**Part-Timer Organizing**

**1994**

There are a variety of reasons why organizing part-time faculty is not easy. Among these are: **Variety of Part-Time Employee Profiles**

* K-12 teachers making some extra money.
* Business people interested in making some extra money and enhancing their reputations.
* Person who do not wish to be full-time employees because of family or other reasons.
* Persons who would like to be full-time faculty members and are piecing together as many part-time teaching jobs as they can in order to survive while they are waiting for a full-time faculty job.

**Perception Differences**

Some part-time faculty feel that the pay is good compared to other ways they might make extra money. Some are already covered by benefits, others are not. This lack of congruity makes it difficult to get all part-timers united on a single goal or even a set of issues.

**Difficult to Reach**

Part-time faculty are hard to find. They are only on campus a few hours per week. Their other work and life takes most of their time and energy. They don't have much time or energy left to spend on organizing their colleagues.

**Fear**

Many part-timers are fearful of losing their jobs if they become vocal concerning part-timer issues. They would rather not rock an already shaky boat.

**Hostile Environment**

Some full-time faculty seem hostile to the efforts of part-timers. Even some part-time faculty share this hostility. This hostility can be overcome by hard work on the part of organizational leaders and rank and file members, but part-time faculty can contribute to this effort. Part-timer **participation in the activities of the college** increases the awareness and appreciation of the part-timers by all segments of the college. It is easier to see that we must all be in one boat if any of us are to progress **if we all get in one boat.** When part-timers are active in their local unions, the union tends to pay more attention to their needs.

**Addressing the Issues**

The faculty organizations in California have been fighting to improve the part-timer situation for many years. Some of the successes and failed attempts are:

**State Teachers Retirement System**

State Teachers Retirement System (STRS) legislation, sponsored by faculty groups, has been passed by the legislature and vetoed by the governor. These bills required fair calculation of credit for part-time faculty under the STRS. Other legislation required that information on STRS be provided by districts to their part-time faculty employees.

**FuII-Time/Part•Time**

Legislation directed at increasing the number of full-time faculty positions have been passed by the legislature and signed by the governor. Statutory limits **on** the percentage of hours taught by part-time faculty were first enacted in 1981 but sanctions were not included for noncompliance. Assembly Bill 1725 required the use of program improvement and growth funds for increased hiring of full-time faculty. Although these legislative attempts at improvement have had partial success in that they did increase the absolute number of full-time faculty, the **percentages of hours taught by part-timer faculty has not decreased.** Recently the Chancellor's Staff disclosed that the **Chancellor has not been enforcing its own regulations** for the last two years in regard to the number of full-time faculty each district is required to maintain. American Federation of Teachers community college locals have sent letters to the Chancellor requesting Chancellor Office oversight **as required by Title 5 regulations.** The Chancellor's Office has responded to faculty outrage by sending a letter to each district to **certify** that they are in compliance.

**Sick Leave**

Legislation directed at requiring sick leave days for all employees, including part-time employees, was passed by the legislature and signed by a governor. It appears in the Education Code as do a number of other provisions that cover part-time employees that were sponsored by faculty organizations.

**Union Contracts**

Some local unions have been successful in negotiating improved conditions for part-

timers. Among the provisions that unions have negotiated are:

* Continuance of employment language for part-time faculty.
* Rights of part-timers when full-time positions become available.
* Partial pro-rata pay.
* Health benefits for part-time employees.
* Evaluation provisions that parallel full-time faculty evaluation provisions.
* Salary increases
* Contractual right to office space, telephone, duplicating machines, etc.
* Faculty Development Funds, including tuition reimbursement, for part-time faculty.

The California Federation of Teachers passed a resolution on minimum contract standard goals at the 1991 California Federation of Teachers convention.

Continual Battle

Fair play for part-timers is still a distant dream. The more organized part-timers become, the sooner the dream will be realized. The California Federation of Teachers has dedicated resources toward the organizing of part-time faculty by supporting an active and effective part-timer committee of the Community College Council. The California Federation of Teachers is dedicated to making improvement through local bargaining efforts and through statewide action, but strong efforts by part-time faculty are required in order that progress be made.

Both the Unions and the Academic Senate have taken strong positions on part-timer issues. A resolution was passed at the 1992 Fall Session of the California Community College Academic Senate.

Current Legislation

Bills addressing State Teachers Retirement System notification and the definition of "temporary" employee were introduced in the current legislative session. Most part-time faculty are hired under a provision of the Education Code that allows for the filling of "temporary" positions. Currently "temporary" positions can go on forever. The CFI' sponsored AB 3006, a bill introduced by Assemblyman Bob Campbell that would not allow a discipline at a college to fill more than 2 full-time equivalent "temporary" position for more than 3 years. The bill died in the Assembly Ways and Means Committee based on the cost of implementation.

The bill did serve the purpose of concentrating legislative interest on the misuse of the concept of a "temporary" position and on the general problems of part-time temporary faculty. We were able to go on the offensive on this issue and calls by administrative forces to further dilute current regulations have been stopped - at least for this year.. We were very successful in putting a spotlight on the plight of the part-timer and the effects on our educational institutions when we employ a relatively small number of full-time faculty. We were not successful in producing any positive change. Positive change may require either a new governor or an improved financial picture.

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