**Employment of Part-Time Faculty**

**Presentation by Martin Hittelman
President, Community College Council**1994

The issues that are involved in any discussion of the employment of part-time faculty are many. Some of these issues include:

**I. Over Reliance on Part-Time Faculty**

I have included with this paper the percentage, by district, of the Weekly Student Contact Hours (WSCH) taught by full-time employees as part of their normal loads. The percentage for almost every district in the state is less than the **legislative goal** of 75%. Some have argued that there is no problem with having a large number of part-time employees. I disagree.

Some of the problems that **I** believe arise from the overuse of part-time employees are:

**A. Academic Problems**

1. **Office Hours.** Most part-timers are not paid nor required to hold office hours. This often results in the denial of access to an important resource based solely on the status of a student's instructor.
2. **Curriculum.** Most part-timers are not paid nor required to participate in curriculum development or even to participate in department discussions regarding standards, testing and preferred emphasis of material. This often results in a curriculum which is not well integrated into the other curriculum of the department and the college.
3. **College Life.** Most part-timers are not connected to the everyday life of the college. This often causes students to not be properly informed regarding important college matters.
4. **Text Books.** Most part-timers are not included in decision-making concerning text books used. This often results in course offered in a manner not suited to the interests, teaching style, and strengths of the instructor.
5. **Academic Freedom.** Most part-timers feel insecure about their status at the college. This has serious implications in regard to the use of their academic

freedoms. It also restricts their desire to participate fully and honestly in department and other matters.

**B. Faculty Workload**

The workload of the full-time faculty member is increased when there are not enough people (due to the shortage of full-time faculty) to do the work required of the faculty. Some of the areas that suffer as a result of too much to do with so few people available are:

1. Shared governance committees
2. Peer review
3. Academic Senate committee work
4. Union governance
5. Department text book selection committees
6. Curriculum Development

**II. Injustice**

Part-timers are treated very poorly at most community colleges in California. Among injustices suffered are:

**A. Poor Treatment**

1. Offices. Many part-timers are not provided an office or a telephone or even a filing cabinet.
2. **Copying Machines.** Many part-timers are denied access to a copying machine. Others are made to feel uncomfortable when using a copying machine.
3. **Disrespect.** Many part-timers are treated rudely by other college employees, often by their fulltime colleagues. In general, most part-timers are not treated with much respect.

**B. Unequal Compensation**

1. **Pay.** Virtually all part-timers are paid a fraction of what a full-timer is paid for the same proportionate work.
2. **Benefits.** Virtually no part-timers are covered by district paid benefits - even a share proportionate to their load.
3. **Office Hours.** Virtually no part-timers are paid to hold office hours.

**C. Lack of Stable Employment**

1. Most part-timers do not know if they will be employed from semester to semester.
2. Most districts do not give preference in hiring for full-time employment to part-timers that have successfully shown themselves to be outstanding faculty members.

**III. Obstacles to Improving the Situation**

**A. Funding**

1. Funding to California Community Colleges is about 55 % of what it should be based on Program Based Funding Standards.
2. Colleges provide access to more students when they compensate employees, particularly part-time employees, poorly. **The colleges continue to function on the exploited labor of part-timers\_**

**B. Local Boards**

Boards of Trustees are elected. They often do not understand the quality issues involving the use of part-time faculty and their district administrators do not seek to inform them. As a consequence, many boards are more interested in saving money for the district than offering a quality program or providing equitable employment conditions for their employees. In some districts local unions have organized to help elect trustees sympathetic to concerns about educational quality. These unions have found it somewhat less difficult to negotiate significant gains for their part-timers.

**C. Board of Governors**

The members of the California Community College Board of Governors are appointed by the governor. Currently all members of the Board of Governors are Republicans with the exception of one Independent. They tend to be narrowly pro-management in their approach. However, some members of the Board have served as part-time faculty in the community colleges. These members form a core of board members who are sympathetic to the needs and desires of part-timers. Chancellor Mertes, based on his actions, is not interested in increasing the ratio of fulltime to part-time faculty nor does he appear interested in any other gains that might increase the cost of instruction.

**D. Governor Wilson**

Governor Wilson has vetoed a number of bills that would have helped part-time faculty. He has not fought for increased funding for community colleges. He has shown no initiative in addressing the issues of the part-time faculty.

**E. The Legislature**

There are many legislators who consistently vote in favor of part-timers and their issues. The problem with the current legislature does not seem to be primarily one of getting legislation passed. The problem is overcoming the veto of the governor. The number of legislators that support our efforts does not reach the 2/3rds level required to overcome a governor's veto.



**IV. Addressing the Issues**

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

1. **STRS**

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 State Teachers Retirement System. Other legislation required that information on STRS be provided by districts to their part-time faculty employees.

1. **Full-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. AB 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 with 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 is currently in the process of responding to faculty outrage by sending a letter to each district to **certify** that they are in compliance.

1. **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.

1. **Union Contracts**

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

timers.

Among the provisions that unions have negotiated are:

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

I have included the CFT minimum contract standard goals passed at the 1991 California Federation of Teachers convention.

1. 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 American 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.

Current Legislation

Currently bills addressing STRS notification and the definition of "temporary" are being introduced. The CFT has introduced a bill to address the definition of a "Temporary" position. 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 CFT is sponsoring a bill introduced by Assemblyman Bob Campbell that would not allow a discipline to fill more than 1 full-time equivalent "temporary" position for more than 3 years. If passed and signed it would greatly increase the number of full-time positions. We are not introducing the bill with any certainty that the present governor would sign such a bill. We are interested in concentrating legislative interest on the misuse of the concept of a "temporary" position. As we address this issue we will be able to put 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.

Martin Hittelman

President, Community College Council

California Federation of Teachers/American Federation of Teachers

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