Where Does the Money Go?

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 the term “Part-timers” and wondered what it means. It is the group of educators who make up a significant portion of the California faculty. It has been estimated that approximately 75% of the California community college faculty is part-time. This number is only an estimate, as it is difficult to accurately track the number of part-time faculty.

The California Part-time Faculty Association (CPFA) is a non-profit organization that represents the part-time faculty of California community colleges. It was founded in 1999 and has members from over 100 colleges across the state. The CPFA is a strong advocate for part-time faculty and the students they serve.

The CPFA has several goals, including increasing the visibility of part-time faculty, improving working conditions, and achieving fair compensation.

In this article, we will explore the role of part-time faculty, the challenges they face, and the work that the CPFA is doing to support them.

For example, did we want to be aregional or national organization? Did we want membership to be part time faculty exclusively? Would we be able to remain members if we secured a full-time teaching position? Would we charge dues? The answers to these questions helped us define and 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 cause. From organizations like PACC, we knew our strength would come from being regionally viable, but we still 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-time-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 and vision to assess our progress in becoming a viable and independent advocacy organization, which represented ALL part-time community college faculty.

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 10% 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 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 66% 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 $155,709; Tenured Faculty are close behind with an average of $119K; Classified Employees make up about $65K and Adjuncts make up a whopping 66% of the total employees.

Note that most colleges are funded by the State based on FT Students Equivalents, or student enrollment. 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 in Kern County makes five

Continued on page 4
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 include verbal abuse, intimidation, and retaliatory class scheduling. The discrimination was based on race, age, class, and gender – being an adjunct. The three adjuncts, Salvador Gonzalez, David Becerra, and Antonio Jimenez are respected by their peers and students. Their complaints are the latest in a series of the intimations and the California Community College Language Department have filed a complaint against 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 1913 President Jim Mahler and others have been mentioned as colluding with these abuses. The lawsuit was 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 adjutants. She insulted him based on his origins in Mexico City and continued with a series of racist insults: “I hate Mexicans,” declared she “am Chilango, and a series of racist insults: the term equivalent to “old fart” , and David Becerra as a mexicano, a slur for people from Mexico City. Professor Gerald expressed discrimination against adjuncts based on their age. She frequently referred to David Becerra as a “senior citizen.” She used the term equivalent to “old fart”, and would refer to him as the “president of the Faculty Association.”

Chair Gerald was successful in ousting Rosalinda Sandoval as chair of the Language Department. She did this by telling him, “Buy yourself some new clothes, old man.” A full-timer telling a professor to buy new clothes, old man. “A full-timer reminding him that he must take care of his appearance. "I was lucky to have taken Spanish 101 from you, Professor Gerald. As a full-time faculty member, it is challenging to take classes. What kept me motivated was seeing Jimenez’ professionalism and [and] clear command of language instruction. In addition, his warm and caring classroom manner made it easy to sign up for the district’s study abroad program in Seville, Spain. Professor Gerald was the lead professor for the program.”

Clearly, these are good teachers. The Guild’s role in supporting these adjuncts fell short. Normally, the collective bargaining process ensures 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 “company union,” which is illegal in the private sector, but a loophole in the law allows employee unions allows this union to represent both chairs and the adjuncts they supervise. Despite these drawbacks, the AFT Guild has addressed this conflict of interest by setting separate bargaining units for chairs and adjuncts. Some have even been 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.” She knew 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 full-time colleagues, the three Language adjuncts are 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.” She knew 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.”

Tenurism is the form of discrimination that “categorizes people by their 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)

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

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 that to a new class. The discrimination was based on race, age, class, and gender – being an adjunct. The three adjuncts, Salvador Gonzalez, David Becerra, and Antonio Jimenez are respected by their peers and students. Their complaints are the latest in a series of intimations and the California Community College Language Department have filed a complaint against the general pattern of abuse of power against adjuncts.

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By Frank Cosco

First published in LABORonline.

The Canadian experience tells a tale of how faculty unions group themselves and how they operate under the aegis of the Federation of Post-Secondary Educators (FPSE) of British Columbia. Faculty, unions in that province have attempted to deal with faculty contingency since the late 1980s but have not yet been an American experience.

Earlier this year in this forum, Trevor Griffey argued that there’s a “class divide” between faculty and students. It concerns how to deal with the contingency crisis: tenured faculty group themselves around the flag of “de-professionalization” and take part in research searches, while advocates for the non-tenured decry the “hyper-exploitation” of the system and promote automatic conversion or ratification.

Both Washington and BC are relatively similar: both have constitutional 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 seen in 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, universitytransfer, and degree as well as associate 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 institutionalize 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 precarious work is organized at its locals do. FPSE operates under the jurisdiction of the Societies Act. Its bylaws set out the terms of federation for 19 member unions who each negotiate with their local’s BC Labour Code. The federation collects a standard portion of dues from each union, currently arranged in a fee per member that 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 a right to say contract demands and ratification.

On the issue of new faculty and how they become regular faculty, FPSE has worked to institutionalize its bargaining system and to ensure that new faculty members are regularized on the job (not just the language). This means that contingent faculty meeting certain requirements can expect to become a regular faculty member after a further period of unionization. An example of this is found in the Vancouver Community College/ Vancouver Faculty Association Collective Agreement. The agreement is the most automatic. There, and have the right to layoff for 19 months out of any 24-month period, and has not received an unsatisfactory evaluation (the onus is on the College to prove the latter). If you do, you can become regular the first of the month following, without further conditions. Salary is an issue because you cannot receive a 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 everyone. People are evaluated 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 to threaten a Layoff, it is illegal to threaten it to a regular faculty member. Each of these provisions is actively enforced by the union’s steward/contract administration team.

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 6 months, or half the 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, regardless of rank, have membership in the provincial government-employer-partnered pension plan and all have access to the federally-administered unemployment insurance. As Americans know, Canadians who are covered have access to basic medical insurance no matter their employment status. All FPSE unions seek to extend that support to contingent faculty.

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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-time students joined us and became 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 “odd man out” in the part-time world and subsequently as a minor annoyance. Unions at the local and statewide levels, as well as the powerful and influential 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 poorness was our justification, lower wages for essentially the same essential 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 who form the community colleges system atay.

Also, during our first decade, CPFA initiated, participated in, and supported faculty-student alliances - the March in March - picketing the BOG, lobbying Legislators and the Governor’s offices, testifying before legislative committees, such as the CRC, 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. The incoming 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 bill. 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 Community College faculty and why part-time faculty 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 divide it is 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 Chino 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 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 all members having a voice in, access to, 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 in our sector 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.

Average Annual Salary Comparison by Job

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