Academia and TRUMP: the shared politics of division

By Advocat Note

The war on part-time professors is also a war on women and minorities... All three stem from a politics of division that won Donald Trump the presidency and academia a cheap labor source. Some of us part-timers fall into as many as four of these divisions at once: we are women, latinos, gay, whatever. If you are a part-timer, the next four years could get rough. Already, we have incidences of racism on several campuses across the U.S. (Ferguson 2016, Goodfriend 2016, Guerra 2016, Heiwel 2016, Keith 2016, Lantern 2016, Shabad 2016, and Wootson, 2016). Presumably discrimination based on adjunct status will receive greater legitimacy as well. Already in Los Angeles high school teacher has been threatened with loss of academic freedom for comparing the rise of Trump to Hitler's rise in the Weimar Republic.

Governor Brown to part-timers: negotiate!

By Robert Yoshioka and John Martin

The current legislative session yielded not one, but TWO Bills to address the sorry state of part time faculty rehire and security of employment rights on a district-by-district basis. These bills are: AB 1690 (Medina), Community Colleges: Part-Time, Temporary Employees, and SB 1379 (Mendoza), Community Colleges: Part-Time, Temporary Employees.

According to the Legislative Council's Digest: "A.B. 1690...would require community college districts without a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2017, to...on or after January 1, 2017...commence negotiations with the exclusive representatives for part-time, temporary faculty regarding certain terms and conditions...as evaluation procedures, workload distribution and seniority rights.

S.B. 1379 (Mendoza) "would, instead, among other things, require that minimum standards be established for the terms of reemployment preference for part-time, temporary faculty assignments, extend the time frame for compliance to July 1, 2017, and make compliance with the provision a condition of receiving funds allocated for the Student Success and Support Program in the annual budget Act."

At last! A piece of legislation that affects the lives of part time faculty specifically tied to a measure WITH penalties for noncompliance! Did we learn our legislative lessons well this time? Only time will tell... but we are hopeful... and unlike other well-meaning legislative resolutions in the past, this time out, we have a timetable, measurable and reportable milestones, and significant negative financial consequences to individual community college districts for not successfully negotiating minimum standards for terms of reemployment and preference for part-time temporary faculty rehire rights.

Contingent Faculty Bill of Rights

By Jack Longmate, M.Ed.

Job Security. Job security shall be achieved by establishment of a defined probationary period which, when satisfied, confers reasonable protection for the employee that his or her job will continue; layoffs of employees who have satisfied the probationary period shall be subject to due process.

Tenure is one superior form of job security, but reasonable job security can be achieved without tenure by regarding those who complete a probationary period as regular employees and regarding job security as normal and continuing employment condition, as it is for most public sector employment. While there is justification for tenure as an honor bestowed on deserving faculty, there’s no justification for the gross inequities in compensation of the current tenured/contingent castes.

Seniority. Seniority shall be accrued by contingent faculty members and used as a factor in workload assignment and job protection.

Due Process. Just and fair mechanisms must be established to enable unionized workers to hold their unions to account if they feel they haven’t been represented appropriately by those charged with administering the Collective Bargaining Agreement or if they feel there’s a conflict of interest between a union official/senior, tenured faculty who is, because of the nature of post-secondary work, often in a sub-administrative role in relation to their contingent colleagues.

Academic Freedom Protection. All higher education faculty must have academic freedom protection to properly perform their work as educators from their first class on their first day of employment—those first students of that faculty member deserve it. Academic freedom is a form of job security for the tenured and the contingent.

Right of First Refusal and Right of Accrual.

Continued on Page 5
Transparent California:
Your Department’s Wages

by Carol Green

Is there an ethical argument that can justify why one faculty member should make more than twice as much money as another faculty member for the same work? If such an argument exists, I couldn’t find it on the website Transparent California, although I did find the chasm in wages.

Transparent California is a website the State of California created as a response to the doctrine of open government— that the public will provide oversight when government actions are accessible. Guess what, transparency works! Suddenly we see the warts.

I visited this website and decided to research myself in relation to my department. I looked up the statistics for Total Pay and for Benefits for all the people in my department. There were twenty faculty members in all consisting of eleven adjunct and nine full-time faculty members.

The results from crunching the numbers produced:

<table>
<thead>
<tr>
<th></th>
<th>Adjunct</th>
<th>Full-time</th>
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<tbody>
<tr>
<td>Mean Total Pay</td>
<td>$31,471</td>
<td>$106,101</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>$18,064</td>
<td>$51,524</td>
</tr>
<tr>
<td>Mean Total Pay and Benefits</td>
<td>$33,069</td>
<td>$132,496</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>$24,551</td>
<td>$58,862</td>
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Half the disparity in wages is due to the limited number of classes adjuncts can teach. But this is just as bad as the wage disparity itself: Is it ethical to put a restriction on the number of hours that one faculty member can teach in one district, while another instructor in the same district is allowed to teach overload?

Nathan Bailey for CPFA Journal

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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, burksst@butte.edu

- **College of the Sequoias**
  Contact: Brice Nakamura, brcenaka@gmail.com

- **Mt. San Jacinto**
  Contact: Thom Milazzo, tmilazzo1@yahoo.com

Join California Part-Time Faculty for a gathering of minds

**CPFA’s Annual Conference**
April 29, 2017
9am - 4:30pm

**Laney College**
Oakland, CA

Visit www.cpfa.org for updates

To become a member, go to www.cpfa/membership

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By John Martin

Since January of this year, CPFA has worked hard to ensure a bill (SB 1379) that, if adopted by the Governor, would have safeguarded job security for tens of thousands of California’s part-time faculty in the community college system. After an unusual chain of events transpired, however, we were left with a significantly altered version of our original bill, AB 1690.

While it clearly lacks the specific language we were (and still are) fighting for – namely, rehire rights, and due process – SB 1379 includes an unexpected advantage: it mandates meaningful negotiations between local bargaining units and management concerning job security, the umbrella term covering our most pressing concerns. (See front page for more details.)

Without a doubt, SB 1379 represents a victory for us all. By mandating these negotiations, there has to be an agreement by July 1, 2017, if the districts want to receive any Student Success funding at all. The last time we had a victory of this magnitude was in 2007-08 when CPFA spearheaded AB 591 (Dymally), a bill that increased part-timers’ teaching loads from 60% to 67% of that of full-timers. Of course, we had aimed for 100% parity in teaching loads, and anticipated having to settle for 80%, but strong opposition from various community college edu-unions kept the percentage lower than we all know we deserve. In any case, AB 591 was real progress in the right direction, and this year’s achievement in Sacramento with SB 1379 is significant progress that we can all be proud of.

On a final note, please mark your calendars now for Saturday, April 29, 2017. CPFA will be holding its Bi-Annual Conference at Peralta College, Oakland. If you are willing and able to help out in anyway (e.g. conducting a workshop, being part of a panel, helping with logistics and promotion, etc.), please contact us.
Goals of the Contingent Faculty Movement

By Jack Longmate

This text is a condensed version of a presentation made at COCAL XI in Edmonton in August 2016. The PowerPoint version contains sources and is available by writing to jacklongmate@comcast.net.

How can the contingent faculty movement be made more effective?

Internally, the movement is beset by challenges, one being the perennial turnover of activists. The lack of job security and due process discourage activism among contingents, but perhaps more significant is the fact that over the last 45 years since contingency has become a fixture in higher education, little meaningful progress has been made in reversing the spread of contingency.

Externally, a chief challenge is the myth that, when it comes to non-tenure-track faculty, everything is “basically OK and nothing much needs to be done,” with some even claiming that contingent faculty are more satisfied with their jobs than tenured faculty.

In 2014, at COCAL XI in New York, Stanley Arnowitz asserted that “Unless and until more satisfied with their jobs than tenured faculty, everything is ‘basically OK and nothing much needs to be done,’ with some even claiming that contingent faculty are more satisfied with their jobs than tenured faculty. In 2014, at COCAL XI in New York, Stanley Arnowitz asserted that “Unless and until more satisfied with their jobs than tenured faculty, everything is ‘basically OK and nothing much needs to be done,’ with some even claiming that contingent faculty are more satisfied with their jobs than tenured faculty.

For the contingent faculty movement, the paramount goal of the movement, while others regard such ideas “counterproductive,” which testifies to the divergence of vision and lack of homogeneity.

Equality not Equity

Equality does not mean that we reject improvements like better pay, but it does mean that such improvements are understood, both internally and externally, as steps toward the goal of equality, not as encouragement and create a sense of forethought as a movement.

Among contingents, there is a temptation to see equality and the elimination of the two-tier system as too ambitious; safer, more conventional goals, like better pay, might seem more comfortable. But if the contingent faculty movement is about general improvements like higher wages, policy makers are apt to regard us no differently than any other self-interested group. On the other hand, with equality as our goal, we join Martin Luther King and others who have taken the moral high road. Equality does not mean that we reject improvements like better pay, but it does mean that such improvements are understood, both internally and externally, as steps toward the goal of equality, not as the ultimate goal.

Unions as Agents of Change

Unions are the proper agent to effect change. But with regard to unions, contingents must use discernment; if contingents blindly accept their unions’ goals without regard to their Moderate or Elitist perspective, we will be actualizing Einstein’s observation about ‘doing the same thing over and over again and expecting different results.’

True unions should fight for equality for contingent faculty. As the exclusive collective bargaining agent, it is incumbent on any faculty union to represent the interests of all its members and to honor their duty of fair representation (DFR). Faculty senates, boards of trustees, and legislative bodies should also support equality for contingent faculty because it’s the right thing to do. Contingency, after all, violates the Article 23 of Universal Declaration of Human Rights in offering no just and favorable conditions of work, no protection against unemployment, no equal pay for equal work, nor just and favorable remuneration when contingents are provided a secondary pay scale and face a workload limit that prevents them from working full-time.

The Program for Change is a strategic plan that offers an approach to working for equality. It is based on Vancouver Community College in British Columbia, where equality and a single-faculty tier exists.

The Program for Change has over 30 goals, classified according to whether they involve costs or no costs/nominal one-time costs; most are no-cost goals.

Activism

Activists can work on what is achievable locally. As progress is made, it can stand as encouragement and create a sense of forward motion, which a successful movement needs.

A problem affecting all endeavors is a lack of focus; just as the hunter who tries to pursue two rabbits at the same time is apt to get neither, trying to do a little bit of everything is apt to accomplish nothing. Focusing on equality would bring meaning and direction to the movement.

Those courageous enough to become activists must accept the fact that we represent more than ourselves and even our institutions but the wider movement against contingency. Drawing inspiration from leaders like Martin Luther King, may we all have the courage to fight for equality as has been achieved in Vancouver.
By Dennis Selder

Activism Works

What just happened? One moment, we’re getting out the wine and chocolate chip cookies, and the next we’re biting into the gooey chocolate, butter and gluten, but finding it tastes like chalk. A day later, we’re listening to a concession speech, and educators—not to mention the planet—are on notice.

So what’s the sane response, beyond moving to Canada? The answer is activism. The more serious the threat, the more is demanded of us in response.

But does activism actually do anything? Activists can work for years and have little to show for it. Nevertheless, I would argue that the answer is yes. Here’s why.

First off, activism is a form of power. Activism as power only comes into being when it is exercised. It works by making a claim to others in a way that shows a serious regard for the proposition.

A street march, for instance, shows that all the people marching are saying the same thing and really mean what they are saying. The show of commitment asks others to consider the statement and relate it to themselves. If they agree with the statement, it gives bystanders encouragement and invites them to share an adherence in belief to the statement. If they don’t believe in the statement, it forces them to think through why they don’t believe. Either way, the marchers win.

A street march also presumes that without wider capitalization, the protestors will follow up with further actions. The protestors are in effect promising disruption of existing power structures until a compromise is reached. The more people marching, the more serious the threat. Even though a protest march is only one form of activism, the mechanism by which it works is the same for activism generally.

Okay, so if you buy my argument, you agree with Dr. Martin Luther King that activism is a way of exercising the power of reason. It is critical to functioning as a good teacher and can be productive and interesting. Invoking yourself in student clubs is a good idea.

Today’s millennials outnumber baby boomers. The eighteen to twenty-nine year-olds can win the next election if they are engaged. Today’s activists can ask to see teacher evaluation forms and survey questions asked of students before you pass them out in classrooms.

Learning to be a good teacher takes years. Many times grad students get little or no training in pedagogy. If you have doubts about your effectiveness as an instructor, a good place to start is McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers.

Gird Your Loins

There still remains much work to be done, on a district by district basis (see my other article on negotiation and “local control”). But the general outlines of this state mandated program are clear for all to see. These measures are not designed to penalize or punish so-called “good” districts who already have in place basic protections and “assurances” built into their existing contracts, but rather, these measures are designed to establish a floor and “minimal protections,” for part-time faculty who find themselves working in districts that do not have these basic protections in place to minimally safeguard part-time faculty from intended and unintended abuse.

In practical terms, these Bills set forth a negotiating framework within which part-time faculty and their duly recognized exclusive representatives must be engaged by each district to set forth negotiated terms of employment that at least sets a viable baseline from which to work toward achieving student success.

Now that there are Bills in place, it becomes important for part-time faculty in all districts, but particularly in those districts that might be out of compliance, to begin the process of improving their minimal “protections,” in a timely fashion. Many must step up and agree to serve as exclusive representative(s) for part-time temporary faculty, individuals who will stand up for part-time faculty rights and so are a union member in good standing in “wall-to-wall” unions.

Here at CPFA, we are in the process of developing a review process that seeks to look at all districts and how they are proceeding to comply with the terms and conditions contained in both bills. As time is short, we hope to encourage a grassroots reporting program so that by July 1, 2017, all districts will have in place protections for part-time faculty.

Finally, both these Bills represent a significant shift in the way that the CCC System treats its most prolific instructional category. Our next challenges revolve around converting that potential into actual work: “removal of the cap employment,” “eliminating full time faculty teaching overloads,” and “decoupling tenure from blue process.” We are on our way. Please join us, and in the process work to make your own lives more stable, richer and more professional.
Do’s and Don’t’s for Campus Equity Week and National Adjunct Walk-Out Day events!

By David Milroy, Chair
San Diego Adjunct Faculty Association

Hopefully, some of you have been able to attend a CEW or NAWD event on your campus in the past few years. Sadly, they are few and far between, but their purpose of increasing awareness of contingent faculty issues to the administration, students, our unions, and the public is still a very important goal.

In spring 2015, the San Diego Adjunct Faculty Association, SDAFA, staged events on three community college campuses in San Diego County which brought up major issues facing our adjunct colleagues: Equal Pay, Fair treatment, and End Adjunct Exploitation.

Sadly, I have also, seen CEW events which do not fulfill the goals and mission of Campus Equity Week, so I thought I would put down some Do’s and Don’ts to help folks plan their upcoming events.

DO: Call for Adjunct Job Security

DON'T: Celebrate job security that looks good on paper, but is actually ineffective in helping good faculty keep their assignments and protecting them from the arbitrary decisions of mean Deans and Chairs.

DO: Call for Adjunct Pay Equity

DON’T: Celebrate adjunct salaries which are still at 40% of full-time salaries.

DO: Call for Health Benefits.

DON’T: Celebrate health care that is only available to a tiny percentage of your colleagues.

DO: Plan a rally to talk loudly about the injustices forced upon adjunct faculty

DON’T: Plan an Adjunct Faculty Campus Equity Week event and then spend 90% of your time talking about OTHER issues...like the $15 per hour minimum wage...Walmart workers’ rights...unrelated elections or legislation, saving the rainforest, or the water shortage. These are all good issues, but they are not the reason for your event!

DO: Invite your adjunct faculty colleagues to speak out about their concerns and how they have been treated under your current contract and administration.

DON’T: Invite tenured faculty to speak on behalf of all adjuncts and brag about how much better things are than before, and don’t invite former adjuncts who now have tenure-track positions to tell how much better it is to be full-time!

DO: Make certain that all of your adjunct colleagues know about the event well in advance and that it is held at a time and place where adjunct and their students can easily attend to hear about adjunct issues.

DON’T: Hold a last minute event which is only attended by the tenured leadership in your union and groups of students who gathered to hear about “that other message”

With these guidelines in mind, I hope you plan to hold some CEW or NAWD events on your campus this year. You don’t need expensive banners...paint on cardboard works great to get our messages across. Just make certain that your event actually helps bring adjunct issues into the conversation and thoughts of your colleagues...and that it is not just a glitzy celebration to gloss over the failures of your local union to reach a truly equitable agreement with your district. Good luck.

How to negotiate with the State of California

By Robert Yoshioka

Is there a Problem Here?

You are a part-timer. As one of approximately forty-thousand teachers employed across California community colleges, your labor is being used to subsidize the salaries of not just full-time faculty but a hierarchy of administrators who use us as a cash cow. If you’re okay with that—with the guy in the classroom right next to yours making double for teaching a different section of the same class—or if you find yourself relatively free of financial stress or job insecurity, then read no further. If, on the other hand, you agree there is a problem, then read on! I hope to explain the rationale for CPFA’s actions and ones you can take as well.

But for starters, let me begin by saying that it is the position of CPFA that the two-tiered employment system will always result in widespread discrimination and exploitation. Furthermore, CPFA argues that community college system’s redemption will come when the exploitation of unequal pay, across the board, is replaced by a single pay scale with full benefits, retirement and security of employment for all teachers regardless of course load.

What We’re Up Against

Local Control

Working at the local level is important, but it will never lead to reform of the two-tiered system, which is legalized through the state of California’s educational code. While there are many reasons to maintain the “local control” status quo mantra, this reliance on locally negotiated solutions to system-wide problems is not only extremely costly and inefficient, it has the net effect of keeping part-time faculty in thrall to 73 different “masters,” (the 73 “autonomous” community college districts) where a mandated system wide set of regulations would result in better student outcomes and more efficient utilization of resources.

Governor Brown, sadly, is a fan of local control, having bought into the fiction that the principle is responsive to local conditions and circumstances, when in fact, it’s really a way of avoiding responsibility for a state-wide solution.

Educating Legislators

Given our limited time and resources to address inequities at the local level, our better option is to work at the state level, which opens going to Sacramento. One must keep in mind that this requires interacting with legislators, many of whom are new to education policy and its problems. Nevertheless, each new “crop” of legislators brings with him or her a “take” on how to identify and fix policies affecting part time faculty. Unfortunately, they usually are off the mark. Legislators who are newly elected have difficulty seeing through the rhetorical move put forth by the Edu-Unions, the Chancellor’s office, the League of California Community Colleges, and the Governor. What is that move? “The rule of local control.” So combating this attitude is our main challenge.

Opposing Interests

In addition to the difficulty in communicating effectively with legislators, there are lobbyists who oppose our interests. We are the source of their revenue stream after all. A case in point is the League of California Community Colleges whose lobbyists respond to part-time faculty legislative initiatives by arguing that any programs not supported by them will end up costing the system “substantial” additional funds. Many times they are right. But they could also be wrong. A lot of administrative costs are associated with—just for instance—managing eight hundred employees at a typical community college all of whom work part-time.

This argument about cost is also, by the way, the same claim that supports local control, as it gives local administrators more discretion in how we are exploited. CPFA is devising a series of standard preemptive responses that we deploy when we begin to discuss the “pros and cons” of each piece of legislation with lawmakers as part of our outreach and education program. We will deploy selective preemptive responses as needed in an attempt to point out the insubstantial nature of their concerns.

What Works

In Sacramento

We at CPFA—and we’re hoping you too—can become skilled at “piggy backing” on meetings, seminars and hearings. For instance when there is a break in your meeting agendas, ask for time to convene a part time faculty session to address some of the issues that are being discussed.

Once in the door, we have a number of strategies. Shaming works for us! In some respects, being the “poor” relative in this legislative free for all has its advantages.

Another strategy is to share our stories. We have a compelling narrative that is gritty, hard-hitting, and real. We are our own best representatives. We cannot be seen as “just doing our job” but rather, as constituents with a vested interest. As such we have a “leg up” on paid lobbyists and run-of-the-mill Sacramento gadflies.

At Home

We visit our local legislators in their home districts, and you should too. Start petitions, delivering them directly to your legislators, utilize social media and attend “meet and greets,” to engage your legislator and continue to familiarize them with our issues. More importantly, vote in your local Edu-Union elections, demand fair and equitable representation in your locals, monitor your districts, and hold all your elected representatives responsible to YOU.
Part-time employees who have completed the probationary period shall be granted the right of first refusal, meaning the chance to accept additional work assignments before new employees are hired. Part-time employees who have completed the probationary period shall further have the right of accrual, meaning that they shall have assurances that the employer will offer them assignments at the same percent of full-time or greater until reaching 100 percent of full-time.

Removal of Workload Caps.
Part-time workers shall not be barred from working full-time by artificially imposed workload limits. (Where applicable, as workload caps imposed on part-time workers are loosened, enabling part-time employees to increase their workload to approach full-time, overtime/overloads offered as an elected option to full-time workers shall be increasingly ramped down.)

Equal Pay.
The principle of “equal pay for equal work” shall be honored. All faculty shall be compensated according to a single salary schedule that recognizes length of service and professional development.

If the disparity in tenured and non-tenured compensation rates are so significant that equal pay cannot be implemented in a single budget year, a multi-year phased-in solution shall be permissible.

Protection against Unemployment.
Since the pattern of laying off contingent employees at the end of every term is no protection against unemployment, that practice shall be minimized. When layoffs are necessary, it shall be the moral responsibility of employers to earnestly promote access to unemployment compensation for workers who are unemployed. Employers or their agents who do not make a good-faith effort to promote unemployment benefits to laid-off employees or who misrepresent the employment status of employees, whether willfully or through error, to discourage unemployment claims shall be deemed guilty of unethical business practice and shall be answerable to all civil penalties.

Advancement.
Contingent and tenured faculty shall have equal access to advancement, including pay raises that recognize length of service and professional development, among other opportunities. ICESCR 7 (c) shall be upheld: “Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence.”

Unions.
The right to form a union for the mutual protection of workers is affirmed by UDHR 23 (4). But a distinction must be made between the right to join a union and the failure of a union to defend the fiduciary interest of those it represents. A union has the obligation to honor its duty of fair representation, which means calling for equality in working conditions. When a union does not strive to defend equal working conditions for those for whom it represent or favors one class of union member over another class of union member, that union shall be considered complicit in a violation of Human Rights.

Interview with activist Arnie Schoenberg

By Dennis Selder

DS: How has your life changed since becoming an activist?

AS: I was an activist before I became a professor, so it just made sense to follow the old saying of “Think Globally, Act Locally!” I saw injustice and I’ve been organizing to try to fix it. I started in my union, thinking that would be the logical place, but I didn’t get very far. They had me marching and phone banking for every issue besides adjuncts. It took me a few years to realize that a wall-to-wall union that includes chairs and is run by full-timers is always going to sell adjuncts out. So, now I’m doing what I can to democratize the union, and working with SDFA and helping adjuncts where I can.

DS: How has SDFA allowed you to pursue your goals?

AS: We are so isolated, it’s really alienating; it’s almost as bad as one of those work-at-home gigs. We don’t talk to each other, and when we do, half the time we’re made to fight with each other over who’s going to get next semester’s classes, or who’s going to get the brass ring and get a full-time position. We make it so easy for them, the whole divide and conquer tactic of management, and the “company” unions, and the full-timers crying crocodile tears while cashing-in on the “company” unions, and the full-timers and conquer tactic of management, and make it so easy for them, the whole divide fight with each other over who’s going to get your goals?

DS: What advice do you have for your fellow activists?

AS: Laurie Anderson and Lou Reed came up with these three rules to live by: One: don’t be afraid of anyone. Two: Get a really good bullshit detector. Three: Be tender, like, be nice to people. When I first heard those I was going through some of the worst bullshit that an adjunct activist could face, I had been backstabbed by my union leaders; I was totally isolated, and I made me afraid and angry. So I took these rules to heart, to see through the bullshit, the lies they tell us with straight faces, the dissimulations, the hypocrisies, the threats, but to be not afraid. It’s so hard. It helps to look at other political struggles and their consequences, like if you were fighting for pay-parity in Aleppo right now, you would look at our situations and realize we have nothing to be afraid of. I don’t mean to minimize our struggle – I take it very seriously, I just can’t take the fear seriously. I mean the worst thing that can happen to us is that we get fired, and we finally get off our asses and find real jobs. We have nothing to lose but our Tentative Agreement Offers. Sorry, I don’t really have any original advice. Thinking of tenderness, reminds me of one of my favorite Che quotes: “Hay que endurecerse, pero sin perder la ternura jamás.” Like, all we need to take this more seriously, but not so seriously that we lose our tenderness. I keep a strict firewall between the resentiment I feel about the injustice that adjuncts face, and the tenderness I have towards my students who are trying to learn. Don’t get me wrong, I bring adjunct issues into the classroom from day one, but I just check the frustration and resentment at the door. I think that’s how I keep from burning out.

According to The Stand, a media source for the Washington State Labor Council, contingent Faculty in Saint Martin’s University in Lacey, Washington voted two to one to form a union. So far administrators refuse to recognize the union or negotiate and have turned to the National Labor Relations Board to see if they can avoid recognizing it. On November 29th about a 100 faculty walked out to protest administrative stonewalling.

November 29th marked the “National Day of Disruption,” so-coined to draw attention to workers across the country fighting for a $15/ hour minimum wage. Protests took place everywhere and adjuncts participated. In Manhattan, home to Trump, twenty were arrested for their efforts.

Inside Higher Ed Scott Jaschik reporter notes “growing student protests” over Donald Trump’s election. There have been walkouts from high schools to community colleges to universities across the U.S. Many students are organizing for “anti-Trump Sanctuary Campus” status to resist white supremacists, Islamophobia, homophobia—you name it, the list goes on. At the same time, Jaschik reports on disturbing incidents of overt racist behavior across the country and on campuses as well.
full-time colleagues, we enjoy job insecurity, the lack of an office, constant driving from campus to campus with wear-and-tear on an old vehicle, unending student loan debt, and we are paid at a quarter of what full-timers make for equivalent work (see “Your Department’s Wages on Transparent California” in this issue).

The politics of division always comes with its rationale. Whites are superior to minorities just as full-timers are superior to part-timers. Beyond this, there are the supporting technicalities: Full-timer justification for generous salaries and benefits is based on being able to put in a 100% workload that includes other faculty duties, i.e., administrative work. Our limit has been set at 67% of a full workload which is an artificial imposition intended to save the districts’ money. And just like full-timers, we have administrative work also; we just don’t get paid for it. The most recent compliance with student learning outcomes is a case in point. I can honestly say that I know part-time professors who work close to 150% and don’t get paid half of a typical full-time professor’s wages. There is also the argument that full-timers are more qualified by the interviewing process, but qualifications become a moot point when there are, in the given case, a hundred qualified professors vying for one job.

Apart from the institutionalized divisions, there are attitudes among faculty themselves. Some full-time professors practice the politics of division when they tacitly accept that it is acceptable for 70% of the faculty to take public assistance in the form of unemployment during non-semester months, that it is permissible for 70% to live with job-insecurity, to grade and prepare lesson plans without compensation, to meet with faculty and administrators on their own time. So full-timers and the rest of us should not be surprised that Trump will soon be bending our ears on NPR every morning as we drive to work; the politics of division has come home to roost. When the common American points his or her finger at the corporate executives and elite college professors, it was their indifference and enabling of the status quo that pushed the voter toward Trump; it was a failure to care much that caused the voter to ignore misogyny, racism, and bigotry, and pull the lever; it was the belief that privilege thinks it is justified that spurred voters on.

If it hasn’t been clear before, it should be eminently clear to all now that the politics of division is destructive. In my own classroom, I have had to defend Muslim students to Christian students by pointing out that there is active home-grown terrorism here in the U.S. It’s not from just ‘over there’. Timothy McVeigh? Ted Kaczynski? Certainly, the last few days and in the days ahead, will see more of this. As a part-time professor and member of a minority group, I have always strived to make my classroom a safe space. As an atheist, I respect every student and his or her religion as long as he or she comes to me with an open mind for learning. But under the leadership of Trump, we can expect to see the politics of division makes its presence felt more often inside our classrooms just as in our contracts. As for outside the classrooms, we part-time professors can’t make the campus a safe-space . . . because we are only partly on it . . . our presence is as tenuous as our shared office space. This is your domain, full-time professors. You, the 30% of the faculty, are now charged with protecting 100% of the campus.

But Trump and academia’s shared politics of division may go beyond what our students bring with them or how we part-timers are treated. The Trump administration is likely to pressure academia further toward-for-profit models, such as DeVry, National University, and the University of Phoenix. Already, President-elect Trump, one of the founders of a now-defunct for-profit college and who recently settled a lawsuit against his for-profit for $2.5 million, has called for an easing of the restrictions that the For-Profit-Ups where ideally an entire adjunct staff can be managed by a few prudent administrators.