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CPFA AT 20

By Robert Yoshioka, PhD



1998 will go down as a pivotal year in the history of part time faculty working in the California Community College System. It was that fall that a hearty band of 60+ intrepid part time faculty convened at the El Chorro Regional Park in San Luis Obispo for the express purpose of establishing an association for ALL part time faculty teaching in the California Community Colleges System.

With the wind filling our sails, we boldly set forth an ambitious agenda to address issues like "Equal Pay for Equal Work," "Paid Office Hours," "Job Security," "Health Insurance," "Retirement Benefits," and "A Place of our Own." But we first wrestled with more mundane tasks, like deciding on a name and how our organization would be structured.

Forexample, did we want to be a regional, California or national organization? Did we want our membership to be part time faculty exclusively? Would we be allowed to remain members if we secured a full-time teaching position? Would we charge dues? The answers to these questions helped to define us and to shape the organization we would become: The California Part Time Faculty Association (CPFA).

As we debated these critical details, there was a palpable sense of excitement that brought focus and energy to our deliberations. We created a list of goals, and several among us stepped forward to serve as facilitators and organizers. Some volunteered to serve as communications specialists, others drew on their training to research and analyze the demographics of part-timers.

Others shared ideas about how to organize and unite such a far-flung and diverse group of academics with a cue from organizations like [FACCC](#), we knew our strength would come from being regionally viable, although we would pursue broad-based policy propositions in Sacramento. In hindsight, what made this group special was our relative naiveté and youthful exuberance.

From the outset, we carved ourselves the role of part-timer advocates at the local level, through and alongside the full-timer-controlled-edu-unions (wall-

to-wall units), which were only just beginning to recognize part-timers as a distinct and growing sub-population of union members. By the end of our first confab, we had plans to meet in a year to assess our progress in becoming a viable and independent advocacy organization, which represented ALL part-time community college faculty.

1999 marked the second anniversary of CPFA. Our second annual meeting took place in Kern County. Over 200 gathered for a long weekend of heated discussions, which at first concerned who would become Chair of CPFA. With two strong candidates, both with large voting blocs' discussions went on long into the night. On the second afternoon a formal vote elected [Chris Storer](#), De Anza College, as Chair.

Next, the body settled into some serious planning and organizing that brought focus to CPFA for the next several years. We had our leader, our ratified bylaws and a small operating budget. The stage was set, we believed, for us to make waves, organize ourselves and others, and have an impact on the Edu-Unions, the Board of Governors (BOG), and the Chancellor's office in Sacramento, as well as the state legislature. We were off and running and on a roll!

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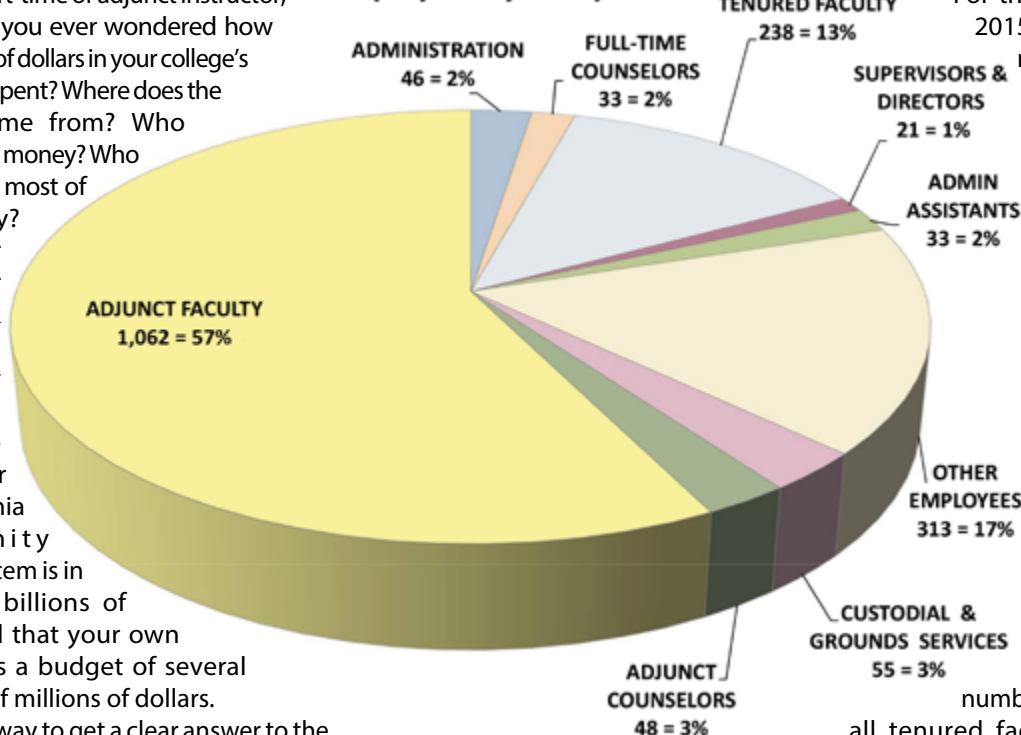
Where Does the Money Go?

As a part-time or adjunct instructor, have you ever wondered how the millions of dollars in your college's budget are spent? Where does the money come from? Who brings in the money? Who takes home most of the money? What is your fair share for the work you do?

You may have heard that the budget for the California Community College system is in the many billions of dollars and that your own college has a budget of several hundreds of millions of dollars.

The best way to get a clear answer to the question "Where does the money go?" is to see exactly where it is spent in any given year. The clearest reporting of all community college salaries, and all salaries paid by the State of California is called "Transparent California" which can be found at transparentcalifornia.com. After you select Community Colleges, you will see all of the community colleges listed and may select reports for your college from 2012 to 2016. After selecting your college, you will see a long list of every employee in your district, from the Chancellor down to the tutor who worked for an hour that year...and everyone in between. They are listed by income from highest to lowest, and it is interesting to see which tenured faculty are keeping up with the highest paid administrators in

Employees by Group



For this analysis, I selected the 2015 report from a typical, medium-sized college. With very few exceptions around the state, we can assume that the percentages of employees and average salaries in each group are at least similar. To simplify things, I decided to go with the groups which were easily identifiable: Administrators, FT Counselors, Tenured Faculty, Supervisors and Directors, Administrative Assistants, Custodial, Adjunct Counselors, and Adjunct Faculty. Every college labels employees differently and you may also choose to reduce the number of groups by combining all tenured faculty (instructional and counseling), Classified Employees (all non-instructional employees) and all Adjuncts (instructional and non-instructional).

However you decide to group employees, next you will want to see how many employees are in each group; what percentage of total employees they comprise; the total their group earns and what percentage of the budget accounts for each group's total salaries. [See [CHART 1, "Employees by Group"](#)]

your college. You can download this information to an Excel spreadsheet and reorganize the data by employment groups: administration, full-time faculty, classified and part-time faculty. This is a daunting task because you will find people with the title "Expert" or "Network Engineer" earning well over \$100K annually and you have no idea what work they do or into which group they should go.

The clearest reporting of all community college salaries, and all salaries paid by the State of California is called "Transparent California", which can be found at transparentcalifornia.com.

By David Milroy & members of the San Diego Adjunct Faculty Association (SDAFA)

In Chart 1, you can see that Administrators (46) make up 2.5% of the employees, Tenured faculty (238) make up nearly 13%, Classified (201) make up about 20% and Adjuncts (1,105) account for 60% of the employees.

We can also calculate the total salaries per group and show this as a percentage of all salaries. How many people get how much of the salary budget? As shown in Chart 2, Administrators, who account for 2.5% of the employees receive 8% of the budget for salaries. Tenured Faculty who are 13% of the employees take home 33% of the salary budget, and Adjuncts, who make up a whopping 57.4% of the total employees, have to share 19% of the salary budget. [See [CHART 2, "Percentage of Employees to Percentage of Budget Comparison"](#)]

How does this break down to individual salaries? In Chart 3 we see that the average total pay and benefits for Administrators is \$155,760K; Tenured Faculty are close behind with an average of \$119K; Classified Employees are all around \$65K annually and Adjuncts come in at the bottom with an average annual total income of \$15.3K. [See [CHART 3, "Average Annual Salary Comparison by Job"](#)]

If you consider the fact that most colleges are funded by the State based on FT Students Equivalents, it is fair to say that students in classrooms being taught by faculty are the major source of college funding. If an average adjunct makes \$7.5K per semester for teaching two 3-unit courses, it works out to about \$3,580 per course, or if they were allowed to teach a full load of five classes, about \$17,900 per semester or about \$35,800 per year. Their average FT colleague who teaches five

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San Diego City College Adjuncts Seek Justice

By Members of The San Diego Adjunct Faculty Association (SDAFA)

On December 12, 2017, three San Diego City College adjunct professors filed a lawsuit in federal court to address long-term abuses by their Chair and Dean. The complaints included discrimination, intimidation, and retaliatory class scheduling. The discrimination was based on race, age, class, and of course -- being an adjunct. The three adjuncts, Salvador Gonzalez, David Becerra, and Antonio Jimenez are respected by their peers and students. Their complaints are the tip of the iceberg: other adjuncts in the City College Language Department have similar complaints, and this fits the general pattern of abuse of power against adjuncts.

The current lawsuit names Language Department Chair Rosalinda Sandoval and her supervisor, Dean Trudy Gerald. AFT Guild 1931 President Jim Mahler and others have been mentioned as colluding with the abuses. The lawsuit is set to be served by mid-March and a federal Equal Employment Opportunity Commission (EEOC) complaint is pending.

Starting in 2010, Professor Gonzalez realized that Rosalinda Sandoval was racist and would use the power of her position as chair to make life miserable for adjuncts. She insulted him based on his origins in Mexico City and continued with a series of racist insults: *Chilango prieto*, *mosca prieta*, and *Elvis Mexicano prieto*. *Chilango* is an ethnic slur for people from Mexico City. *Prieto* means "dark skinned". *Mosca* means "house fly".

Rosalinda Sandoval is also accused of discrimination against adjuncts based on their age. She frequently referred to David Becerra as a *ruco*, a condescending term equivalent to "old fart", and *viejito* or "little old man". During a Language Day Celebration where the adjuncts were volunteering their time, Sandoval again made derogatory, discriminating, disparaging, and harassing comments about the age of Antonio Jimenez in front of students. These were said in an aggressive context meant to belittle the adjuncts.

Sandoval also discriminated against adjuncts based on social class. She criticized Becerra about his clothes, telling him, "Buy yourself some new clothes, old man." A full-timer telling an adjunct to "get new clothes" is a cynical form of classism. In 2014, Sandoval made \$143,181.02 in salary and benefits, while Becerra made \$32,706.18 (TransparentCalifornia.com).

The common thread of discrimination against these and many other adjuncts by Sandoval that Gerald condoned and colluded in was based on employment status. The most salient way Sandoval and Gerald ranked people can be best understood as "tenurism," a term to describe the discrimination of adjuncts by their full-time colleagues coined by Washington State Adjunct Activist Dr. Keith Hoeller in "The Academic Labor System of Faculty Apartheid."

Tenurism is the form of discrimination that "categorizes people by their tenure status and makes the false assumption that tenure (or the lack of it) somehow defines the quality of the professor." (See Hoeller in the [CPFA Journal, fall 2017](#))

The City College administration and San Diego Community College District defended the discrimination and abuse, citing the need to protect the right of the supervisor to fire bad employees. But these three adjuncts are excellent professors. They have the proper degrees, training, and years of experience. When students enroll in their classes they have no way of knowing they are being paid less than half as much and are being insulted by their supervisors. Students describe them as "[having] passion for teaching", "extremely organized [and] prepared," "committed [and] responsible," and "the best Spanish professor." City College English Professor Elizabeth Meehan commented on her experience taking a language class:

"I was lucky to have taken Spanish 101 from Professor Antonio Jimenez. As a full-time faculty member, it is challenging to take classes. [W]hat kept me motivated was Professor Jimenez' professionalism [and] clear command of language instruction... In addition, his warm and engaging classroom manner led me to sign up for the district's study abroad program in Cuernavaca Mexico when he was the lead professor for the program."

Clearly, these are good teachers. The AFT Guild's role in supporting these adjuncts fell far short. Normally, the collective bargaining process encourages workers to organize to represent their

interests, but here is a situation where the same union represents both the supervisor and the supervised. This is known as a "company union," which is illegal in the private sector, but a loophole pertaining to government employees' unions allows this union to represent both chairs and the adjuncts they supervise. Many activist unions have addressed this conflict of interest by setting separate bargaining units for chairs and adjuncts. Some have even made provisions where a faculty member is not represented when acting as a chair. But the AFT Guild lacks such a provision. And when the adjuncts went to their Union President, Jim Mahler, for help, he sided with the chair.

Rosalinda Sandoval used her authority to retaliate against those who complained about her. She made good on her promise to Antonio Jimenez that he would "be sorry for having made accusations against her to the Union," adding that he was "a defenseless adjunct with no real power to defend" himself and that the Union was not going to protect him because she and Jim Mahler "are good friends and he will always be on my side."

Despite being excellent professors, supported by students and fulltime colleagues, the three Language adjuncts from San Diego City College, Salvador Gonzalez, David Becerra, and Antonio Jimenez have endured discrimination and abuse by their supervisor Rosalinda Sandoval in collusion with Dean Trudy Gerald and AFT President Jim Mahler. Gonzalez was successfully ousted from the department in 2017 and now teaches at San Diego Miramar College and Cuyamaca College. Jimenez and Becerra are still teaching Spanish at City College, but have to contend with ever changing teaching schedules and a hostile work environment. ♦

In support of getting justice for these three teachers, the San Diego Adjunct Faculty Association (SDAFA) sponsored a rally on campus in front of the Arts and Humanities Building on the first day of the semester, handing out flyers and spreading the word about what is going on in the Language Department. Several print and TV reporters were in attendance and interviews with SDAFA members aired on local news broadcasts. SDAFA is also sponsoring a petition asking the administration to remove Rosalinda Sandoval as chair of the Language Department. To learn more and lend support, go to the [petition](#), or get in touch at sdafa.org.

The Case for AB 310



By Adam Wetsman

During any given week, over two million Californians will enter a classroom at one of 114 community colleges across the state. They will be greeted by eager faculty, ones who have dedicated years to their own educational journeys and to the teaching profession. The students will be learning skills that will help them become more informed citizens, will develop and enhance career readiness, and will get them ready to graduate and transfer to four-year universities. Many will need extra assistance outside the classroom to gain information about majors, to seek letters of recommendation, to master course material, to bolster college-level skills, and for other matters. Unfortunately, for over four out of ten students, such outside help may not be available.

The reason for this is that about forty-five percent of classroom instruction is performed by adjunct faculty. In many districts, they are not paid to hold office hours, meaning that students may be shut out of getting the extra help they may need and certainly deserve. Not that adjunct faculty do not share the same level of commitment to their students as their full-time colleagues, but they often have to hop in their cars right after class to travel to another school, or another job outside education, in order to cobble together a living. In addition, people deserve to be paid for the work they perform.

With a growing emphasis on student success, one would think that access to faculty during office hours would

be a priority for districts, but that is not always the case. There is often a reluctance to fund this essential resource, resulting in a negative impact on students. Absent funding from Sacramento or mandates from the Chancellor's Office, getting support for this important issue is challenging.


Fortunately, Assemblymember Jose Medina, a former community college faculty member, is taking up the matter in Assembly Bill 310 (AB310). This bill would require districts to post information about paid office hours for part-time faculty on their websites. The bill is similar to one proposed by Medina a few years ago, which was sponsored by the Faculty Association of California Community Colleges. After receiving high levels of support by both the Assembly and Senate, it was vetoed by Governor Brown.

The hope is that this time around, the legislation will be successful. While representing a good first step in support of ensuring student access to all faculty, districts could still decide not to pay part-time faculty for office hours. The political reality right now is that any bill requiring this would probably not get signed into law. Nonetheless, there is hope that in the near future, all students, no matter whether they are taking a class from a full-time or part-time faculty member, will be able to enhance their chances for success by seeing faculty during office hours. ♦

Adam Wetsman is a professor of Anthropology at Rio Hondo College, where he has served as president of both his local union and academic senate. He is a member of the Community College Association Board of Directors and is currently serving as the president of the Faculty Association of California Community Colleges (FACCC).

Editor's note: CPFA wrote a SUPPORT letter for this bill. Go to cpfa.org to read it.

SBCC Faculty Association



The collective bargaining agent for faculty at Santa Barbara City College

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

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Building Job Security into Community College Faculty Work: Experiences in British Columbia



By Frank Cosco
First published in [LABORonline](#).

In the Canadian province of British Columbia, aspects of how unionized faculty

in community colleges have attempted to deal with faculty contingency since the late 1980s may provide lines of sight and discussion that are not yet part of the American experience.

Earlier this year in this forum, Trevor Griffey argued that there's a "class divide" between faculty in the United States over how to deal with the contingency crisis: tenured faculty grouping themselves around the flag of "de-professionalization" promote conversion of lines through open searches, while advocates for the non-tenured decry the "hyper-exploitation" of the system and promote automatic conversions of specific faculty to tenured positions. He points out that the structure of work has produced these distinct forms class consciousness within faculty at the same institutions and, in the case of community colleges in Washington state, within the same faculty unions.

Viewed from across the national border from Washington state, in the Canadian province of British

Columbia, aspects of how unionized faculty in community colleges working under the aegis of the Federation of Post-Secondary Educators (FPSE) of BC have attempted to deal with faculty contingency since the late 1980s may perhaps point out lines of sight and discussion based in faculty solidarity across rank that are not yet part of the American experience.

NORMALIZING CONVERSION OF FACULTY TO PERMANENT POSITIONS

There are many similarities between the BC and Washington institutions, including scope (the BC institutions with FPSE locals include colleges, teaching universities, and a polytechnic), size, nature of faculty and students, and types of programming (there are developmental, trades, university transfer, and degree as well as certificate and diploma programs). Both Washington and BC are relatively prosperous—or, as we say in Canada, "have" jurisdictions.

But the key difference between BC and Washington, and at least at the policy level for community college faculty unions in Canada and the United States more generally, appears to be that faculty unions such as those within FPSE have found a way to normalize the conversion of contingent faculty to "regular" faculty through collective bargaining. This conversion process has ensured that most community college faculty in BC will work as teachers at a reasonable wage until retirement.

As a federation, FPSE does not itself negotiate how faculty are converted—its locals do. FPSE operates under the jurisdiction of the Societies Act. Its bylaws set out the terms of federation for 19 faculty unions who each operate under the BC Labour Code. The federation collects a standard portion of dues from each union, and from its central office provides staff and opportunities to assist with and support two major functions: contract administration and bargaining, along with policy development and lobbying. Each faculty union, or local of FPSE, has its own unique collective agreement and each has the final say on contract demands and ratification.

On the issue of new faculty and how they become regular faculty, FPSE has worked since the late 1980s to encourage its unions to bargain conversion or

regularization of the person (not just the line). This means that contingent faculty meeting certain requirements can expect to become a regular faculty member without a further posting or interview process. Being "regular" then means having the expectation and right to work until retirement. The situation is different within each of the 19 collective agreements. But over the years, the majority of local faculty unions have succeeded in bargaining conversion of the person provisions. This has resulted in an overall situation wherein the majority of work is done by regular faculty.

The conversion system set out in the Vancouver Community College/Vancouver Faculty Association Collective Agreement is the most automatic. There, if one maintains at least half-time status for 19 months out of any 24-month period, and has not received an unsatisfactory evaluation (the onus is on the College to have evaluations done in a timely way), one becomes regular the first of the month following, without further conditions. Salary is not an issue because there is only one salary schedule so it is not part of the conversion. It is already equal to that of a regular. A memo from HR simply goes out to all concerned. People are regularized at any applicable percentage between half and full-time.

PROTECTING JOB SECURITY

Being regular does not in itself protect one from layoff, but it provides a high degree of job security. If a layoff seems necessary, a full suite of layoff prevention mechanisms kick in: consultation with the union as to the cause and what alternatives might be available, political lobbying if appropriate, notice, transfer rights with portability of seniority, voluntary departure incentives offered to other senior faculty, automatic recall provisions, temporary recall rights, and if severance does occur, the right to severance pay. Unless there is proven cause for dismissal, there is no other layoff threat to a regular faculty member. Each of these provisions is actively enforced by the union's steward/contract administration system. When all is said and done, layoffs are rare except when the government applies some misguided policy to an area of post-secondary education.

During the qualifying period there is a need to protect the job security of non-regular faculty. Many FPSE locals have some form of "right of first refusal" to further work. In the VCC/VCCFA Collective Agreement, this right, by seniority, kicks in after six cumulative months work at any time status. The effect of this provision is that a person who is approaching their regularization quota cannot be passed over when it comes to assignment of work within their area.

There are several ancillary provisions that support this conversion system. All faculty at all institutions, no matter their status, have membership in the provincial government union-employer-partnered pension plan and all have access to federally-administered unemployment insurance. As Americans know, Canadians have affordable access to basic medical insurance no matter their employment status. All FPSE unions seek to extend extended health coverage (prescription, glasses, other vision protection, physiotherapy, ambulance etc) to their qualifying non-regulars. Non-regulars can qualify for Professional Development time and funding. Further, in the VCCFA/VCC agreement there can be no overtime unless in an emergency, other agreements have overtime restrictions. In effect, at VCC, there is no added cost to regularizing someone.

DEVELOPING FACULTY SOLIDARITY ACROSS RANK

Unfortunately, there are still significant secondary salary scales within FPSE locals. These allow managements to cap wages for groups of non-regulars at less than pro-rata rates. This does not occur at every FPSE local. Some, like the VCCFA, have complete equity in pay, wherein one's pay is determined by workload, not status. Working toward eliminating secondary scales is a focus for future bargaining amongst FPSE member unions and is certainly considered attainable.

Nevertheless, what these provisions on a whole do is erase or reduce the financial incentives to treat people unfairly. They show that the cost of fairness does not have to be an issue. In the VCC situation where the total annual institutional budget is about \$105m, the cost of salary and benefits for faculty is about \$42m, or 40%. This may leave less for administrative expenditures, but so be it, because the institution is about teaching. VCC and the other institutions are not allowed to run budget deficits; they always have surpluses.

One effect of the success of the FPSE bargaining for automatic conversion of contingent faculty is that there is not a faculty culture in BC community colleges that treats full-time and less than fulltime work or faculty different. This kind of unequal status culture is not part of the union discussion in BC. All faculty at any time-status are expected to be participating members of their departments and the college. They can and do take part in shared governance. They can and do take part in research. They have enforceable academic freedom protections in the collective agreement

from the first day they teach. Indeed, how can academic freedom be restricted to one group of faculty and not be there for another?

People can make less than full-time work a rewarding career. They can be treated equally and paid equitably. Why wouldn't they participate in and be committed to their institution, if they had the opportunity to do so? ♦

Frank Cosco is currently First Vice-President of the [Federation of Post-Secondary Educators of British Columbia](#). He's been a faculty member at Vancouver Community College for a few decades and he's taught English in Japan, Italy and Quebec. He has been a member of several bargaining teams locally and provincially. He's a long-time executive member of the [VCC Faculty Association](#), where he's currently Chief Steward.

CCCI

California Community College Independents

**We fight for
part-time faculty:
PT salaries (parity),
paid office hours,
job security,
full-time opportunities,
and
fair working conditions!**

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Part-Time Faculty Association (PFA-UPTE)

Contact: Stacey Burks, burksst@butte.edu

College of the Sequoias

Contact: cos@upte-cwa.org

Mt. San Jacinto

Contact: Thom Milazzo, tmilazzo1@yahoo.com

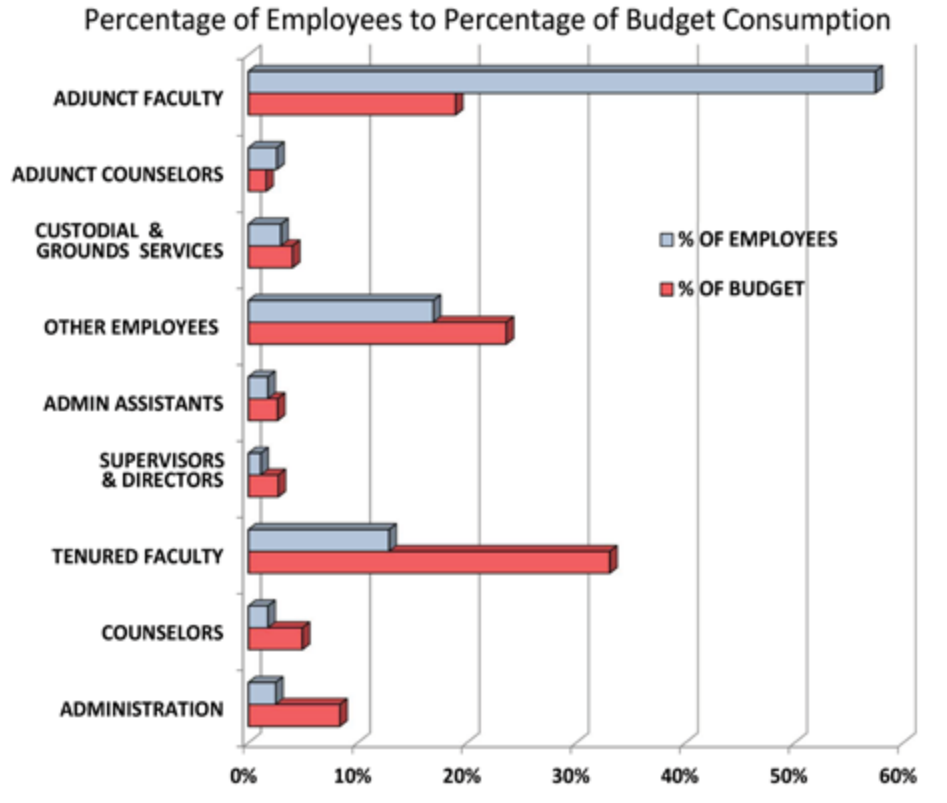


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Continued from page 1, "CPFA At 20"

CPFA's first ten years were marked by energetic organizing at the local, regional, and statewide levels. Our members returned to their campuses and began the difficult task of explaining who we were and why part-timers ought to join us and become members of their locals. Few in the established organizations knew how to deal with us. CPFA was not a union, but we "represented" part-time faculty across union lines.

As a part-time faculty advocacy group, CPFA wears many "hats." Sometimes we align with Edu-Unions, while at other times we stand in opposition to the Chancellor's office and even the Governor. No matter the issue CPFA's single point of reference has always been, and will continue to be, the welfare of part time faculty.

During those early years, there were pockets of part time faculty working in community college districts who were not represented by either wall-to-wall or part time only units. As we continued to meet regionally and on a statewide basis, it became increasingly clear that we were being ignored, patronized, or abused by both full time faculty and district administrators. CPFA was seen first as an aberrant "flash in the pan," and subsequently as a minor annoyance. Unions at the local and statewide levels, as well as the local and statewide Academic Senates tolerated our presence, and when times were good and budgets were reasonably well-funded, our existence was acknowledged.

However, when times got tough, looking to secure their own funding, tolerance from these organizations would wane. Their attitude toward CPFA was exacerbated by the fact that as the number of part time faculty grew, our poor working conditions, lower wages for essentially the same instructional responsibilities and lack of institutional support was an embarrassment. Nearly a decade into the 21st century, the whole devolving system of using part time faculty became an ongoing national educational scandal. The California Community Colleges System was caught squarely in the middle of this willful and abusive misuse of highly qualified teachers to keep the community colleges system afloat.

Also, during our first decade, CPFA initiated, participated in, and supported faculty/student marches - the March in March - picketing the BOG, lobbying Legislators' and the Governor's offices, testifying before legislative committees, such as the [JLAC](#), and before commissions like the Little Hoover Commission, to name a few. At one point, a member of CPFA drove her "office" (car) onto the north lawn of the State Capitol to protest

our lack of paid office hours. Over time, our focus and mandate has changed.

Succeeding CPFA Chairs began to spend more and more time in Sacramento, trolling the halls of the legislature for Senators and Assembly members to sponsor our bills. It also helped that many of our members were gaining experience with the legislative process, serving on legislative committees with their unions and in organizations like FACCC, and liaising with the Academic Senates - locally and at the state level.

Our legislative successes have been modest. We successfully supported the passage of [AB 420](#) - our so-called Part Timers' Bill of Rights, sponsored by Assembly member Scott Wildman (D) Pasadena. We also worked on and supported changing the 60% Law to its current cap of 67%, as well as other legislation.

With the biannual publication of some 80,000 copies per year of our CPFA Journal we have established ourselves as THE voice of part time faculty. Back issues of our journal can be found at [cpfa.org](#).

A few observations regarding who we are, why we are not cohesive nor singularly focused. Common knowledge would have our members divided into thirds: 1/3 are dedicated part timers who teach for their primary source of income, hoping against hope to be hired full time; 1/3 simply choose not to teach more—such as working professionals who wish to give back to their profession and community; and 1/3 are retired full time faculty who now teach part time.

Given this division, is it any wonder that as a "group" we experience ongoing difficulties acquiring, maintaining, and sustaining members? People in the first cohort are "afraid" that any activism will reflect poorly on their ability to be hired full time; the second cohort as "at-will" employees who do not want to work more and are busy with their lives, and the third cohort are returning annuitants who are just here for the additional income, and who are not interested in changing the labor landscape on their way out. As you may have surmised, most, if not all of our active members have consistently been drawn from the first cohort.

In the beginning, when there were fewer part time faculty, and when our exploitation was new, most of the original CPFA El Chorro participants were, for the most part, new hires, and as a group were drawn together and communicated through the Internet, energized by the possibility that our efforts would get the community colleges to be more responsive to our needs, and the needs of our students. Little did we know at the time that the Ed Code was being modified

3-unit courses per semester will earn \$8.9K per course, for a total of \$44.5K per semester and an annual salary and benefits of \$119K, more than three times the amount an adjunct would earn for teaching the same load (if they were not forbidden from doing so by the Ed Code's 67% load limit for PT faculty).

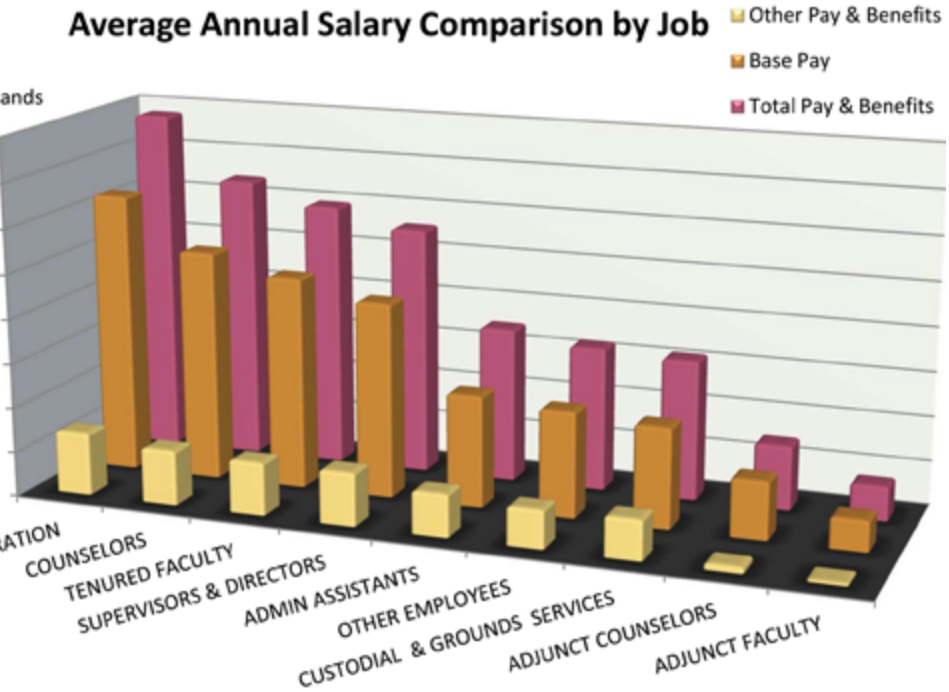
So, if Adjunct Faculty are 57% of the employees and teach over 50% of the classes, thereby bringing in more than 50% of the college's funding, why do they have to share only 20% of the funds budgeted for salaries? This college's funding is budgeted so that Tenured Faculty and Administrators can help themselves to 46% of the budget. Basically, 57% of the employees live in semi-poverty so that 37% of the employees can earn well over \$100K per year.

What can be done about this situation? Looking back at Chart 1, you can see that the majority of employees are Adjunct Faculty. This means that Adjunct Faculty should be by far the majority of union members and leaders and they should

have the loudest voice when it comes to negotiating salaries. Sadly, as you can also see, the other groups who benefit from this exploitation of Adjuncts have no interest in changing the status quo because they are living quite well off the cheap labor of their "part-time" colleagues.

Remember that [Transparentcalifornia.com](#) is open for anyone to use and that looking at the salary breakdown at your college could be something you could encourage your union to do. The information can be a great tool to have for negotiating better pay for adjuncts. If you would be interested in doing an analysis of your college's salaries to see where your money goes, please contact CPFA for assistance. ♦

The San Diego Adjunct Faculty Association, a non-profit organization by, for, and of community college adjunct faculty who work within San Diego County, is dedicated to promoting the professional treatment, economic welfare and equitable rights of adjunct faculty and their students. Visit [sdafa.org](#) for more information or to get involved.



and morphed into the draconian web of interlocking rules that have so effectively kept part time faculty exploited, under represented, and largely disenfranchised.

Over time, after only a handful of employed part timers were offered full time tenure-track jobs, did a sense of disillusionment begin to pervade our ranks. We are moving away from traditional modes of interaction and cooperation. We are exploring how we might secure a front row seat at [Consultation Council](#), and forging firmer bonds with the [Chancellor's Office](#) by requesting he convene a Part-time Issues Standing Committee. On the legislative front we foresee a change in all faculty terms of employment, beginning with the removal of the 67% rule and culminating in a revitalized and merged salary schedule. We are looking to standardize the disbursement of parity funds via our standard salary schedules, with mandatory reporting and enforceable compliance measures, and not least, seeking a way that health insurance can be offered to all part timers and their families.

We are the largest group of professional employees in the community college system who lack systematic and consistent representation by labor advocacy groups. To our knowledge, CPFA is the only non-union advocacy group that has consistently fought for part time faculty rights in California. All others serve at least two masters, and these groups routinely encourage part timers to "opt out," of participation in local/statewide union sponsored activities as a regular practice, unlike with full time faculty who are welcomed into the union hierarchy because they must "opt in," when they are hired. Under these circumstances, we are generally called upon to "ratify" contracts that we have no input in negotiating, and as regards other union and governance

matters, in general, we are NEITHER invited nor encouraged to participate in, since, by law, we cannot be routinely compensated for such activities. ♦

Editor's Note: To be continued in the fall 2018 edition of the CPFA Journal.

CPFA ANNUAL CONFERENCE

2018

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Mark your calendars!

SATURDAY MAY 5, 2018 9:00AM - 4:30PM

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CPFA CALIFORNIA PART-TIME FACULTY ASSOCIATION est. 1998