



PART-TIME FACULTY SURVEY, PFT, SPRING 2013

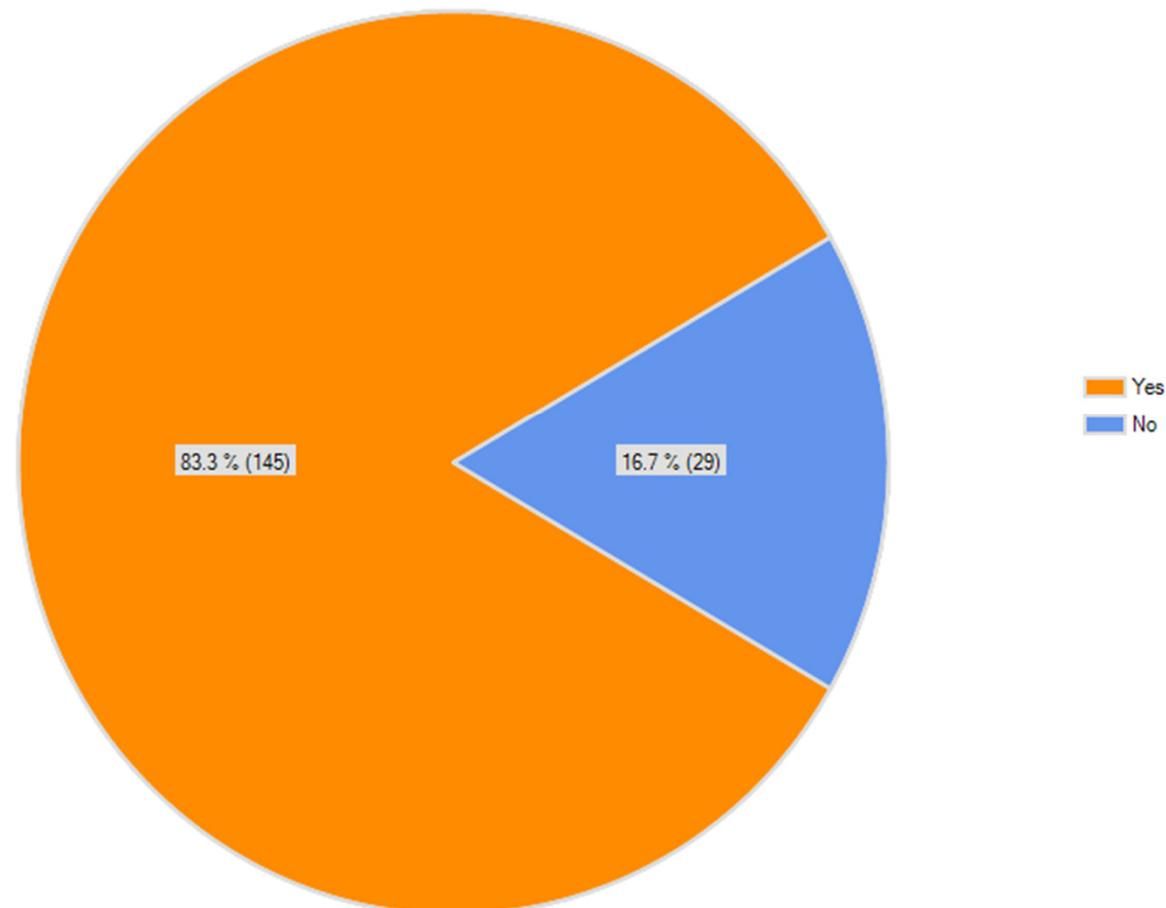
**CONTINGENCY AND ITS IMPACT ON
STUDENT SUCCESS (Part 3)**

PART 3: Reducing contingency of employment

1. Establish seniority in rehire pool.

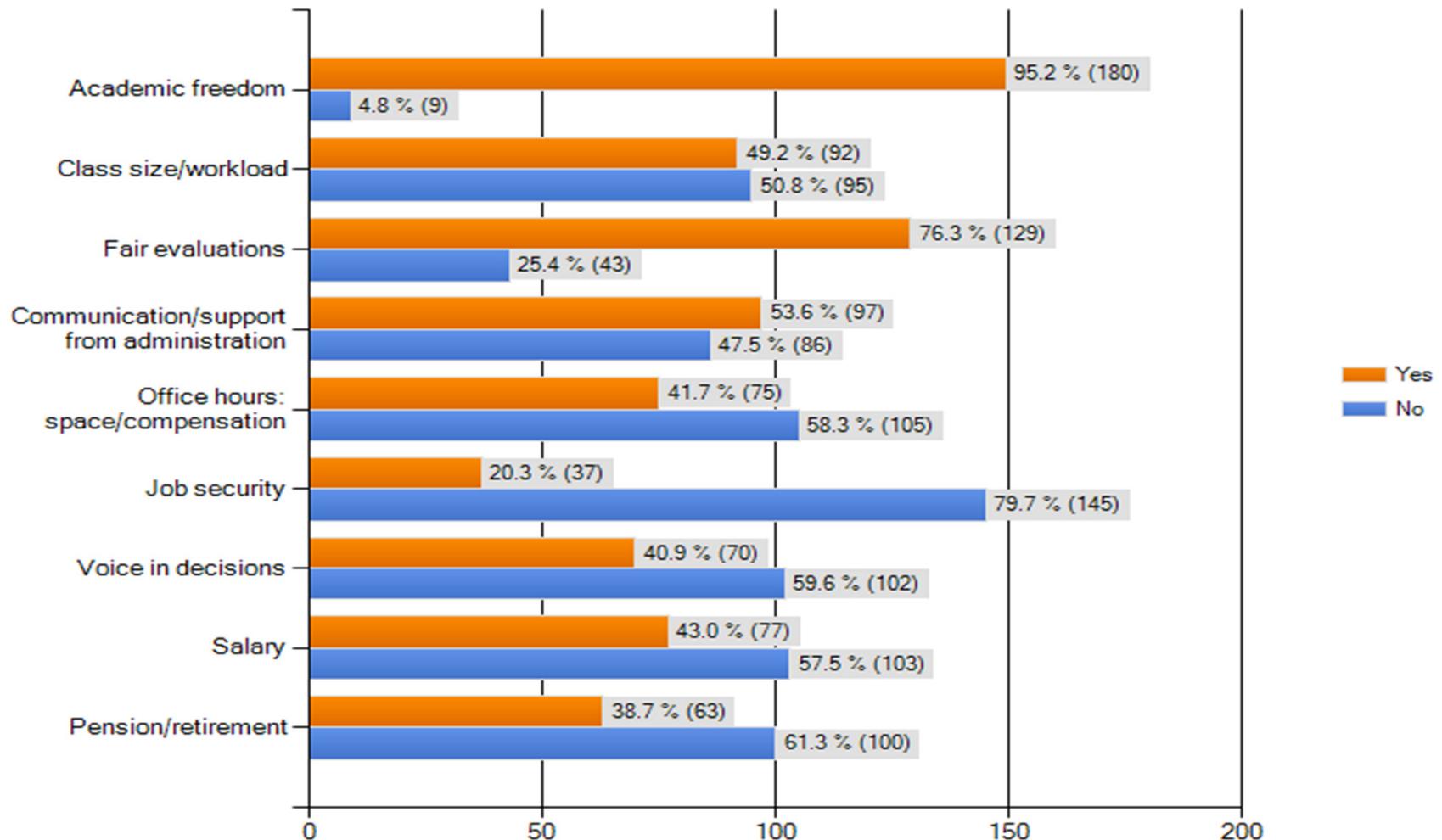
145 out of 174 favor seniority by date of hire.

I am in favor of having seniority by date of hire in the Part-Time Faculty
Rehire Pool for class assignments.



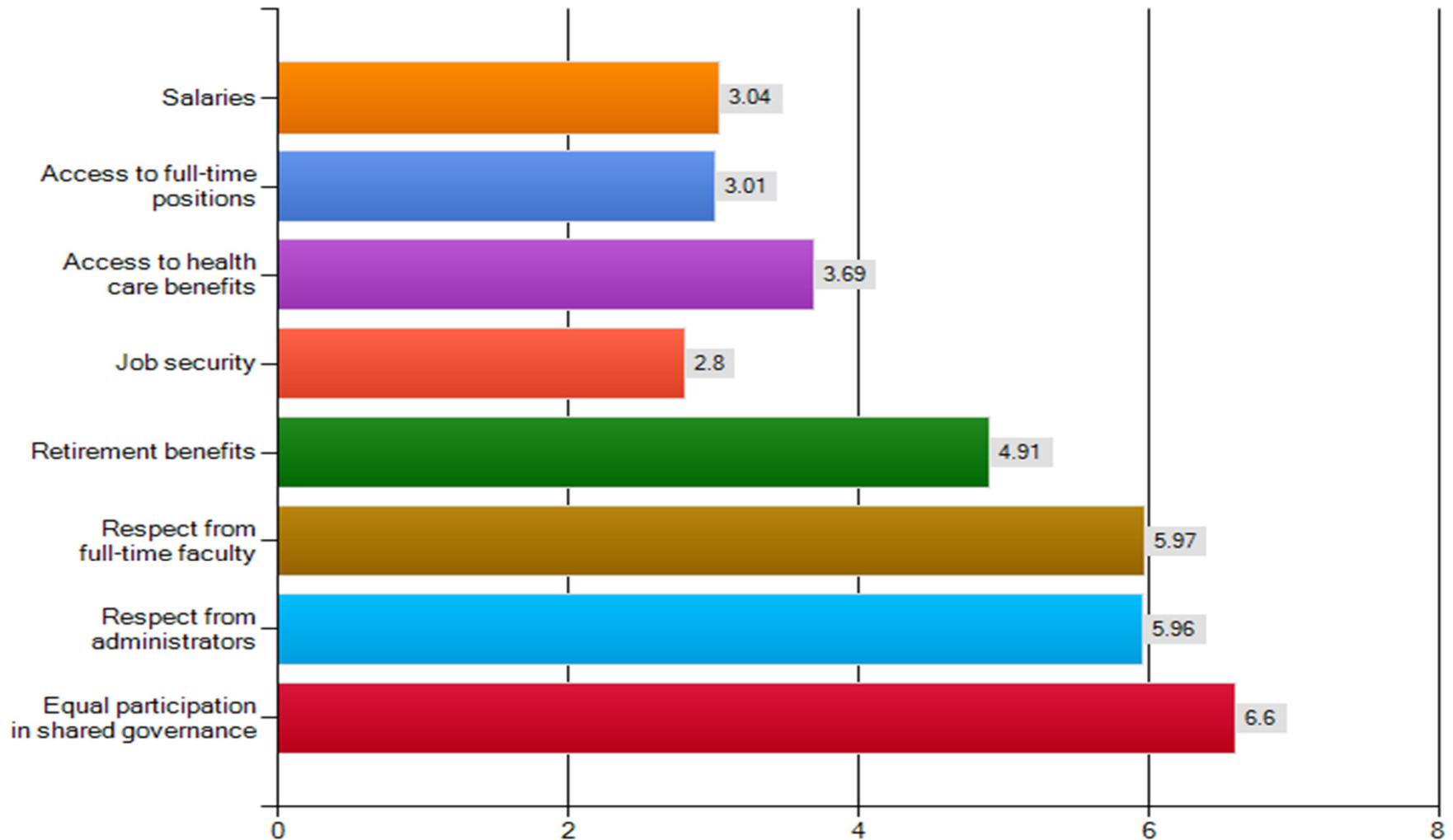
2. Working conditions: Most respondents satisfied with academic freedom; most are dissatisfied with job insecurity, office hours, salary, voice in decisions, retirement, class size and workload

I am satisfied with the following working conditions at Peralta:



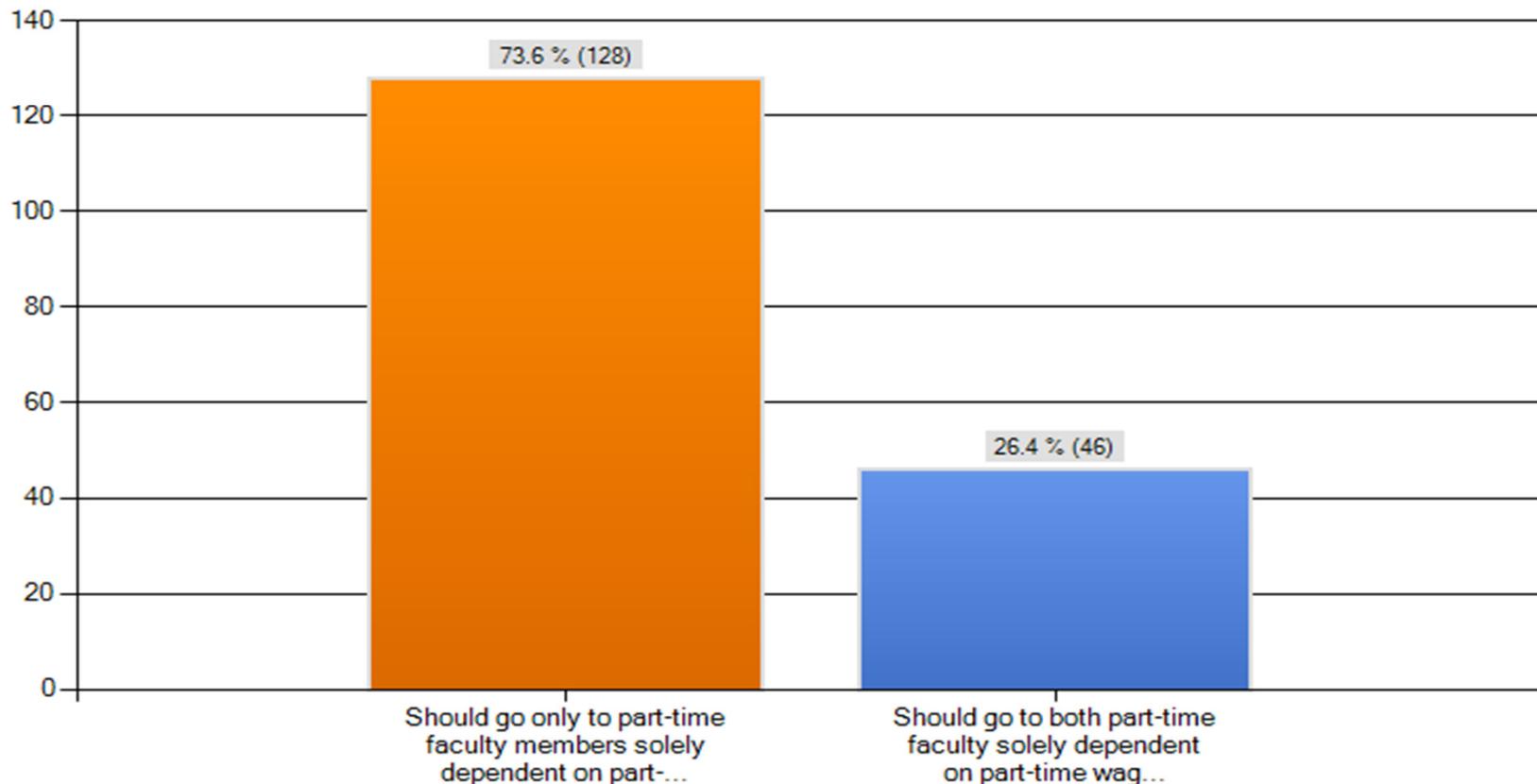
3. Improvements: Highest ranked -- Salaries, access to full-time positions, access to health care benefits, job security

I would say that improvements are most needed in [Rank from 1 (highest) to 8 (lowest)]:



4. Parity Pay: A majority favor parity pay to Part-Time faculty members solely dependent on part-time wages = 128 out of 174 respondents.

Parity pay: Beginning in 2001-2002, as a result of the advocacy of statewide PT faculty activists, the State has been allocating funds to community colleges for the purpose of assisting community college districts in making part-time faculty compensation more comparable to full-time faculty compensation for similar work, that is, to close the wide gap in compensation. At Peralta, full-time faculty members (who receive full compensation and benefits) who teach over their regular contract load (called 'extra service' in the PFT-PCCD contract) during regular semesters and in summer school, also receive a parity pay check. In my view, parity pay:



5. Issues as a part-time faculty member at Peralta that are of most concern to respondents:

- Job security & respect ['I feel like a step-child']
- Higher salaries ['Equal pay for equal work']
- Full-time appointments
- Compensation for non-teaching activities [e.g., helping students outside of class, department and SLO meetings, DSPS accommodations at Laney]
- Fairness in class assignments
- Cap on teaching hours [67% of FT load]
- Underloads [as in under baseloads for Part-Time Rehire Pool faculty]
- Excessive class size [e.g. a case of 160-180 for one class with one part-time instructor]
- Affordable health insurance

6. Effect of Part-Time Teaching on Student Success?:

Out of 134 responses, for most respondents - overwhelmingly yes, negative impact, and significantly so.

A sample of the responses:

- 'The current circumstances under which I teach do not allow ANY compensation for correcting papers or evaluating students' work outside of class. Students must be properly evaluated in order to gauge their progress.'
- 'I am always on the run and have limited time for the students.'
- 'One office hour a week is not enough time to handle student needs. Students rely on the availability of instructors for direction and guidance about individual coursework.'
- 'If I was full-time at one place, instead of running around to three different institutions, checking four different e-mails, I could provide my students with my full attention. My students need academic advising from instructors. They need career advice. If I had an office I would be on campus and my students could drop by any time and talk to me. My students from previous semesters would know where to find me. They would feel that that there is someone there who cares about their future and academic success. The part-time system is really unfair to the students. They are not getting the attention and stability that they need. So many teachers get fed up with this system and stop caring. I want to see my students succeed and my fear is that the stress of this job will turn me into so many others I see. Instructors get tired and stop caring about their students.'

Effect of Part-Time Teaching on Student Success (cont'd):

- 'I love my students and want them to have the best educational opportunities possible. Consequently, I spend a lot of time grading papers, developing lesson plans and meeting with them to tutor them as well as to provide extra-curricular opportunities for them on campus. However, I am NOT paid for most of that time. I am worried that this is not economically sustainable for me.'
- 'Lack of job security has led to a drop in morale in the past. Knowing that whether or not I do a good job I still may not be rehired negatively affects the amount of time I am willing to dedicate to students beyond the normal requirements.'
- 'A lack of respect, overwork and underpayment not only have a massive effect on the learning experience, but will have a negative effect on the FUTURE OF THIS STATE.'
- 'I am a very dedicated teacher and other than having to work around absent or terrible support services, I think I give my students a big bang for their time and money! But I pay a huge price in my personal life.
If we really want to serve our students well, we should provide more job security to part-time teachers, stop class cancellation, and provide the classrooms with the necessary equipment and help. Smaller class size = better student retention and better student learning outcomes. Increase the number of equated hours each part-time teacher is allowed to work. Install the equal-work-for-equal-pay system. A happy teacher= a better teacher. It's that simple.'

7. EXPECTATIONS FOR NEXT FIVE YEARS:

Out of 131 responses, most reflected either pessimism about a better, fairer workplace or hope for full—time, tenure-track positions or an increase in work hours and salary advancement. A sample of the voices of respondents:

- ‘I have no expectations for the next five years because I do not expect that the Peralta system will ever acknowledge the dedication and time of its part-time faculty. It’s a dead-end job that I hope to quit one day.’
- ‘To be given more class assignments, to be compensated for non-teaching campus activities, job security, salary increases.’
- • ‘That I move up on the pay schedule, not remain stuck at the same level.’
- • ‘Receive the hours I need in order to survive economically and to be able to support and strengthen the department’s vision.’

EXPECTATIONS FOR NEXT FIVE YEARS (cont'd):

- 'I'm not sure. I am realizing that I can't stay at a job with no security much longer, and even though I love teaching, I'm looking for other employment that has security and health benefits.'
- 'Part-timers continue to be slighted, in pay, benefits and in workload as we take the brunt from class with less administrative support due to cutbacks in personnel and the wrong attitude. There is no administrator who is there for teachers – they support only students. How are we supposed to mitigate student disruptions when there is not enough DSPS staff to serve the students?'
- 'I hope to be hired full-time. Hope to win the lottery, too!'
- 'My expectation is that the District will improve; one must hope for positive change. A teacher serves best when the reason for her/his work is provided on a daily basis with students who want to learn. Class sizes, counseling issues, and departmental duties weigh upon a part-time teacher. As new assessment methods are enacted part-time teachers need compensation for the work of managing departments, i.e. TaskStream, Curricunet, program reviews, outlines, etc.'

CONCLUSION re Impact of Contingent Employment on Student Success

- **Reference:** Comprehensive study by Adrianna Kezar, Daniel Maxey & Lara Badke (USC)/The Delphi Project on the Changing Faculty and Student Success/Shorter policy document entitled 'The Imperative for Change: Understanding the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices'
 - focus on THREE imperatives:
 - The STUDENT LEARNING imperative,
 - The EQUITY imperative,
 - The RISK MANAGEMENT imperative

The authors' conclusion in document:

'In conclusion, there are a variety of reasons to be concerned about the policies and practices related to non-tenure-track faculty. There is a great need for institutions to systematically review their policies and practices to better understand their impact on student learning, equity, and risk management. Whenever possible, the review of policies and practices and planning for their revision or replacement should be part of a collaborative process, where non-tenure-track faculty and other stakeholders can voice their concerns and contribute efforts to resolve them' (p.11).

Survey designed and conducted by Cynthia Mahabir

ACKNOWLEDGMENTS

- All 197 part-time colleague-respondents
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