking why. I believe the resistance is based on a fundamental failure to fully understand the issue and a fear that somehow this change will further empower the system to erode what little remains of full-time tenured faculty by increasing the numbers of classes taught by part-time faculty. AB 897 is not a silver bullet that fixes the problem of part-time exploitation; perhaps it is a baby step, but there is no downside to it. CPFA encourages you to give it your support as well as to speak out in favor of it among your co-workers and within your faculty organizations.

Editor's Note: Go to the [Fall 2018 CPFA Journal edition](#) for other articles and resolutions in support of this bill.

About the Author: Scott Douglas is currently CPFA's Director of Membership.

WHEN PART-TIMERS HAVE TO ABSORB CLASS CUTS



By Rick Baum

As is happening at other community colleges for the Fall 2019 term, the administration at City College of San Francisco (CCSF) made drastic class cuts to address a claimed deficit of as much as \$50 million. There are about 15% fewer classes than last year with many part-timers having a reduced schedule or losing their jobs.

What the administration refuses to acknowledge is that their policies have exacerbated the deficit by discouraging students from enrolling, the key source of college state revenue.

Initially, almost 10% fewer classes, 2,190, were scheduled for Fall 2019 compared to 2,432 for the Fall 2018 term. In mid-summer, long before the start of the fall term, the administration prematurely cut many of the scheduled classes claiming they would not reach the 20-student minimum required under the faculty union contract.

However, many students do not enroll until right before or after the term starts. Hence, many of the cut classes would have reached 20 students had the administration allowed more time. Last year, one of my classes had enrolled only 7 students ten days prior to the term start date. Fortunately, that class was not prematurely cancelled. By the second week of school, 24 students had enrolled.

The administration justifies cutting classes early claiming that students will have a chance to find another class. However, many students have tight schedules and can't or won't enroll in another class.

Administrators will also claim that if they wait to cut classes until after the term starts, students will less likely enroll in another class. This should come as no surprise because by then, many classes are fully enrolled.

The cancellation of scheduled classes results in chaos and the loss of potential students. A more reasonable approach is to let classes

run with only 15 students, the past minimum requirement. This ensures the integrity of the schedule and of the college. Students are not lost.

Many of the cuts are irrational. Classes have been cut that historically have large enrollments and bring in more money than they cost to run. By cutting these classes, the administration increases its claimed budget deficit which becomes an excuse to cut even more classes in the future.

14 Human Biology classes were offered for the Fall 2018 term. This year, only 10 were scheduled. Two weeks before the start of school, all 10 classes were full with some having waitlists. What do students do who need this class—enroll at another college or wait a term or two? This results in many potential students being turned away and probably deciding to forego enrolling at CCSF. Revenue is lost.

The department chair did not view fewer Human Biology classes as a problem since other Biology classes can fill a transfer or graduation requirement. He wrote:

"By restructuring the number and timing of the Human Biology sections and directing students to these "other" biology course options I was able to have full courses in several different areas of Biology with fewer students remaining on the waitlist than in past semester. It was a win-win for our department and the college." These wins are a loss for the students on the waitlist. Furthermore, we do not know how many students, when trying to enroll in Human Biology, never bothered adding their name to a waitlist.

A most troubling example is what happened to an Aircraft Metals class. It was fully enrolled with a full waitlist two months before the start of the term. Described by my union: "...the administration ordered the department to make cuts, in spite of high student demand, and in spite of the 25% reduction that the department had already suffered... Instructor Wai Lam, a mechanic for United Airlines, says his employer is constantly hiring qualified mechanics, but now, instead of stepping into those high-paying jobs at the end of

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THE ROLE OF THE TEACHERS' UNION IN ENROLLMENT MANAGEMENT

CPFA
PART-TIME
FACULTY
RETIREMENT
SURVEY 2019

By David Milroy

IN THE SPRING 2019 ISSUE, CPFA POSTED A SURVEY CONCERNING PART-TIME FACULTY AND THEIR KNOWLEDGE OF AND PLANS FOR RETIREMENT. THE SURVEY CONSISTED OF 10 QUESTIONS ABOUT VARIOUS RETIREMENT OPTIONS AND ISSUES RELATED TO SOCIAL SECURITY AND THE IMPACT OF THE WEP/GPO. THE RESPONSES CAME FROM A WIDE VARIETY OF PART-TIME FACULTY FROM AROUND THE STATE AND REVEAL SOME INTERESTING SIMILARITIES AND MAJOR ISSUES OF CONCERN...
READ MORE AND VIEW POWERFUL VISUALS OF THE RESULTS BY GOING TO cpfa.org/retirement-survey-2019

By Rick Baum

Teachers need to be organized in unions to protect their jobs and standard of living. Unfortunately, too frequently, union leadership is dominated by full-timers who disregard the needs and interests of part-timers.

At CCSF, many part-timers have lost classes reducing their income and eliminating medical benefits for the few who are eligible to have them. Some no longer have a job.

The leaders of my local act as if they should be in charge of all issues teachers face as workers. They never call for mass meetings of members at which members could decide what to do to fight the class cuts.

The leaders will call on members to attend and speak at board of trustee meetings and use the one to two minutes allocated to urge these elected officials to oppose the class cuts. Many speakers that include students have made compelling and convincing statements as to why the class cuts make no sense. The response of the board, many of whose members are endorsed in their elections by the union, is to usually ignore what has been said and do nothing.

The union leaders will ask members to participate in what turns out to be sparsely attended rallies like the one that occurred on the recent flex day right before the start of the Fall 2019 term. The action was announced in an email sent out to members with the title "No more cuts!" No demands were put forward to restore cut classes. At the rally, the few people present (at most 70 in a college with a faculty of over 1,300) were organized to dance and sing songs with lines such as "Please don't take my classes away," as if we are beggars—though people were not asked, as they sang, to get down on their knees.

An indication of the priorities of union leaders was reflected in their agenda for a

11/2-hour meeting on the same day that often attracts more faculty than any other meeting during the term. The agenda mainly consisted of reports with no item devoted to a discussion of what to do about the class cuts even though their most vulnerable members, part-timers who are the majority of faculty, were losing work. Additionally, the union itself was being harmed by the loss of work since union dues revenue based on faculty earnings would be reduced.

Over the summer, when the administration began to plan to cancel classes with more than 20 students enrolled in violation of our contract, the union leaders did manage, with exceptions, to bring this to a halt. In declaring this a win, they went on to inform members that we should not "forget that over 100 Fall semester classes were cancelled over the summer...and deans are now warning faculty to expect cancellations next week" [when school starts.]

By not doing more to fight and reverse the class cuts, the leaders were indicating an acceptance of the administration's destructive policies that harms the educational opportunities of students.

About the Author: See bottom of page 4, "When Part-timers Have to Absorb Class Cuts".

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CPFA Journal

(previously published as *CPFA News*, *CPFA Free Press*, and as *Community College Journal*) is published twice yearly by the California Part-time Faculty Association.

Circulation: 30,000.

Distributed to legislators, faculty, administrators, and boards throughout the California Community Colleges system.

SEND ADDRESS CHANGES, MANUSCRIPTS, AND CORRESPONDENCE TO*:

editor@cpfa.org,

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SUBSCRIPTION RATES BY MAIL:

\$12 per year. Outside U.S. add \$6/year for surface, \$20 for airmail. *CPFA Journal* is copyright © 2015 by the California Part-time Faculty Association.

POSTMASTER:

editor@cpfa.org
CPFA Journal
c/o CPFA
Post Office Box 1836
Sacramento, CA 95812

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Butte College

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Contact: Stacey Burks, burksst@butte.edu

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Contact: Jodi Baker, jodib@cos.edu

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Contact: Thom Milazzo, tmilazzo1@yahoo.com



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FOOTHILL – DE ANZA FACULTY ASSOCIATION SUPPORTS AB 897

• Whereas, existing California law (Assembly Bill 951, 2008) establishes that the contingent, part-time faculty workload is capped at 67 percent, amounting to no more than 10 units in the quarter system or 6 in the semester system amounting to approximately two to three classes per term; and

• Whereas, 68.9 percent of faculty at California's community colleges hold non-tenure, part-time positions and teach the majority of courses for the majority of the student population at these colleges; and

• Whereas, to make ends meet, many part-time faculty hold teaching positions at two or more campuses leaving them little to no time to spend at any one campus beyond the time they spend in the classroom; and

• Whereas, little to no access to part-time instructors may result in lower student success and completion rates; and

• Whereas, the more time adjunct faculty spend on one campus, the better the chances that they can offer their time to students to address student concerns, thus helping raise student success and completion rates overall; and

• Whereas, the more time adjunct faculty spend on one campus, the better the chance adjuncts will be able to collaborate with their fellow colleagues, attend campus-provided professional development, and learn about their campus' student services enabling them to guide their students to these important services if and when they are needed; and

• Whereas, Assembly Bill 705 (Irwin, D-Thousand Oaks) requires that all California community colleges maximize the probability that students complete their transfer level coursework in basic English and basic math, and that many community colleges are responding by creating corequisite courses that add an additional 0.5 to 2 units to transfer level English, amounting to transfer level courses with the total number of units ranging from 4.5 to 6 units.

• Therefore, be it resolved, that the Foothill – De Anza Faculty Association supports Assembly Bill 897 (Medina 2019) changing the workload cap of adjunct faculty to 80 percent FTE (Full-Time Equivalent).

FULLTIME FACULTY MEMBER TESTIFIES ON AB 897

Good afternoon – Chair and members of the Assembly Higher Education Committee;

I am Wendy Brill-Wynkoop, the Department Chair of Photography at College of the Canyons. I am the only full-time faculty member in my department, as the majority of the courses at our college are taught by part-time faculty. This is true at most of the community college districts.

Before attaining my full-time position at College of the Canyons, in a single semester I taught one class at UC Irvine, one at Pepperdine College in Malibu, and one at Chaffey College in Ontario. I spent more time on the freeway per week than I did in class with my students, but I was lucky – I was able to land a full-time teaching position. I am here to testify in support of AB 897, because most of our faculty are not so lucky.

What is the difference between part-time and full-time faculty? At the California Community Colleges, part-time faculty can teach up to 67% of what is considered a full-time load. At College of the Canyons, like most colleges, a full-time load is 15 teaching hours per week. For part-time faculty, this would be up to 10 hours per week per semester.

Many of the part-time faculty I hired at College of the Canyons have been with us for more than a decade – and many also teach at neighboring districts of Ventura Community College District and Los Angeles Community College District. We affectionately refer to them as freeway fliers. But the reality is they don't have a choice. For a professional position requiring a master's degree



By Wendy Brill-Wynkoop

or higher this limit of 67% translates into approximately \$12,000 per semester at College of the Canyons – hardly enough to cover rent. It is not just students who live in their cars and rely on public assistance. It is also our professors.

Some of my fellow faculty have concerns about this bill, and I would like to correct some misconceptions.

• By comparison, the UC and CSU systems do not have this cap in part-time faculty hours. This bill would align the community colleges with the other higher education institution;

• This bill does not affect the granting of tenure. Tenure is a principle of academic freedom, and according to the American Association of University Professors, it should be afforded to all professors regardless of the number of hours they teach a week;

• It also doesn't change the number of classes taught by full-time faculty at the community colleges. The 75/25% law, enacted in 1988 to increase the number of sections taught by full-time faculty to 75%, has created an artificial ceiling with the mandate of a district's Fulltime Obligation Number or FON. The FON was meant to be the floor or bare minimum number of full-time faculty at each district. However, districts have no incentive to hire above this obligation number.

• This bill will have no increased costs to CalSTRS or healthcare for the districts.

AB 897 would allow each local district to collectively bargain for part-time faculty to teach up to 85% of a full-time faculty teaching load. The bill would allow part-time faculty to dedicate more time teaching at a single campus and less time commuting between campuses. Part-time faculty would have more time to devote to meeting with students and participating in the governance of the college rather than run out the door to drive to an adjacent district piecing together a living. In rural districts where it is difficult to hire enough faculty, AB 897 would allow colleges to offer more class sections to a single part-time faculty.

Although AB 897 does nothing to address the need for more

full-time faculty, it does provide the opportunity for part-time faculty to have a greater impact on the life of our students and their success.

Thank you for your time and consideration.

Testimony was given on April 2nd, 2019 by Wendy Brill-Wynkoop, Professor College of the Canyons.

About the author: Ms. Wynkoop is currently a professor of photography and digital media at the College of the Canyons. She has served on the local association executive board, and academic senate. Recently she stepped down as the local association president to pursue chairing the association's Political Action Committee. She is serving on the CCA and FACC Legislative and Advocacy Committees.

BUTTE COLLEGE TO HOLD ITS 10TH ANNUAL PT CONFERENCE

NEXT MONTH, ON APRIL 4TH, 2020, BUTTE COLLEGE WILL BE HOSTING THE 10TH ANNUAL ASSOCIATE FACULTY CONFERENCE. THIS YEAR'S THEME IS "ACKNOWLEDGING AND AFFIRMING THE VALUE OF ASSOCIATE FACULTY."

A SPECIAL THANKS TO OUR PFA UNION FOR SPONSORING OUR GUEST SPEAKER, DR. LETICIA PASTRANA. DR. PASTRANA WILL BE SPEAKING ABOUT THE CONCERNS THAT ASSOCIATE FACULTY HAVE, WHICH SHE LEARNED ABOUT WHILE TEACHING AND TRAVELING BETWEEN VARIOUS CAMPUSES.

TOO MANY ASSOCIATE FACULTY HAVE MISSED INSTITUTE DAY IN JANUARY, SO THIS IS AN OPPORTUNITY TO RECEIVE FLEX HOURS AND TO LEARN ABOUT ASSOCIATE ISSUES THAT AFFECT SO MANY OF US ACROSS THE STATE. THIS CONFERENCE OFFERS OUR ASSOCIATES UP TO 6.5 FLEX HOURS OR, IF THEY PREFER, A STIPEND FOR \$150.00 FOR FULL-DAY ATTENDANCE.

A FREE LUNCH SERVED WILL BE SERVED, SINCE THE CONFERENCE WILL BEGIN AT 9 A.M. AND RUN UNTIL 4:30 P.M. COFFEE, TEA AND OTHER BEVERAGES WILL BE AVAILABLE ALONG WITH BREAKFAST ITEMS WHILE ATTENDEES ARRIVE FOR REGISTRATION.

THIS YEAR'S WORKSHOPS WILL INCLUDE "HOW TO DEAL WITH DIFFICULT PEOPLE," "THE ROLE OF ASSOCIATE FACULTY IN CAMPUS COMMITTEES," "AB 897 LEGISLATION," "THE IMPOSTER SYNDROME," AND "ARE GRADES FAILING OUR STUDENTS?" A SESSION ON CANVAS TECHNOLOGY ISSUES WILL ALSO TAKE PLACE. THESE ARE JUST A FEW OF THE DOZENS OF WORKSHOPS THAT WILL BE PRESENTED.

THIS CONFERENCE IS PROVIDED BY PROFESSIONAL DEVELOPMENT AND IS PROVIDED FOR ASSOCIATE FACULTY WITH FULL-TIME FACULTY BEING ABLE TO ATTEND FOR FLEX CREDIT.

FOR ADDITIONAL INFORMATION, PLEASE CONTACT EITHER LAUREL HARTLEY, HARTLEYLA@BUTTE.EDU OR JOHN MARTIN, MARTINJO@BUTTE.EDU.

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COCAL XIV

Coalition of Contingent Academic Labor

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The **Coalition of Contingent Academic Labor (COCAL)** is a network of North American activists working to improve higher education by improving the work environment of contingent academic laborers. They strive to achieve job reliability, better wages, academic freedom, and time and resources for academic research and professional development.

Every other year, **COCAL** offers an international conference that welcomes approximately 300 delegates from Canada, the U.S., and Mexico. The fourteenth COCAL Conference (**COCAL XIV**) will be held August 7-9, 2020 in Querétaro City, México and is being organized by post-secondary unions and activists from across these countries. This conference will be an excellent opportunity to interact with a diverse group of contingent/ adjunct/ precarious higher education faculty and staff from across Central and North America.

SAVE THE DATE – COCAL XIV

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Autonomous University of Querétaro

Registration Opens March 15 2020

Find details at www.cocalinternational.org

Continued from pg 2, “When Part-timers Have to Absorb Class Cuts”...

the fall term, his 25 students must wait until Fall 2020 to take his class and qualify for those jobs.”

The CCSF administration intentionally and/or as a result of its incompetence has discouraged students from enrolling by not fixing the college’s problematic online registration system. For years, even some faculty using this online system have been unable to register for a class. During three recent terms, the add system failed to work during at least part of the first day of classes.

The CCSF administration also discouraged fall enrollment by not making the printed class schedule available until after students enrolled in the spring term left for the summer. Furthermore, as stated on the college’s website, they only distribute the schedule to each campus and San Francisco’s Main Public Library. They do not bother distributing it to branch libraries or other popular venues in San Francisco.

Additionally, the cover of the printed schedule does not clearly indicate it’s a schedule of classes! The biggest letters on the top center of the Spring 2019 cover was the confusing word TenaCity with each set of four letters in two different fonts and colors. In smaller and thin print at the top were the words class schedule. For recent terms, the cover picture is of one young person with an indecipherable background and no indication that the individual is a student.

The Spring 2018 schedule lacked a banner on the cover letting people know that San Francisco residents pay no tuition. There was such a banner on

the Summer 2018 schedule when free tuition was unavailable.

Unsurprisingly, a faculty member on the college’s enrollment management committee recently posted that “Our overall FTES [the source of most of the college’s revenue based on the number of units students are taking] is 11% below last fall. We have fewer empty seats, but, also fewer students.”

These results demonstrate that the administration is wrong to claim that classes can be cut yet enrollment can increase. Remaining classes are fully enrolled resulting in them being unavailable for other students. Less revenue is generated. The administration will then use the lower revenue as an excuse to subsequently schedule even fewer classes that would have been taught by part-timers.

CCSF’s students are predominantly working-class students of color. The cuts reduce their educational opportunities and reinforce and perpetuate structural racism. Nevertheless, the administration claims to put students first and to be in favor of student equity efforts which are obviously undermined by large classes.

CCSF is likely to be entering a continuous downward spiral in which classes are cut, less revenue is generated prompting the administration to cut even more classes each term. The college is being simultaneously downsized and, with more of the remaining classes being put online, college property will become more available for private “developers” who lust after the limited property in what may now be the wealthiest city in the world.

During the fall 2019 term, despite the claimed deficit, the administration tried to secretly push through a massive pay increase for itself even though their average salaries are among the highest in the state. Had the salary increase been enacted, according to AFT 2121, some would have had a raise for as much as \$100,000. A pushback resulted in a “reduced” 10% raise.

In mid-November, out of the blue, the administration announced a new deficit of \$13 million. To “solve” this deficit, without consulting department chairs or others, they unilaterally cancelled almost 300 classes listed in the printed Spring 2020 schedule. The Older Adult Program lost 90% of its classes. In some of these classes, people learn how to maintain their balance and prevent falls. The loss of these classes will presumably result in shortening their lives.

A grassroots emergency funding campaign was launched calling on the city of San Francisco to provide \$2.7 million to restore the cut classes. So far, it is being supported by 7 of 11 supervisors, but is facing a veto threat from the mayor. A decision will soon be made.

CCSF’s chancellor has harmed this campaign by sending an email to city officials discouraging them from providing any money, an act that one might expect would lead to his immediate dismissal. That has not happened.

The chancellor did issue an official statement in November on this new deficit writing “Finally, we continue to focus on additional revenue opportunities including growing enrollment, ...and **leveraging District real estate assets**.” (emphasis added)

The college is being run by a Chancellor who will often say what people want to hear—that he seeks to grow enrollment. However, the reality is that with the support of the elected Board of Trustees, the actual policies show that there is a greater interest in downsizing the college, selling-off its property, cutting classes and the educational opportunities of students, and reducing programs and classes that are mainly taught by part-timers.

About the Author: Rich Baum has been a part-time instructor teaching Political Science at City College of San Francisco for over twenty years. Since the early 1980s, he taught in eleven other colleges in the San Francisco Bay Area. He has published articles that can be found online at Counterpunch, Monthly Review, and New Politics.

CALIFORNIA PART-TIME

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