

## **Part-time Faculty: Equity, Rights, and Roles in Governance**

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## Introduction

Institutional and systemic marginalization of part-time faculty in the California Community College (CCC) system is deep and ingrained in our processes and policies, despite the fact that they play an essential role in supporting the educational goals of the over 1.9 million students and are often overlooked partners in the role of fulfilling the promise and mission of California Community Colleges. Part-time faculty are crucial for many reasons including expanding capacity and programs across the colleges. Although termed “part-time” because of their teaching loads being a portion of a full-time load, these faculty are vital to the work of our colleges and the academic senate purview of the 10+1<sup>1</sup> as it relates to academic and professional matters.

The California Community College system spans a large state with 116 community colleges and supports a heterogeneous student population. Over 70 percent of the 1.9 million students are people of diverse ethnic backgrounds<sup>2</sup>. This educational system’s vision is to make sure “students from all backgrounds succeed in reaching their goals and improving their families and communities,” with stated goals to improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment (Vision for Success, 2021)<sup>3</sup>.

The important mission of supporting students requires the collaboration, belonging, equity, and inclusion of part-time faculty in our local and statewide activities, professional learning, and advocacy<sup>4</sup>. There are almost 37,000 part-time faculty across the California Community College system.<sup>5</sup> According to the 2022 article titled “The Gig Workers of California Community Colleges Face Worsening Conditions: Is This the Year for Changes for Adjunct Faculty?”, in 35 of the state's 73 community college districts, part-time faculty make up 70% or more of the instructional faculty.<sup>6</sup> In addition, before the pandemic in 2020, part-time faculty members taught nearly half the classes at the state's community colleges.<sup>7</sup> Therefore, it is clear that colleges are reliant upon part-time faculty to serve students as they contribute in many ways, including:

- Expanding the capacity of both major and GE courses, as well as the availability of course sections across modalities.

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<sup>1</sup> [https://www.asccc.org/10\\_1](https://www.asccc.org/10_1)

<sup>2</sup> <https://www.cccco.edu/About-Us/Key-Facts>

<sup>3</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Workforce-and-Economic-Development/RFAs/19-300-001/appendix-d-vision-for-success-a11y.pdf?la=en&hash=984F535C5349C3E1EAF6857DCF7D7B73C9288BCE>

<sup>4</sup> Sidman-Taveau, R., & Hoffman, M. (2019). *Making change for equity: An inquiry-based professional learning initiative*. *Community College Journal of Research and Practice*, 43(2), 122-145.

<sup>5</sup> <https://edsource.org/2023/california-community-colleges-rely-too-much-on-part-time-faculty-and-misspend-funds-audit-finds/686030>

<sup>6</sup> <https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>

<sup>7</sup> <https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>

- Bringing industry practitioners with hands-on experience into the teaching and learning environment.
- Increasing student support faculty for colleges including in the roles of counselors, tutorial center coordinators, and librarians.
- Contributing to the breadth and depth of curriculum offered.
- Providing novel instruction and service to community college's students across the state.

In Spring 2021 the Academic Senate for California Community Colleges (ASCCC) passed a resolution requesting a paper on part-time faculty equity, rights, and roles in governance in a recognition of the essential role of part-time faculty in the lives of students and the mission of community colleges:

**19.01 S21 Create a Paper on Part-Time Faculty Equity**

*Whereas, In Spring 2002 the Academic Senate for California Community Colleges adopted the paper Part-Time Faculty: A Principled Perspective, and in Spring 2013, Resolution 19.07 asked that the 2002 paper be updated;*

*Whereas, Due to an evolution of the ASCCC relationship with union colleagues and a desire to allow some parts of the 2002 paper to stand as written, the ASCCC Executive Committee made the decision, based on a recommendation by the ASCCC Part-time Task Force, to publish a series of Rostrum articles regarding part-time issues rather than complete a full revision of the 2002 paper;*

*Whereas, the ASCCC has a long history of supporting the rights of and equity for part-time faculty, including Resolution 19.01 SP01 Part-Time Faculty, Resolution 1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership, Resolution 1.02 F12 Part-Time Faculty Award, Resolution 19.04 SP13 Part-Time Faculty Nomenclature, Resolution 1.02 F98 Part-time Faculty Participation on the Executive Committee, numerous additional resolutions, presentations of part-time faculty institutes, and many Rostrum articles as well as the 2002 paper; and*

*Whereas, Inequitable treatment is contrary to the mission of the California Community Colleges and undermines the equitable educational opportunities and experiences of students, yet part-time faculty experience profoundly inequitable treatment in the workplace across the full range of academic and professional matters, and the challenges faced by part-time faculty have continued, changed, and in some cases increased since the publication of the 2002 paper;*

*Resolved, That the Academic Senate for California Community Colleges develop a new paper addressing part-time faculty equity, rights, and roles in governance and present it to the delegates no later than 2022 Fall Plenary Session.<sup>8</sup>*

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<sup>8</sup> <https://www.asccc.org/resolutions/create-paper-part-time-faculty-equity>

This paper's framework is based on the ASCCC foundation in Inclusion, Equity, Diversity, Accessibility, and Anti-Racism (IDEAA)<sup>9</sup>. In Fall 2022, the ASCCC formalized its commitment to the IDEAA framework, the tenets and principles of which are foundational to the work of the ASCCC and its purview in academic and professional matters.

*Whereas, The Academic Senate for California Community Colleges Executive Committee grounds its work in the tenets and principles of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA)<sup>10</sup>*

The often vulnerable position of part-time faculty in California community colleges and the many Black, Indigenous, and People of Color (BIPOC) faculty who are part-time faculty require intentional focus on IDEAA in our discussions of processes, policies, and procedures related to part-time faculty.<sup>11</sup> Although this paper focuses on equity of part-time faculty engagement and input in shared governance and in working conditions that unions, colleges, districts, and the Chancellor's Office should address, it is imperative to acknowledge that there is another equity lens of the intersectionality of race, ethnicity, socioeconomic status, sexual orientation, immigration status, and other representation within the part-time faculty population.

This paper is divided into several sections. The first section highlights the history, marginalization, and myths surrounding part-time faculty in the California Community Colleges system. The second section describes inequities experienced by part-time faculty. The third section discusses the 2023 part-time faculty survey as it relates to equity issues experienced by part-time faculty. The fourth section describes the role of the ASCCC in supporting part-time faculty as well as its collaborations and partnerships. The last section explores what local academic senates can do to support part-time faculty and provides recommendations and strategies to create welcoming, validating, and inclusive spaces for part-time faculty to participate in shared governance and to feel a sense of belonging at their colleges.

This paper is inspired, informed, and largely written by part-time faculty across our system and addresses ways to engage part-time faculty intentionally and equitably in shared governance locally and statewide.

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<sup>9</sup> <https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>

<sup>10</sup> <https://www.asccc.org/resolutions/adopt-academic-senate-california-community-colleges-mission-vision-and-values>

<sup>11</sup> <https://www.asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>

## **History, Systemic Marginalization, and Myths of Part-Time Faculty in the California Community College System (CCC)**

### **History of Part-Time Faculty**

Part-time faculty have had a long and storied history in the California Community College system as written in the 2002 ASCCC paper titled Part-Time Faculty: A Principled Perspective<sup>12</sup> which explores the history of part-time faculty and the role of the academic senate.

In 1967, legislation authorized the permanent classification of part-time faculty as temporary employees. This was a year before the formation of the Academic Senate for California Community Colleges (ASCCC).<sup>13</sup> Community colleges in California are open-admission colleges and, in the 1960s and 70s, experienced rapid growth. Dubbed ‘part-time,’ some faculty were hired to fill in gaps in instruction, allow for additional flexibility in scheduling of classes, and provide special professional or hands-on industry experience. As enrollments grew and funding stagnated and later decreased with the passage of Proposition 13 in 1978, part-time faculty were a cost-efficient way to maintain access by mitigating the costs of instruction.<sup>14</sup> By 1978, a national study showed that part-time faculty outnumbered full-time faculty in all states, sometimes by a two-to-one ratio.<sup>15</sup>

In 1988, AB 1725 (Vasconcellos) passed as a law. It established the expectation that community college districts work towards a goal of having a minimum of 75% of all class hours taught by full-time faculty members. In 2023, a California state auditor’s report determined that only 18 of California’s 73 community college districts have ever reached the point of 75% full-time faculty. No district has been able to maintain that level for more than a few years and the percentage of full-time faculty overall has continued to decrease.<sup>16</sup> Today the nearly 37,000 part-time faculty continue to be a significant force in community colleges, accounting for two-thirds of instructors.

The following table presents passed legislation that has had an impact on the lives and roles of part-time faculty in California Community Colleges. Many of these efforts have been led by the ASCCC.

1967	Educational Code was amended to authorize part-time instructors classified as temporary if they teach less than 60% of a full-time load
1968	ASCCC Formed

<sup>12</sup> [https://asccc.org/sites/default/files/publications/Part-Time\\_0.pdf](https://asccc.org/sites/default/files/publications/Part-Time_0.pdf)

<sup>13</sup> <https://www.asccc.org/papers/part-time-faculty-principled-perspective>

<sup>14</sup> <https://www.asccc.org/papers/use-part-time-faculty-california-community-colleges-issues-and-impact>

<sup>15</sup> <https://www.asccc.org/papers/part-time-faculty-california-community-colleges>

<sup>16</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html>

1976	Rodda Act establishing collective bargaining units in California Community Colleges
1978	Board of Governors recognizes the Academic Senate as the representative of local senates and BOG adopted Title 5 regulations allowing part-time faculty to be invited to participate in local senate activities
1988	AB 1725 (Vasconcellos) Community College Reform Legislation established CCC minimum qualifications and declared a goal of classes taught by 75% full time and 25% part-time faculty.
1996	Council of Faculty Organization (CoFO) Faculty Equity Statement <sup>17</sup>
1996	AB 3099 (Campbell) provides some health care funding for part-time faculty
1997	AB 301 (Cunneen) established Part-Time Faculty Office Hour Fund
1999	AB 420 (Wildman) asserted the principles of equal pay for equal work and expanded part-time faculty office hours and health benefit programs.
2001	BOG Policy on Comparable Pay for Comparable Work
2010	AB 1892 (Mendoza) Established the Community College Faculty Health Insurance
2018-2019	SB 840 Budget Act of 2018 (Mitchell) Legislature allocated \$50 million annually to districts to hire full-time faculty to increase their percentage of full-time faculty toward meeting the 75 percent full-time faculty target <sup>18</sup> ; the Budget Act also included \$50 million one-time to compensate part-time faculty for holding office hours
2021-2022	SB 129 Budget Act of 2021 (Skinner) Legislature allocated an additional \$100 million annually to increase the number of full-time faculty above the level (Faculty Obligation Number) the district would have hired that year <sup>19</sup> and an additional \$100 million (\$10 annually) for part-time faculty office hours
2022-2023	Legislature allocated an additional \$200 million annually to augment the Part-Time Faculty Health Insurance Program <sup>20</sup>

<sup>17</sup> <https://www.asccc.org/papers/part-time-faculty-principled-perspective>

<sup>18</sup> <https://www.cde.ca.gov/fq/fr/eb/yr18ltr1008.asp>; [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180SB840](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB840); <https://ebudget.ca.gov/2018-19/pdf/Enacted/BudgetSummary/HigherEducation.pdf>

<sup>19</sup> <https://www.cde.ca.gov/fq/fr/eb/yr21ltr0811.asp>; [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SB129](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB129); <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/July-2021/summary-21-22-budget-agreement-a11y.pdf?la=en&hash=5B69F8619DB51FD8C211B1A6A593568CE7023A62>

<sup>20</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SB154](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SB154); <https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Budget-News/Budget-2022-23/final-22-23-enacted-budget-joint-analysis2-a11y.pdf?la=en&hash=A4EB03432EC48768AAFA88EF5451D1CBFC8E8CB>

One recent legislative bill that passed but was vetoed by the Governor is AB 1856 (Medina). This bill was presented in 2022 with an attempt to increase the percentage a part-time faculty can teach to 80-85% of a full-time teaching load. Currently, according to California law, part-time faculty workload in a single community college district can be no more than 67%, or two-thirds, of a full-time teaching load<sup>21</sup>.

### **Systemic marginalization of Part-Time Faculty**

Institutional and systemic marginalization of part-time faculty in the CCC is deep and ingrained in our process and policies. The Legislature and the ASCCC have worked to overcome these inequities but the reality is that there is a two-tiered system for faculty in the community college system.<sup>22</sup> Full-time faculty are provided resources, time, space, and opportunities to participate in college and multi-college district activities and governance. They receive paid time to engage in professional development, as well as to engage with students outside of course instruction hours, such as advising clubs. Usually as determined by collective bargaining agreements or policies, part-time faculty have much less access to these resources and opportunities. These discrepancies should concern all faculty.

Even though academic senates do not have purview overcompensation, health care, and assignments for part-time faculty, the lack of resources, access and opportunities for part-time faculty participation in shared governance is an academic and professional matter within the purview of local senates. Especially as part-time faculty are rarely intentionally invited to participate in shared governance at their campus and/or districts, and only as an afterthought with limited terms and even more limited voice. This situation inevitably perpetuates the marginalization of part-time faculty, as they are not present to use their voices and experiences in the larger conversation of equity, diversity, inclusion, anti-racism and accessibility for student completion and success.

There are many well-cited articles on the marginalization of part-time faculty that highlight the scope of the issues they face. In the 2018 ASCCC *Rostrum* article “Supporting Part-Time Faculty for Student Success”<sup>23</sup>, the author states that “The success of our students depends on having faculty with tools to help them reach their goals”.

Furthermore, in the “The Exploitation and Marginalization of Adjunct and Contingent Faculty” article, part-time faculty are defined as “contingent or adjunct”. Childress defines adjunct as “something joined or added to another thing but not essentially a part of it.”<sup>24</sup> The term ‘contingent,’ means “subject to chance; occurring or existing only if (certain circumstances) are

<sup>21</sup><https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%20California%20law%20limits%20part,that%20of%20full-time%20instructors>.

<sup>22</sup><https://patch.com/california/across-ca/its-time-fix-two-tiered-faculty-system-californias-community-colleges>

<sup>23</sup><https://www.asccc.org/content/supporting-part-time-faculty-student-success>

<sup>24</sup><https://unionpenumbra.org/article/the-exploitation-and-marginalization-of-contingent-and-adjun>

the case” (“Contingent”).<sup>25</sup> These terms accurately reflect the fragile and tenuous position of part-time faculty in our colleges. As stated above, many of our part-time faculty across all their assignments teach well beyond a “traditional” full load.

Part-time faculty are often hindered in their desire to support students by institutional structures. A recent California State Auditor report (February 2023) identifies several systemic barriers to part-time faculty members' ability to meet student needs when compared to full-time faculty:

- 1) Part-time instructors are less likely to be compensated for the time required outside of class to develop and enact some recommended high-impact educational practices, which are more likely to engage students—such as being able to walk students through a “warm handoff” to on-campus tutoring services.
- 2) Part-time instructors are less likely to have office space or compensated office hours, making it more difficult to meet with students outside of class time.
- 3) Part-time faculty are less likely to be able to dedicate the same amount of time to advising or assisting students with projects outside of the classroom.
- 4) Part-time faculty may not know their instructional assignments until shortly before the term starts, which may limit their preparation time for course materials.<sup>26</sup>

The subsequent impacts of part-time faculty inclusion and equitable treatment on student success is an academic and professional matter; therefore, it is the purview of local senates with the support of the ASCCC to work collaboratively to support part-time faculty. Developing intentional strategies to include part-time faculty in practices, policies, and shared governance is imperative to move the needle towards closing achievement gaps and increasing student completion and success.

When discussing equitable treatment for part-time faculty, it is important to dismantle the reoccurring myths surrounding their perceived value and contributions to our community college system. Part-time faculty are dedicated to their professions and their students, and many want the time, space, and compensation to actively participate in local college activities and governance.

## **Myth-Busting of Part-Time Faculty**

### *Myth-busting #1: Part-Time Faculty as a Monolith*

Across the CCC system, part-time faculty are also labeled as adjunct, associate, or contingent. Although faculty may be called part-time due to the reality that their load or assignment at an individual college is not full-time, their work is not part-time, and neither is their dedication. There is a myth that part-time faculty members teach as additional employment and most already have full-time employment. The reality is that part-time faculty in the CCC system are not a

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<sup>25</sup> <https://www.theatlantic.com/education/archive/2019/04/adjunct-professors-higher-education-thea-hunter/586168/>

<sup>26</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html>

monolith. Some do teach part-time in addition to full-time work, bringing industry experience into the classroom. Others teach a part-time load at one or more colleges and districts. For some, this is necessary as a means of earning income; for others, this is seen as necessary to the pursuit of full-time faculty employment. Some part-time faculty teach part-time loads within multiple colleges and districts, resulting in assignments or loads that add up to more than a full-time faculty load.

This paper discusses part-time faculty in the aggregate, although the reality is that each has a real lived experience that leads them to work in the California Community College System.

#### *Myth-busting #2: Part-Time Faculty Involvement in College Activities*

There is also a myth of part-time faculty not wanting to be included in college governance and activities. Many part-time faculty are not able to participate in college committees or activities (extra-curricular, clubs, events, professional learning) due to multiple factors, including systemic restrictions (policies, practices, constitutions, bylaws), lack of compensation for participation, lack of intentional invitation to participate, scheduling conflicts of meeting and activities, need to travel to colleges in multiple locations, and a profound lack of a sense of belonging, validation, and inclusion. Even though these structural barriers are difficult to work with, it is essential to recognize that there are examples of part-time faculty who have overcome barriers by persevering, advocating, and volunteering their time and energy to get involved at a local and/or state level. Their dedication and love for their students, colleagues, and education is the driver for many of these educators, and they will sacrifice in order to make a positive impact in the lives of their students.

Addressing barriers by providing a culture of belonging, validation, and inclusion must be a key part of the effort to actively include part-time faculty in college governance and activities.

#### **Inequities Experienced by Part-Time Faculty in the California Community College System**

Laws, structures, and policies have placed significant barriers to CCC part-time faculty becoming full-time faculty and/or engaging fully in the community college system as valued and respected part-time faculty. The following section describes existing inequities experienced by part-time faculty across the State: Terminology Matters, Lack of Progress, Economic Conditions, Vision and Goals, Exploitation, Academic Freedom, Second-Class Citizens, Last-Minute Scrambling, Professional Development, Institutional Barriers and Lack of Progress Toward Equity.

#### **Terminology Matters**

Terminology matters to part-time faculty and is a significant factor in the equitable treatment and inclusion of part-time faculty as a valued member of our community college system.

Using the term *part-time* to refer to contingent faculty who work in the California Community College system without any assurance of steady employment might be controversial, given that this term suggests an inaccurate picture of reality. The term *part-time* belies the fact that many are piecing together the equivalent of a full-time position among multiple community college districts. They may be working full-time for the California Community College system, but the individual districts where they work only consider them part-time. Indeed, California law restricts part-time faculty from teaching more than 67%<sup>27</sup> of what a full-time professor would teach in any one district. In recent years, Governor Gavin Newsom has vetoed multiple attempts to raise that percentage<sup>28</sup> to allow more part-time faculty to work at fewer colleges and to qualify for health insurance benefits more easily.

Another term used to refer to part-time faculty, *adjuncts*, also obscures the reality and has fallen out of favor, especially because the word *adjunct* refers to something that's *not essential* but rather *extra*. Yet this class of workers is clearly essential. Contingent "part-time" faculty comprise two-thirds of the faculty<sup>29</sup> work force in California community colleges. Without these workers, the California Community College system would be severely impaired and not be able to achieve its essential mission which is open access to low-cost and life-changing education for millions of Californians.

Even though there are multiple terms used to refer to faculty working under these specific conditions, it has been difficult even among their community to decide on the most inclusive and appropriate terminology as the words '*part-time*', '*contingent*' and '*adjunct*' are understood and preferred depending on the region and the lived experiences of these faculty members. Using any one label might not be reflective of everyone's reality yet for the purpose of providing them a clear voice, ASCCC and the authors use the term "part-time faculty" to denote faculty who are not employed full-time at one community college or district (tenured and untenured) as it is the term used in California Code, Education Code - EDC § 87482.<sup>30</sup>

Nonetheless, much of the language used within community colleges and universities simply refers to "faculty," with the full-time implied. Rarely are both instructional and non-instructional part-time faculty needs addressed in official institutional documentation, such as job requirements and descriptions, learning and professional development opportunities, and even academic senate 10+1 by-laws, reports, and agendas. This has led to feelings of isolation and lack of belonging on these campuses, as well as perpetuating a belief among full-time faculty,

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<sup>27</sup><https://edsOURCE.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699#:~:text=Currently%2C%20California%20law%20limits%20part,that%20of%20full%2Dtime%20instructors>.

<sup>28</sup><https://edsOURCE.org/2022/newsom-rejects-second-effort-to-make-more-community-college-adjunct-faculty-eligible-for-healthcare/678637>

<sup>30</sup>[https://codes.findlaw.com/ca/education-code/edc-sect-87482/#:~:text=\(a\)\(1\)%20Notwithstanding%20Section,quarter%20during%20an%20academic%20year](https://codes.findlaw.com/ca/education-code/edc-sect-87482/#:~:text=(a)(1)%20Notwithstanding%20Section,quarter%20during%20an%20academic%20year).

classified staff, and administrators that part-time faculty are not serious or invested in their careers.<sup>31</sup>

### Lack of Progress

Despite efforts from the legislature in the last 20 years, individual community college districts and the system as a whole have not changed the status quo of over-reliance on part-time faculty, often without providing them proper resources, full professional development opportunities, or job and salary security. Concerned that currently the conversion of full-time positions into part-time positions is happening too often and recognizing the necessity that California community colleges have more full-time faculty to respond to challenges in the future, the state legislature passed Assembly Bill 1725<sup>32</sup> in 1988. This law set a goal that 75 percent of credit hours be taught by full-time faculty. However, a 2023 audit<sup>33</sup> by the state auditor found that “districts overall have not shown substantial progress toward the goal over the last 20 years.” Furthermore, it found that “The Chancellor’s Office has not created a valid way to measure districts’ progress towards the State’s 75 percent goal.”

The audit<sup>34</sup> also found that, despite the legislature allocating \$450 million for full-time hiring in recent years, “Some districts have not properly used the funds for hiring full-time faculty, and the Chancellor’s Office does not have a means to monitor districts’ use of the funds.” Indeed, the audit looked at four districts specifically and found that one district spent money for full-time hiring on part-time faculty and that another left money for full-time hiring on the table. The two other districts studied “could not prove that [funds for full-time hiring] had been used to create new full-time faculty positions.” Altogether, the audit suggests that the CCC system as a whole, and individual districts within the system, do not prioritize increasing the full-time faculty workforce, despite multiple legislative attempts over decades to encourage them to do so.

### Economic Conditions

The reluctance to transition to more full-time faculty may be due to the fact that part-time faculty cost the college far less than full-time employees. Depending on their collective bargaining agreements, part-time faculty are at a greater risk of being laid off, not being given an assignment, offered little or no compensation for office hours or shared government work, and little or no healthcare or other benefits. Nationally, 25% of part-time faculty rely on government assistance and 45% have delayed necessary healthcare.<sup>35</sup>

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<sup>31</sup> Kathryn Q. Thiroff. (2013) How Faculty Identity Discourses of Community College Part-Time Faculty Change Over Time. *Community College Journal of Research and Practice*, 37:3, 177-184, DOI: 10.1080/10668926.2013.739511

<sup>32</sup> [https://asccc.org/sites/default/files/1988%20AB%201725%20Community%20College%20Reform%20Act%20\(Vasconcellos\).pdf](https://asccc.org/sites/default/files/1988%20AB%201725%20Community%20College%20Reform%20Act%20(Vasconcellos).pdf)

<sup>33</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html#section1>

<sup>34</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html#section1>

<sup>35</sup> <https://www.aft.org/news/report-shows-alarming-poverty-among-adjunct-faculty>

As stated in the 2022 article It's Time to Fix the Two-Tier Faculty System at California's Community Colleges,<sup>36</sup> "the average part-time instructor pay rate across the state's 73 districts is about 50% that of full-time instructors. Their discounted wages along with the artificial limitations on their workload can result in an income below the poverty line, which characterizes up to 25% of part-time instructors."

The unpredictability of enrollment and funding may also contribute to an over-reliance on part-time faculty. As an ASCCC position paper on academic freedom notes:

Funding for the California Community Colleges system has always been unstable, dependent upon state allocations, property taxes, and political will. Overall, the state allocation per student has remained flat over time, and with the 2018 alteration in the system funding formula to include performance-based funding, district budgets have gone through considerable change both in the amount of funding colleges receive and in the predictability of that funding. That uncertainty has only been exacerbated in recent times by the economic fallout caused by a global pandemic.<sup>37</sup>

These economic conditions make a part-time faculty workforce that can easily be hired or laid off more appealing. In the higher education landscape in California, the reliance on part-time faculty stands out. In the California Community College system, which has chosen to "adjunctify" its essential mission more than any other segment of higher education, two thirds of CCC faculty are part-time, while only half of CSU faculty are part-time. At the UC, less than 20% are part-time.<sup>38</sup>

It's no coincidence that the segment of higher education that relies most heavily on part-timers is also the system that receives the least funding per student. The state appropriates around \$9,000 per UC student and \$8,000 per CSU student, but only about \$5,000 per CCC student. In its response to the state audit, the *San Diego Union-Tribune* Editorial Board directs most of the blame for the lack of change toward lawmakers for neglecting the CCC system.

"Whatever hiring directives the state gives community colleges, the state's funding decisions speak louder than its words. That would not have gone over well at the Capitol. But it would speak to a larger truth that's long been obvious but is rarely spoken aloud: While the California Community College system has far more students, it's less of a priority for most state lawmakers [than] the CSU system and, in particular, the UC

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<sup>36</sup><https://edsource.org/2022/its-time-to-fix-the-two-tiered-faculty-system-at-californias-community-colleges/676699>

<sup>37</sup> [https://www.asccc.org/sites/default/files/Academic\\_Freedom\\_F20.pdf](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf)

<sup>38</sup> <https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>

system. If lawmakers had prioritized this issue, they would have demanded more progress to date — and provided resources to make it happen.<sup>39</sup>

It is also important to note that racially minoritized students disproportionately attend CCC colleges. According to the Campaign for College Opportunity:

Four out of five African American/Black and Latinx students are enrolled in a CA Community College, compared to three out of four White students, and three out of five Asian American/Native Hawaiian/Pacific Islander . . . These enrollment patterns, when combined with the greater per-student funding provided to the four-year systems . . . create a system that has consistently spent less per African American/Black and per Latinx student than it has for each White student enrolled.<sup>40</sup>

Systemic racism in how California allocates resources to college students is clearly a contributing factor to how the CCC system has come to rely so heavily on part-time educators. Community college student equity and part-time faculty equity are inextricably linked as these institutions serve the largest minoritized student population with the least amount of resources allocated from the State budget. This lack of resources negatively impacts the possibility of hiring more full-time faculty, especially faculty that represents community college students racial and ethnic backgrounds.

## **CCC Vision and Goals**

Former CCC Chancellor Eloy Ortiz Oakley’s “signature initiative,” the Vision for Success, for the first time laid out an ambitious goal for the CCC system to “reduce equity gaps with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.” The current CCC Chancellor, Sonya Christian, and Board of Trustees are committed to continuing Oakley’s equity focus with their new framework, Vision 2030.<sup>41</sup>

Unfortunately, according to CalMatters (2022),<sup>42</sup> the CCC system is not on track to reach its racial equity goals.<sup>43</sup> There are multiple institutional barriers that contribute to racial equity gaps. It is important to highlight the fact that 75% of the faculty workforce at community colleges are hired on a part-time basis which provides them less access to professional development, less opportunity (or compensation) to work with students or participate in shared governance.<sup>44</sup> According to the State Auditor, during Oakley’s tenure, the Chancellor’s Office told the

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<sup>39</sup><https://www.sandiegouniontribune.com/opinion/editorials/story/2023-03-03/opinion-state-audit-right-to-fault-community-colleges-over-full-time-faculty-levels>

<sup>40</sup> [https://collegecampaign.org/wp-content/uploads/imported-files/Follow-the-Money-8\\_5x11-Update.pdf](https://collegecampaign.org/wp-content/uploads/imported-files/Follow-the-Money-8_5x11-Update.pdf)

<sup>41</sup> <https://www.cccco.edu/About-Us/Vision-2030>

<sup>42</sup> <https://calmatters.org/education/2022/10/california-community-colleges-graduation/>

<sup>43</sup> <https://calmatters.org/education/2022/10/california-community-colleges-graduation/>

<sup>44</sup> <https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835>

legislature that “additional funding for full-time faculty could allow districts to convert part-time positions to full-time positions,” but this statement does not align with the reality of districts’ hiring practices. Although community colleges may hire full-time faculty from the pool of part-time faculty who have taught at the college before, such hirings do not represent the conversion of teaching positions from part-time to full-time, and none of the districts we reviewed have a procedure for converting part-time positions to full-time positions.”<sup>45</sup>

In addition, in response to the recent audit, the California Community College Chancellor’s Office stated that they cannot encourage districts to move toward the legislature’s goal that 75% of instruction be done by full-time employees as “It is not appropriate for the Chancellor’s Office to engage in matters of local control and locally negotiated” (59) employment contracts. Nonetheless, the auditor suggests that the Chancellor’s office can and should play a larger role in monitoring progress toward the 75% goal but “has not monitored campus spending, developed a suitable metric of full-time faculty instruction, or collected hiring data from the campuses to measure progress.”

Perhaps most strikingly, the Chancellor’s Office implies in their response to the audit that having more classes taught by full-time faculty wouldn’t impact student success. The CO writes:

“the draft audit report does not include any discussion or analysis of the original intent behind the goal of having 75% of instruction taught by full-time faculty nor does it include consideration of whether data on student outcomes for California Community Colleges is correlated with this goal or related to other factors or components of modern education and student success.”

The auditor, in turn, interprets this statement as the CCCCO suggesting “that the Legislature’s 75 percent goal may not be correlated with positive student outcomes.”<sup>46</sup> Nevertheless, Jeffrey J. Selingo, former editor of *The Chronicle of Higher Education*, writes that “a growing body of evidence indicates that the proliferation of adjuncts is having a negative impact on student success and outcomes. A National Bureau of Economic Research study found that a 10 percent increase in part-time faculty positions at public universities results in a nearly 3 percent decline in graduation rates.”<sup>47</sup> One reason could be contact with students. Synthesizing numerous studies, Ernst Benjamin of the American Association of University Professors writes, “faculty involvement with students is a critical factor in student completion and success. Full-time faculty are able to devote substantially and proportionally more out-of-class time to student learning than part-time faculty.” He notes how this “over-reliance particularly disadvantages the less-

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<sup>45</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html>

<sup>46</sup> <https://www.auditor.ca.gov/reports/2022-113/index.html#section6>

<sup>47</sup> [https://www.steelcase.com/content/uploads/2023/01/Future\\_of\\_Faculty\\_Office.pdf](https://www.steelcase.com/content/uploads/2023/01/Future_of_Faculty_Office.pdf)

well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention.”<sup>48</sup>

Another important factor is the diminished ability of part-time faculty to connect their students with campus programs and services. A study by Florence Xiaotao Ran and Jasmine Sanders (2019) notes that:

Results of a survey on faculty professional experiences at the six colleges . . . suggest that part-time faculty had less institutional knowledge than full-time faculty did about both academic and nonacademic services. Given that part-time faculty did not have negative effects on the pass rates of students who did enroll in subsequent courses, it appears more likely that inferior working conditions for part-time faculty, rather than inferior instructional practices, are driving the negative effects on students’ subsequent course enrollment.<sup>49</sup>

In other words, part-time instructors seem to be just as pedagogically skilled as full-time instructors. However, because they are not treated equitably and often not made to feel included at the institutions where they work, they are less able to connect their students with services that could help enable their academic success, and, thus, their students are less likely to enroll in subsequent courses.

There is clear concern over the implication that an over-reliance on part-time faculty is not harming student success. In the context of the CCC system, part-time faculty report being disadvantaged in many ways, much of which accords with published research about the negative effects of over-reliance on part-time faculty.

## **Exploitation**

Researchers have expressed varying viewpoints about the exploitation of part-time faculty. Some have argued that concerns about part-time faculty exploitation might be overblown<sup>50</sup>, while others contend that part-time faculty labor is clearly exploited.<sup>51</sup> Certainly, some part-time faculty in the CCC system are able to make ends meet, receive healthcare benefits, buy homes, and accomplish other goals that benefit from long-term financial stability. However, this is not the case for many part-time faculty in California.

The alleged exploitation of part-time faculty has led to multiple lawsuits involving several districts and even the California Community College system as a whole. Part-time faculty in the Long Beach Community College District allege “the district illegally forced them to do unpaid

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<sup>48</sup> chrome-extension://efaidnbmnnibpcajpcglclefindmkaj/https://www.nccft.org/wp-content/uploads/2020/01/How-Over-Reliance-on-Contingent-Appointments-Diminishes-Faculty-Involvement-in-Student-Learning-Association-of-American-Colleges-Universities.pdf

<sup>49</sup> https://files.eric.ed.gov/fulltext/ED598947.pdf

<sup>50</sup> https://link.springer.com/article/10.1007/s10551-016-3322-4

<sup>51</sup> https://link.springer.com/article/10.1007/s11406-021-00425-4

work outside the classroom such as grading, class preparation and meeting with students.”<sup>52</sup> In a separate lawsuit, part-time faculty are suing eight districts as well as the CCC system. These allegations stem from a system for compensating part-time faculty that only accounts for time spent in the classroom and not “for all their hours of work outside of class to prepare their lectures or labs, grade papers and exams, prepare syllabi, email with or talk to their students, and assist in essential departmental activities.”<sup>53</sup> Planning, grading, communicating with students outside of class, and other time-consuming activities are required for faculty to successfully do their jobs and to receive the satisfactory evaluations that will allow them to continue doing their jobs in the future. It is often these unpaid out-of-class activities that are critical to supporting the success of their students and to allowing part-time faculty to engage in campus activities, governance, and professional learning with full-time faculty peers.

The logic of pretending that faculty are only working when they are in the classroom can lead to other inequities. Before a law was passed in California forcing districts to reasonably estimate the time part-time faculty spend working for the purposes of Public Student Loan Forgiveness (PSLF), many districts denied eligibility for their part-time faculty. To take an actual example, a part-time English instructor teaching the maximum number of classes in the Los Angeles Community College District was only given credit for working six hours per week. In order to qualify for PSLF by that logic, the part-time English instructor would need to teach 10 classes per semester. A full-time faculty member in this specific college only teaches 4 classes per semester. Therefore, the part-time faculty member would need to do the work of 2.5 full-time faculty members to qualify for PSLF.

Part-time faculty are also potentially exploited by their desire to help students. For example, the reality of spending unpaid time outside of class helping students leaves part-time faculty with the dilemma of wanting to help students unconditionally knowing that their efforts to support student success is not validated and/or compensated.

Another way of exploiting part-time faculty is the idea that being a part-time faculty at a college will increase their chances of obtaining a full-time, tenure-track position. Part-time work is often portrayed as a way to “prove your worth,” “pay your dues,” or “get your foot in the door,” yet considering the ratio of full-time to part-time faculty in the CCC system, obtaining a full-time faculty job is very unlikely for most part-time faculty. Still, faculty seeking full-time positions may perform uncompensated service work for their colleges, such as serving on committees, revising course outlines of record, or serving as club advisors. In contrast to part-time faculty, full-time faculty are paid to do this vital work for the college as it is included in their official job duties. While some colleges might offer compensation to part-time faculty for service work,

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<sup>52</sup> <https://edsource.org/2022/long-beach-community-college-adjuncts-sue-over-unpaid-work-hours/669810>

<sup>53</sup> <https://edsource.org/2022/adjuncts-sue-california-community-college-system-eight-local-districts-over-unpaid-work-hours/680287>

many do not. Thus, part-time faculty wishing to increase the odds to obtain a full-time position will ultimately complete service work for free.

## Academic Freedom

All faculty, regardless of full-time or part-time status, theoretically have the same right to academic freedom. However, as the ASCCC's 2020 position paper on academic freedom notes, "Academic freedom is preserved and strengthened by the tenure process, which, like academic freedom, exists to ensure the public trust in institutions of higher education and the public servants who work in them. Without the professional security that tenure provides, faculty, their teaching, and their research may be subject to influences that possess motivations misaligned with the stewardship of the public good and the pursuit of truth."<sup>54</sup> The California Community College system, relying as it does on two-thirds of a faculty workforce that are not in tenure-track positions, finds itself in a potentially dangerous position regarding academic freedom.

Take, for example, the systemwide focus on equity exemplified by documents such as the CCCCO's Vision for Success DEI Integration Plan<sup>55</sup> and the ASCCC's Going Beyond Development<sup>56</sup> paper. As scholars such as Estela Mara Bensimon have noted, equity requires "being cognizant of how racism is produced through everyday practices and having the courage to make racism visible and discussable."<sup>57</sup> It is easier to have the courage to make racism visible and question everyday practices with the protection and financial security that tenure affords. Part-time faculty, who are by definition contingent and have no reasonable assurance of future employment, often fear for their job security, leading to a reluctance to do the work it takes to close equity gaps, such as trying innovative pedagogical strategies, questioning long-standing policies and procedures, and openly discussing how institutional structures may contribute to systemic racism.<sup>58</sup> As the ASCCC has said, "Even if some, albeit weaker, form of protection extends to part-time faculty through seniority, rehire rights, or due process rights under law, the pervasive threat of losing employment still [exists], and processes to grieve the encroachment into areas of academic freedom are minimal or nonexistent."<sup>59</sup>

To illustrate the chilling effect of contingency on academic freedom, here's an example based on the actual experiences of part-time faculty: a part-time faculty member wishes to try out an equity-minded grading strategy<sup>60</sup> they learned about in an @ONE course. However, they hear that a full-time colleague in their department, who might be in the position to evaluate that part-

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<sup>54</sup> [https://www.asccc.org/sites/default/files/Academic\\_Freedom\\_F20.pdf](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf)

<sup>55</sup> <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/5-dei-integration-plan.pdf>

<sup>56</sup> [https://www.asccc.org/sites/default/files/publications/ASCCC\\_Position\\_Paper\\_2021\\_ProfessionalDev\\_220310\\_epub.pdf](https://www.asccc.org/sites/default/files/publications/ASCCC_Position_Paper_2021_ProfessionalDev_220310_epub.pdf)

<sup>57</sup> <https://rossier.usc.edu/usc-rossier-magazine-fallwinter-2017>

<sup>58</sup> <https://law.justia.com/cases/california/court-of-appeal/3d/208/635.html>

<sup>59</sup> [https://www.asccc.org/sites/default/files/Academic\\_Freedom\\_F20.pdf](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf)

<sup>60</sup> <https://onlinenetworkofeducators.org/course-cards/equitable-grading-strategies/>

time faculty member, has vocally denounced equity-minded grading strategies as contributing to grade inflation. If the full-time faculty member could potentially give the part-time instructor a negative review that jeopardizes their career, finances, healthcare, and so on, that instructor might think it better to stick with a form of grading that may be favoring privileged students rather than accurately reflecting student learning.

It is also easy to imagine circumstances in which part-time faculty may be reluctant to criticize long-standing procedures that might be inadvertently contributing to inequitable outcomes for students from minoritized racial groups, given that such criticisms are often perceived as accusations of racism and taken personally.

### **Second-Class Citizens**

While many studies suggest that part-time professors are as effective teachers as full-time professors (“part-time faculty did not have negative effects on the pass rates of students who [enrolled] in subsequent courses”), some continue to view them, or at least treat them, as inferior.<sup>61</sup> Consider the following common occurrences in California community colleges:

- The inferiority or lack of office spaces provided to part-time faculty.
- The exclusion of part-time faculty from department meetings and decision making.
- The lack of compensation for part-time faculty office hours.
- The lack of health insurance and other benefits for part-time faculty.
- Inadequate and disproportionately low representation of part-time faculty in academic senates, unions and college governance bodies.
- Denial of professional development and college governance opportunities to part-time faculty.

All these differences that imply the superiority of one group over the other can lead to harmful psychological adaptations. For example, full-time professors, recognizing the privileges they have, may justify these privileges, rather than confronting the uncomfortable reality that their colleagues are just as good at their jobs but are treated much worse. Conversely, part-time faculty may assume that they are inferior in some way, given that they’re treated as secondary and perhaps have been repeatedly rejected when they applied for full-time positions. Or, they might become justifiably outraged or jaded, perhaps numbing themselves in order to cope with the experience of being treated unfairly.

The material conditions of part-time faculty reify the message that part-time faculty are not as good or as worthy as full-time faculty. While this belief is not true, it is difficult to counteract it when there is so much evidence (offices, insurance, money, inclusion, and even refrigerators!)

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<sup>61</sup> <https://files.eric.ed.gov/fulltext/ED598947.pdf>

that communicate the exact opposite. This second-class status contributes to the lack of connection of many part-time faculty to the institutions where they work.

### **Last-Minute Scrambling**

The way many colleges assign classes to part-time faculty can be discouraging as the classes might be offered at the last minute or taken away right before the beginning of the semester. As a report from the Center for Community College Student Engagement notes, “It is not uncommon for part-time faculty to learn which, if any, classes they are teaching just weeks or days before a semester begins.”<sup>62</sup> Unlike full-time faculty, who often have reasonable assurance of the classes they will be teaching well in advance, part-time faculty could be assigned or lose classes up to—and even after—the semester begins.

This situation makes it difficult for anyone to maximize student success. On one hand, part-time faculty could spend uncompensated time preparing to teach a course that is taken away at the last minute. On the other hand, part-time faculty may be financially compelled to accept a class that starts the next day, which could result in less preparation and likelihood to use high-impact practices in their classrooms.<sup>63</sup>

### **Professional Development**

As the Center for Community College Student Engagement notes:

Decades of research demonstrate the value of professional development. According to Phillips and Campbell, “In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, 89% stated that it had improved their teaching effectiveness in some way” (2005, p. 59).

Yet part-time faculty are less likely than full-time faculty to participate in these opportunities.<sup>64</sup> There are many reasons why part-time faculty don’t participate in professional development. They may not feel valued or connected to their institutions, they may not be compensated for the training, they might be in a hurry to get to another teaching assignment, or they may not even be eligible to participate. Some colleges may feel like part-time faculty are not committed to their institution, so they should not commit to them. That message is often implicit and becomes a self-fulfilling prophecy. Similarly, a college may say: what if we invest in the professional development of a part-time faculty, and they leave? The better question is: what if you do not invest in their development, and they stay?

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<sup>62</sup> [https://www.ccsse.org/docs/ptf\\_special\\_report.pdf](https://www.ccsse.org/docs/ptf_special_report.pdf)

<sup>63</sup> [https://www.ccsse.org/docs/ptf\\_special\\_report.pdf](https://www.ccsse.org/docs/ptf_special_report.pdf)

<sup>64</sup> [https://www.ccsse.org/docs/ptf\\_special\\_report.pdf](https://www.ccsse.org/docs/ptf_special_report.pdf)

As the Center for Community College Student Engagement puts it:

To begin, when colleges' commitment to part-time faculty is contingent, the contingent commitment may be reciprocated. For most part-time faculty, both pay, and explicit expectations are low, so the message from colleges boils down to something like this: "Just show up every Thursday at five o'clock and deliver a lecture to your class. Give a mid-term and a final exam, and then turn in a grade, and the college will pay you a notably small amount of money."

This arrangement essentially turns teaching into a transaction that is defined by a few specific tasks, and there often is no expectation—or even invitation—to do more. Thus, the basics of showing up, teaching a class, and turning in a grade can easily become the full extent of a part-time faculty member's engagement with the college and its students.

Clearly, this is not the relationship institutions need to have with their faculty if the California Community College system is to make progress in closing equity gaps. As researcher L. Dee Fink observes:

The vast majority of college teachers have had no formal training for the task of designing their courses. Therefore, they follow the common approach of their predecessors: identify the major topics for a given course, determine how much time to spend on each topic, and then prepare a series of lectures and exams on each topic. Unless the teacher has an extraordinary ability to work up highly dramatic presentations, this topic-oriented approach to course design often results in low student engagement and poor performance on course exams.<sup>65</sup>

Professional development helps faculty design better classes and become better instructors to help close equity gaps. The overreliance on part-time faculty who are rarely afforded this training hampers these efforts.

### **Institutional Barriers and Lack of Progress Toward Equity**

Many equity-minded faculty feel the frustration of knowing there is always more they (and their institutions) could do to support students and their academic success. On the curricular level, they could design and pilot self-paced, competency-based classes and programs, revise course outlines of record with equity in mind, and create new classes that meet students' needs. Despite the fact that many faculty can see so many possibilities for how things could be better, service work for the college typically falls on the shoulders of full-time faculty, who, despite their many privileges, are relatively small in number, and thus struggle to make change happen.

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<sup>65</sup> <https://files.eric.ed.gov/fulltext/EJ1104478.pdf>

Understanding the inequities faced by part-time faculty is fundamental to fostering an equitable and inclusive academic environment. The 2023 ASCCC part-time faculty survey provides a snapshot and understanding of the challenges and concerns that part-time faculty encounter. By reviewing the survey data, we can pinpoint areas where inequities persist and develop targeted strategies and recommendations to address them. In the following section, a summary of the 2023 ASCCC Survey about part-time faculty's lived experiences and demographic data from California Community College Chancellor's Office (CCCCO) is presented.

### **ASCCC Part-time Faculty Survey and CCCCCO Data Summary**

In preparation of this paper the ASCCC Part-Time Committee developed an expansive survey focused on the lived experiences of part-time-faculty in the California Community College System. Launched in February 2023 during the ASCCC Online Part-Time Virtual Event, the survey garnered 2,775 responses from across the CCC system. The survey received faculty responses from 67 of the 73 CCC districts. The survey consisted of five sections in the following order:

1. Demographics,
2. ASCCC Professional Development & Learning,
3. Academic Senate (10+1) Question,
4. Collective Bargaining and Assignments,
5. Inclusion and Equity.

These five sections provide insight into who part-time faculty are, what their experiences are, and what their needs are within the purview of ASCCC. Respondents were asked to answer questions from each of the sections described above. Because part-time faculty often teach at multiple schools and have different experiences at different colleges, respondents were asked to answer the questions by focusing on the college they have taught the longest. Once they finished all five sections, respondents had the option to answer the last three college-specific sections with a second college in mind. This made the survey very lengthy. Hence, it is likely that the respondents who had time or motivation to answer the last three sections a second time may not be representative of all part-time faculty. However, the intent was to provide this option to gain an understanding of how part-time faculty judge and fare at different colleges.

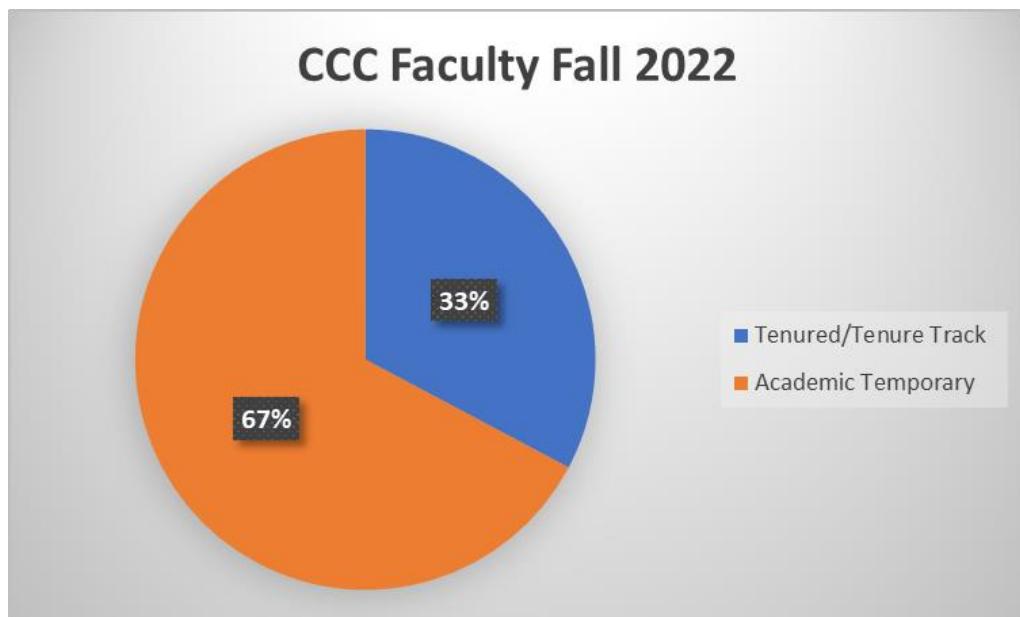
The survey consisted of both multiple choice and short response questions, yielding both quantitative and qualitative data. Throughout this paper there will be statistical data from the quantitative data as well as narratives and quotes from the qualitative data. The survey was sent on February 16th, 2023, to ASCCC Part-Time Liaisons, Part-Time Faculty Listserv, Area listservs, Senate President listservs and to the Faculty Association for California Community Colleges (FACCC). The original deadline for the survey was March 3rd, 2023, which was extended to March 14th, 2023. A total of 2811 responses were received, of which, 2155 responses are usable.

One of the major drawbacks of the survey is that it focuses primarily on teaching faculty and is not inclusive of part-time faculty who do not teach. Future surveys need to be more intentional and inclusive of all part-time faculty, including those in non-instructional roles.

The survey data is analyzed for college-specific connections and lived experiences of part-time faculty. Those voices, experiences, and sometimes trauma of part-time faculty will be shared after a review of the California Community Colleges Chancellor's Office (CCCCO) latest data on faculty.

## 2022 CCCCO Faculty Data Mart Review

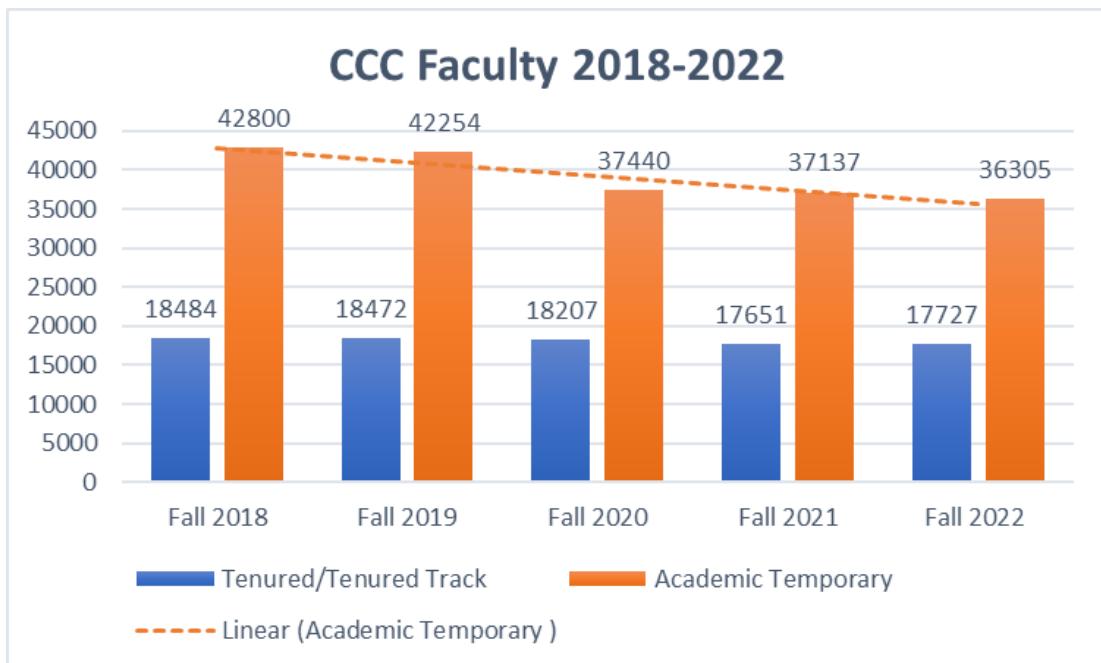
There is no easy way to disaggregate part-time faculty in CCCCO Data Mart statistics. Faculty groups are divided into two groups Tenured/Full time and Academic Temporary, which includes part-time faculty as well as temporary full-time faculty. Although non-tenured faculty have similar uncertainty in employment, they do have the benefits of full-time status and benefits. In Fall 2022 there were 53,692 faculty in the California community colleges with thirty-three percent accounting as tenure/full time faculty while sixty-seven percent were in the temporary category.<sup>66</sup>



Moreover, the graph below shows that over the past 5 years, the number of people employed as academic temporary faculty dropped 15% due to declining enrollment in the system as well as lingering impacts of the COVID-19 pandemic.<sup>67</sup>

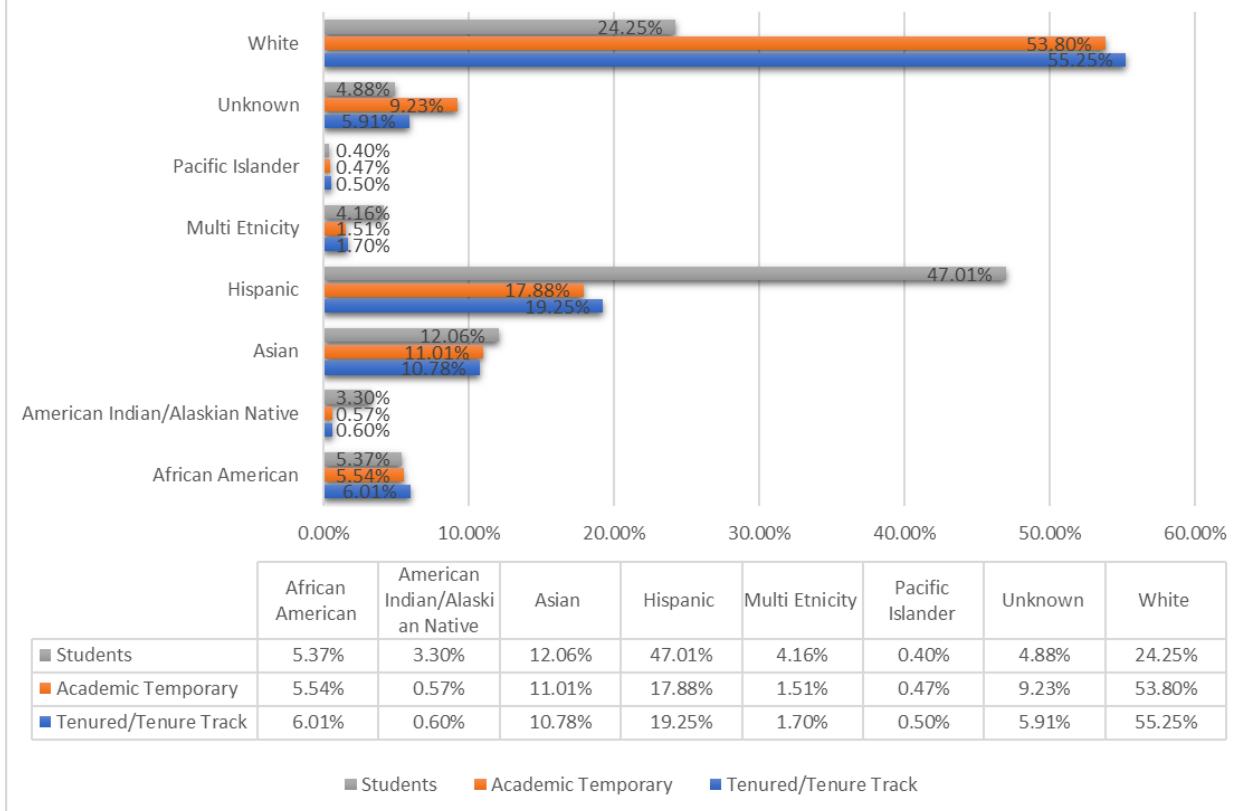
<sup>66</sup> CCCCO Datamart Annual Statewide Data Report 2022 [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Annual.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Annual.aspx)

<sup>67</sup> CCCCO DataMart Faculty & Staff Demographics 2018-2022 [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx)



A demographic breakdown shows that there are still gaps in representation between the student population and both tenured/tenure track and academic temporary faculty. The most significant discrepancy is with Hispanic students as they make up 47% of students in the California community colleges, but only 17% of academic temporary and 19% of tenured/tenured track faculty identify as Hispanic. Conversely, White students make up 24% of students, but 50% of faculty (tenured/tenure track and academic temporary) identify as White. American Indian/Native Hawaiian faculty are also underrepresented in both faculty groups.<sup>68</sup>

## CCC Demographics 2022 Faculty and Students



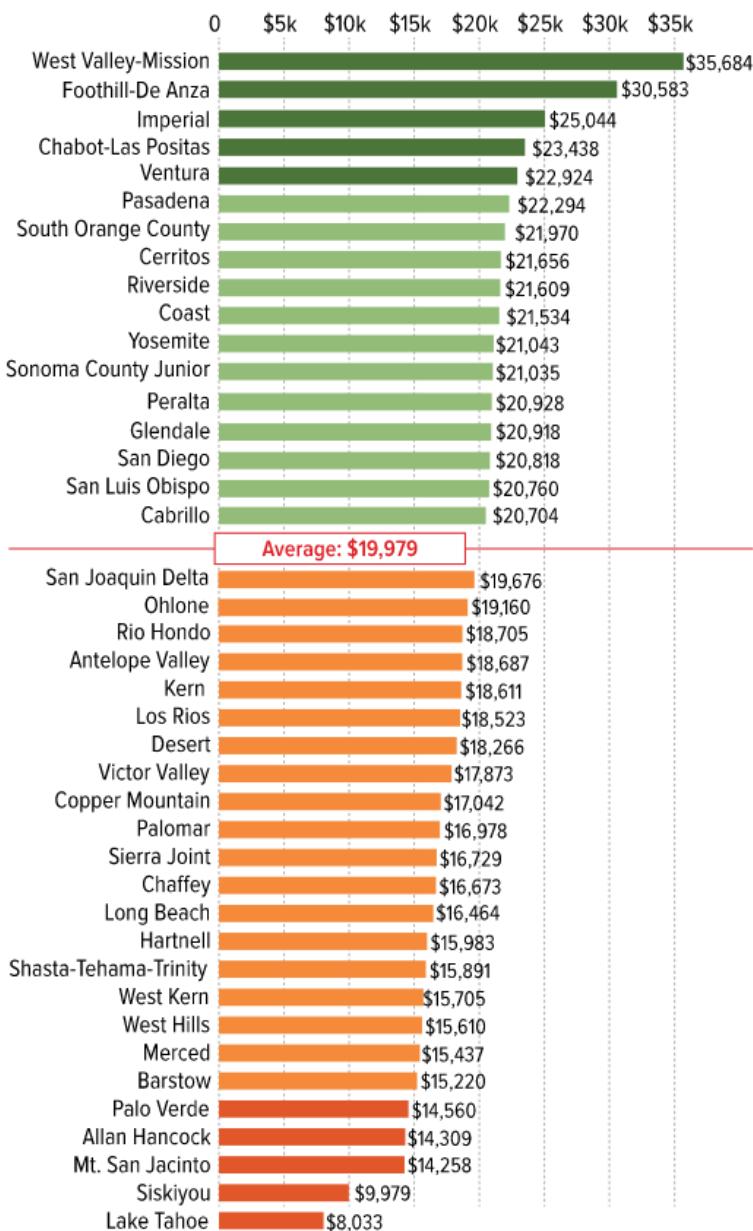
According to research, part-time faculty are paid on average much less than their full-time counterparts. The average pay for part-time faculty in the California Community College System was \$19,927 in 2020.<sup>69</sup>

The below chart from Edsource provides average pay for part-time faculty in select districts across California.

## California Community Colleges average adjunct pay by district

Part-time faculty were paid an average \$19,978.7 in 2020

Daniel J. Willis and Yuxuan Xie



Source: Payroll data from 40 California Community College Districts ; EdSource analysis

EdSource

## 2023 ASCCC Part-Time Faculty Survey Results

In the following section includes a summary of the ASCCC Part-Time Faculty survey results. First, the participants' demographics will be shown. Second, an analysis will be presented to highlight data relating to thoughts, feelings and other descriptive information shared by participants.

### Survey Participants Demographics

The ASCCC 2023 Part-Time Survey asked respondents how they racially identify.

Approximately, 69% of respondents identified as White. The second largest racial group is Mexican, Mexican American, Chicano, with 12% of respondents identifying as such.

Approximately 4% identify as Black or African American.

The part-time faculty years of experience ranged from beginning (less than one year) to over 50 years. Most of the part-time faculty have between 5 and 20 years of experience. Faculty with over 20 years of experience was 23% (633 responses.) Among this group, thirty-three had between 40-56 years (1.2%) of experience, 147 had between 30 - 39 years (5%), and 452 had 20 - 29 years (16%). This data reflects the longevity of part-time faculty, regardless of the financial and academic challenges.

In the ASCCC Part-Time Faculty survey, we asked participants if they were aware of the role of part-time faculty in their local senate Constitution and bylaws. The charts below provide data on part-time faculty understanding of their role on local academic senates. One of the most startling trends in these answers is the percentage of faculty who are unsure if there are designated positions (41.72%), open positions (60%) and any restrictions to serving (80.45%). This indicates a need for local senates to outreach to part-time faculty members to increase their familiarity with local senate processes, procedures, and opportunities.

Q23. Does your local academic senate have position(s) or seat(s) designated for Part-Time Faculty?			Q24. Does your local academic senate have any position(s) or seat(s) which are open to either Full-Time or Part-Time Faculty?			Q25. Are there any restrictions placed upon Part-Time Faculty serving on your local academic senate leadership?		
Answer Choices	Response %	Responses	Answer Choices	Response %	Responses	Answer Choices	Response %	Responses
Yes	56.16%	1286	Yes	35.16%	802	Yes	11.79%	270
No	2.23%	51	No	4.69%	107	No	7.77%	178
Unsure	41.62%	953	Unsure	60.15%	1372	Unsure	80.45%	1843
Answered		2290	Answered		2281	Answered		2291
Skipped		521	Skipped		530	Skipped		520

The ASCCC Part-Time Faculty survey asked faculty about their gross annual income (before taxes and deductions for their teaching responsibilities. The highest percentage of respondents (18.94%) indicated between \$10,000-\$19,000. A majority of the respondents (61.33%) indicated

they made less than \$50,000 annually.<sup>70</sup> Many faculty (37.45% of respondents) are also teaching at multiple colleges, and 65.4% of part-time faculty respondents are also working outside of academia.<sup>71</sup>

Many faculty have worked for years in the California Community College system. 21.4% of survey respondents said they worked 20 or more years as a part-time faculty member. Over half (55.3%) stated they had worked 10 or less years as a part-time faculty member in the California Community College System.<sup>72</sup>

In the following section, this paper summarizes ongoing ASCCC efforts to include, validate and support part-time faculty in practices, policies, shared governance, and decision making across California Community Colleges.

### **The Role of the Academic Senate for California Community Colleges (ASCCC) and Local Academic Senates in Support of Part-time Faculty**

The Academic Senate for California Community Colleges (ASCCC) has its roots in an Assembly Concurrent Resolution adopted in 1963. The resolution required the State Board of Education (which at that time had jurisdiction over community and junior colleges) to establish academic senates “for the purposes of representing [faculty] in the formation of policy on academic and professional matters” (Assembly Resolution 48, 1963). The Community College Reform Act (AB 1725, Vasconcellos), passed by the legislature in 1988, established many new responsibilities for local academic senates and the Academic Senate for California Community Colleges.

The ASCCC is the official voice of California community college faculty in academic and professional matters and is “committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success.” The ASCCC acts to:

- Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance.
- Lead and advocate proactively for the development of policies, processes, and practices.
- Include diverse faculty perspectives and experiences that represent our student populations.
- Develop faculty as local and statewide leaders through personal and professional development.
- Engage faculty and system partners through collegial consultation.

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<sup>70</sup> ASCCC Part-Time Faculty Survey 2023 (Q4)

<sup>71</sup> ASCCC Part-Time Faculty Survey 2023 (Q6)

<sup>72</sup> ASCCC Part-Time Faculty Survey 2023 (Q19)

Local academic senates serve a unique role on our California Community College campuses. Academic senates are the primary way the faculty engage in local, district, and state participatory governance and work closely with administrations on academic and professional matters. Academic senates achieve this by offering the administration recommendations, guidance, perspective, and feedback as the college makes important decisions on how it does support students.

The California Code of Regulations (Title 5) Section 53200, which carries the weight of the California Education Code (law), bestows the functional primacy of Academic Senates to make recommendations concerning academic and professional matters and in part (C) of Section 53200, lists 11 academic and professional areas in which the Academic Senate has this primacy. The ASCCC refers to these areas as the “10+1.” Decisions made at colleges are driven through processes implemented via college decision-making committees.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

+1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senates

As mentioned above, the ASCCC is the official voice of all faculty in regard to academic and professional matters. In references, publications, and presentations, the ASCCC rarely distinguishes between full and part-time faculty as the 10 +1 applies to all faculty. Even if there is no distinction, there is an acknowledgment that the access to and participation in the areas of the 10+ 1 are different for part-time faculty, and their voice needs to be elevated.

## **Expanding the Role of Part-Time Faculty in the ASCCC**

At the ASCCC 2023 Spring Plenary Session, a resolution (1.01 S23 Add a Part-Time Executive Committee Member)<sup>73</sup> was put forth to add that voice to the ASCCC Executive Committee intentionally.

### *1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee*

*Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>74</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the inclusion, diversity, equity, antiracism and accessibility commitment of the ASCCC;*

*Whereas, Resolution S96 01.05<sup>75</sup> called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee, and a paper titled *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*, developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, recommended several changes to the ASCCC bylaws to allow part-time faculty to run for election, yet the paper fell short of “assuring participation on the Executive Committee”;*

*Whereas, Since the 1998 paper *Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*<sup>76</sup>, only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that a part-time faculty voice will be included on the ASCCC Executive Committee and that significant barriers still exist to part-time faculty running for election, including the qualification requirements; and*

*Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty—labeled as “academic, temporary” in Dashboard<sup>77</sup>—made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community Colleges system, and part-time faculty are important voices that are currently not represented on the ASCCC Executive Committee;*

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<sup>73</sup> <https://www.asccc.org/resolutions/add-designated-large-part-time-representative-executive-committee>

<sup>74</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>75</sup> <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>

<sup>76</sup> [2] Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>77</sup> [4] California Community Colleges Chancellor’s Office. *Management Information Systems Datamart*. “Faculty & Staff Demographics Report.” Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). Data table can be found at [https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU\\_Az70\\_ecs4KnNn/view?usp=sharing](https://drive.google.com/file/d/10PwvOLbRqIyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing).

*Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee, and that these changes be brought for a vote by the 2024 Spring Plenary Session;*

*Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and*

*Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.*

Currently the ASCCC Executive Committee includes fourteen elected positions (President, Vice President, Secretary, Treasurer, 2 South, 2 North, and 2 At-Large Faculty Representatives, and Representatives from 4 Areas). Part-time faculty have always been eligible to run for the executive committee. In 1996 there was resolution<sup>78</sup> and later a paper (1998) to address the *Participation of Part-Time Faculty on the Executive Committee of the Academic Senate for California Community Colleges*.<sup>79</sup> In the 25 years between the paper and the 2023 resolution, only one part-time faculty member has succeeded in running for and being elected to the executive committee.<sup>80</sup>

The 2023 Resolution passed by a required 2/3rd majority (per rules for reversing a previous position, which had deemed a unique part-time position unnecessary). With the passage of this resolution, the ASCCC will be tasked with revising its bylaws and sending them for approval of the body to add this position to the Executive Committee and provide support to interested faculty. The resolution also asks for the ASCCC to review the eligibility requirements for eligibility to run for an Executive Committee Member. With this future potential addition of an intentional part-time faculty member to the Executive Committee, the voice and experiences of part-time faculty would be elevated and highlighted.

Besides making intentional efforts to increase part-time faculty participation at the executive level, ASCCC has many initiatives to support, advocate and uplift part-time faculty voices such as the ASCCC Part-Time Faculty Committee, ensuring part-time faculty participation in all ASCCC standing committees, and the request that all colleges identify an ASCCC Part-Time Faculty Liaison. The ASCCC used to have a part-time caucus, however, due to inactivity for a period of 5 years it has been terminated per ASCCC processes. Nonetheless, a part-time caucus can be restored if there is interest in filling out a new application on ASCCC website.

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<sup>78</sup> <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>

<sup>79</sup> <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community>

<sup>80</sup> Per discussion with ASCCC Executive Director 2023

### ASCCC Part-Time Faculty Committee

This committee provides recommendations to the Executive Committee on academic and professional matters that affect part-time faculty members. The committee recognizes that part-time faculty comprise a significant number of California community college faculty and serve disproportionately impacted students. The committee advocates for diverse part-time faculty colleagues, ensuring their access to professional and leadership development offerings and shared governance opportunities at the local and statewide levels. The part-time faculty committee collaborates with the ASCCC to develop and provide professional learning opportunities where part-time faculty gain additional insight on issues germane to academic and professional needs. The committee is also focused on promoting diversity within part-time faculty pools to have educators reflect the student population and further commit to empowering part-time faculty voices who have been historically excluded, such as colleagues of color.

The ASCCC Part-time Faculty Committee consists of California Community College part-time faculty across the state. The leadership of the committee consists of two current ASCCC Executive Committee members who are appointed to facilitate the ideas, goals, and activities of the committee, empower the part-time faculty committee members, and, most of all, advocate for the committee to the ASCCC Executive Committee.

### ASCCC Part-time Faculty and Statewide Service

Besides encouraging part-time faculty participation on the Part-Time Faculty Committee, the ASCCC encourages part-time faculty to apply to serve on any or all committees. ASCCC intentionally creates committees to bring in multiple voices looking for diversity in employment status, race/ethnicity, gender, age, sexual orientation, geography, (dis)abilities, immigration status, college and district size, personal experience and more. Each year, a call is put out for faculty to volunteer for statewide service. ASCCC appoints faculty throughout the year to ASCCC and CCCCO committees and workgroups. To be selected to serve, faculty must annually fill out the ASCCC Volunteer Application to Serve on the ASCCC website.<sup>81</sup> Data on the purposeful diversity of appointed committee members is gathered yearly by the ASCCC Executive Committee. This could be a model for local academic senates when they appoint faculty to participate in local and district committees, task forces, and hiring committees.

### ASCCC Part-Time Faculty Liaisons

In Spring 2022 a resolution (17.02 S22) passed to increase part-time faculty representation and communication through local Part-Time Faculty Liaisons. Therefore, the ASCCC created the role of a Part-Time Faculty Liaison with the goal of "...focusing on issues related to part-time faculty in the California Community College System. Part-Time Faculty Liaisons may consider

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<sup>81</sup> <https://www.asccc.org/content/new-faculty-application-statewide-service>

sharing information with faculty on creating and maintaining responsive and system-wide portable curriculum, programs, and degrees, professional learning opportunities and part-time faculty participation in governance, committee service, and other leadership opportunities, with a focus on Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA).” Liaisons are identified by local academic senates and can be a conduit for information from the ASCCC on part-time matters. The ASCCC also appoints faculty, including part-time faculty, to serve as liaisons to various statewide initiatives, workgroups, committees, and task forces to ensure that their interests are represented.<sup>82</sup>

### **Expanding the Role of Part-time Faculty in the ASCCC Through Collaboration and Partnerships**

The ASCCC has a long history of working with faculty groups on common part-time faculty issues including working with collective bargaining units and the Faculty Association of California Community Colleges (FACCC). The ASCCC formally works with these groups through the Council of Faculty Organizations (CoFO) on common issues under academic and professional matters and overlapping purviews.

#### *Collective Bargaining Units (CBU) /Unions*

Although academic senates and CBUs each have their distinct purviews, there are areas of overlap. These areas often overlap in the areas of compensation and working conditions for part-time faculty to participate in academic senate/college activities and governance. The role of the CBU is to negotiate time, space, and/or compensation for faculty to be involved in college roles. It is important for local academic senates to have continued dialog with part-time faculty on their concerns and ongoing communication with CBUs to work collaboratively to support faculty in their shared purview areas.

The 2023 ASCCC part-time faculty survey asked several questions related to CBUs, even though there is no intent in this paper to make recommendations on any CBU purviews (e.g. workload, compensation). The survey found that 72% (1,634 people) of respondents are members of a union, while 18% are not, and 8% are not sure. Of respondents who are part of their union, in response to a question on what degree they feel their union representatives understand their unique needs as part-time faculty, 9.44% of the 1557 respondents believe that their Union does not understand their needs as part-time faculty, 20.04% answered that the Union completely understands and advocates for their needs. Further, 21.39% said their Union somewhat understands their needs, 27.23% say the Union understands their needs, and 21.90% responded that their Union strongly understands their needs as part-time faculty members.

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<sup>82</sup> <https://www.asccc.org/part-time-faculty-liaison>

Q29. To what degree do you feel your union representatives understand your unique needs as part-time faculty?

		Completely understands and advocates for your needs as Part-Time Faculty		
		Somewhat understand	Understan	Strongly understand
Does not understan	d my needs as Part- Time faculty			
<b>9.44%</b>	<b>21.39%</b>	<b>27.23%</b>	<b>21.90%</b>	<b>20.04%</b>
147	333	424	341	312
			Answered	1557
			Skipped	1254

With these findings, it is important to recognize that there is still work to do in strengthening the collaboration between unions and academic senates to better understand part-time faculty unique needs and to continue to advocate for equitable treatment. This partnership ensures that part-time faculty members are adequately represented, their concerns are addressed in negotiations, and that there is trust and inclusivity within the faculty community.

#### Faculty Association of California Community Colleges (FACCC)

The Faculty Association of California Community Colleges (FACCC) is a faculty membership organization that advocates for community college faculty. Their mission is to “To inform, educate, empower, and advocate for faculty in service to students and the communities of California”.<sup>83</sup> The ASCCC’s long history of collaborating with FACCC is detailed in a Rostrum article from 2019, “The ASCCC-FACCC Connection: A History of Cooperation and Support”.<sup>84</sup> FACCC has a commitment to “prioritize ways to improve working conditions for part-time faculty in the California Community Colleges while supporting the full inclusion of non-tenure track faculty in the collegiate community, including a democratic voice in governance activities and access to professional development opportunities.”<sup>85</sup> FACCC has a *FACCC Statement of*

<sup>83</sup> <https://www.facc.org/mission>

<sup>84</sup> <https://www.asccc.org/content/asccc-facc-connection-history-cooperation-and-support>

<sup>85</sup> <https://www.facc.org/part-time-faculty>

*Philosophy and Standards of Employment for Non-Tenure Track Faculty (Part-Time Faculty)*<sup>86</sup> and is in the process of advocating for a one-tier faculty system. A one-tier faculty system refers to a structure where there is no hierarchical distinction between full-time and part-time faculty members in terms of roles, responsibilities, or privileges within the institution. Instead, all faculty members, whether full-time or part-time, are treated equally and share similar responsibilities. <https://cpfa.org/one-faculty-a-shifting-conversation/>

In addition to these resources, FACC advocates for part-time faculty. Over the past few years, FACC has sponsored multiple legislative bills. Their yearly legislative priorities can be found on the FACC website.<sup>87</sup> In 2023, they sponsored bills AB 260 (Santiago)<sup>88</sup> on pay equity, AB 1190 (Irwin)<sup>89</sup> on part-time office hours, and AB 1956 (Medina)<sup>90</sup> on increasing the percentage a part-time faculty can teach to 80-85%. Part-time faculty can become a member of FACC at a prorated rate. FACC also has a specific part-time committee that “analyzes and recommends legislation affecting part-time faculty; organizes and presents workshops on part-time issues; and provides insight to the FACC BOG on specific part-time issues.”<sup>91</sup> The sign up for committee service is through their committee interest form on their website.<sup>92</sup>

### Council of Faculty Organizations (COFO)

Leaders of faculty groups (ASCCC, FACC, and collective bargaining units including CCCI, CCA/CTA, and CFT) meet monthly to discuss shared issues and concerns. One of the significant outputs of this collaboration was the COFO Faculty Equity Statement, which was adopted by the ASCCC in 1996. It states:

*We, the members of the Council of Faculty Organizations (COFO), recognize that the part-time and full-time faculty members of the California Community College System share common professional interests. The core of this common interest is our responsibility to provide educational opportunities of the highest quality to our students. To accomplish that purpose full- and part-time faculty must communicate effectively with each other, share institutional responsibilities and rewards, and create an academic community that is based on mutual respect. Part-time faculty must be recognized as competent, responsible and productive members of a distinguished and honorable profession. At the present time, these conditions do not uniformly exist in the community colleges of California.*

*Providing students an excellent education and instituting fair working conditions for part-time faculty are complementary objectives. To this end, COFO supports the right of part-time faculty*

<sup>86</sup> <https://www.facc.org/part-time-faculty>

<sup>87</sup> <https://www.facc.org/legislative-priorities>

<sup>88</sup> <https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=svPpGuqc8%2bP6q97Ku0DZBKgcPt7dNET%2bL8Z4VfBmBeA0ZG0HrbCuz04evLiR8fW0>

<sup>89</sup> <https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=rogYMFqFnTK%2bJ3Lj%2fVxQY42Ny8UeH8d1k5WOnc%2bedk6kYnSEH5wygIxctLEJNLBM>

<sup>90</sup> <https://trackbill.com/bill/california-assembly-bill-1856-community-colleges-part-time-employees/2221282/>

<sup>91</sup> <https://www.facc.org/part-time-committee>

<sup>92</sup> <https://www.asccc.org/content/new-faculty-application-statewide-service>

*to participate in organizations and activities that shape the direction of the individual community college. All faculty should participate in departmental functions, assume organizational responsibilities, and contribute to the general well being of the institution.*

*Full- and part-time faculty are required to meet the same minimum qualifications for employment and should be hired and evaluated using comparable processes. Students should have reasonable access to all faculty members both full- and part-time. Since full- and part-time faculty have the same responsibilities to students, part-time faculty members should have the same support services, office space, choice of educational materials, and opportunities for professional development as their full-time colleagues.*

*Part-time faculty should be accorded fair compensation, professional respect and due process. It is the recognized role and responsibility of individual bargaining agents to make the contractual gains that will benefit part-time faculty which in turn will improve the educational quality of the institutions that employ them. However, we, the representatives to COFO, urge support for the following rights for part-time faculty: pro-rata pay, contractual considerations for full-time positions, health benefits, seniority on rehire rights, paid office hours, legitimate STRS pension opportunities and true professional status relating to teaching and learning issues.*

*We view the need for improving these conditions as self-evident, and we are confident that better communication and mutual respect between full- and part-time faculty, as well as frank discussions of these labor and educational issues, will lead to changes that will benefit community colleges and full-time faculty as well as the part-time faculty who are directly affected.<sup>93</sup>*

Even though intentional efforts have been made by several faculty organizations to elevate and support part-time faculty voices and participation in shared governance and decision making, not enough progress has been made in the past two-plus decades to make this 1996 vision a reality for part-time faculty in the California community colleges.

In the April 2018 Rostrum article “Supporting Part-Time Faculty for Student Success”, author Sam Foster, former Part-Time Faculty Committee chair, identified four areas for immediate support to part-time faculty.<sup>94</sup>

- **Onboarding Part-Time Faculty-** support part-time faculty in understanding campus infrastructure, policies, procedures, and resources. Create space and time for introductions, information, and questions. Include, if possible, a single point of contact for ongoing support.

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<sup>93</sup> <https://www.asccc.org/papers/part-time-faculty-principled-perspective>

<sup>94</sup> <https://www.asccc.org/content/supporting-part-time-faculty-student-success>

- **Curricular Guidance in Content Area**- support new and continuing part-time faculty by including them in department conversations on instruction, departmental standards, and curricular changes/updates. Departmental mentorships are recommended.
- **Integrating into the College Culture**- create space, time, and intentional invitations to part-time faculty to be included in college activities. Provide leadership opportunities to part-time faculty to take a role in the culture of the college.
- **Professional Development**- Ensure that part-time faculty are included when developing professional development. Create purposeful professional development to address part-time issues. Actively promote and market professional activities to part-time faculty.<sup>95</sup>

These and other strategies are aligned with the role of faculty in local academic senates, in increasing student success, and in helping students achieve their goals. Local academic senates are also encouraged to designate a local Part-Time Faculty Liaison to the ASCCC to participate in professional learning opportunities and to share ASCCC communications with their college's part-time faculty. Local senate leaders are encouraged to identify these liaisons in the ASCCC college directory. Part-time faculty are also encouraged to sign up for the ASCCC Part-Time Listserv<sup>96</sup>. Local senates should evaluate their own inclusion of and support for part-time faculty. Appendix 1 provides a list of questions local senates can use to support part-time inclusion in local senate discussions and actions. Additional faculty resources for individual faculty and senates can be found in Appendix 2.

### **What Can Local Academic Senates Do To Support Part-Time Faculty?**

In the past few years, there have been noticeable efforts from some California community colleges to support equity and inclusion of part-time faculty in participation and decision making. For example, in the Fall of 2020, Palomar College's Faculty Senate created and disseminated a survey examining equity and inclusion for part-time faculty.<sup>97</sup> This anonymous survey was sent to all faculty of the single-college district, both full and part-time. 167 faculty responses were received, including 38 from full-time faculty; given employment data, this response rate was 13.5% for full-time faculty and 20.8% for part-time faculty.<sup>98</sup> Information gathered from the survey informed a report to the Faculty Senate, "Summary of Findings: Equity and Inclusion for Part-Time Faculty Within Departments and the College," and led to a follow-up survey and report from the college's faculty union regarding specific union-related issues.

The "Summary of Findings" revealed the stark discrepancies in equity and inclusion among the college's faculty and provided the impetus needed to move the faculty from conversation to action. In the years following the initial survey and findings, Palomar College's faculty senate

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<sup>95</sup> <https://www.asccc.org/content/supporting-part-time-faculty-student-success>

<sup>96</sup> <https://www.asccc.org/sign-our-newsletters>

<sup>97</sup> [https://go.boarddocs.com/ca/pccd/Board.nsf/files/BW74KU0BFB0A/\\$file/Exhibit%201%20-%20Summary%20of%20Findings%20-%20Equity%20and%20Inclusion%20for%20PT%20Faculty.pdf](https://go.boarddocs.com/ca/pccd/Board.nsf/files/BW74KU0BFB0A/$file/Exhibit%201%20-%20Summary%20of%20Findings%20-%20Equity%20and%20Inclusion%20for%20PT%20Faculty.pdf)

<sup>98</sup> <https://www.palomar.edu/irp/wp-content/uploads/sites/238/2023/05/FactBook-Proof-Copy-Final.pdf>

and faculty union have worked together with the district to advance part-time faculty equity and inclusion:

- Office hour pay was increased from \$55/hour to the faculty's non-instructional rate.
- Increase in number of paid office hours to 1.5x unit teaching load.
- Increase in the number of paid committees for Part-Time faculty service.
- Pay for service on committees increased from \$15/hour to the faculty's non-instructional rate.
- Inclusive language for departmental bylaws drafted by Faculty Senate.
- Immediate institution of healthcare for Part-Time faculty in Spring 2023 following statewide legislative adoption
- Creation of a union-funded Parity Project team to research and advocate for parity for part-time faculty.

While much has been achieved at Palomar College over the course of three years, parity for part-time faculty has yet to be reached. Misconceptions still remain among some tenured full-time faculty that part-time faculty are not as dedicated to the profession nor the college and thus are not deserving of equitable treatment. Part-time faculty remain compensated at 30-45% of their full-time colleagues pay even when teaching a 67% load.

Local academic senates can make cultural and systemic changes to include part-time faculty in college governance and areas of the 10+1. To do this, it will be important for the local senate to review its policies and practices to break down any intentional or unintentional barriers to part-time faculty involvement. It is important for local senates to review their local constitutions and bylaws to see what they say about part-time faculty involvement and make revisions if needed to support equitable inclusion.

Many local academic senates have one or two designated positions for part-time faculty on their senates. For example, in the Skyline College Academic Senate Bylaws of 2021, Sec Section 3.01 B, Academic Senate Membership, it is stated that "Adjunct senators will be elected by and from the adjunct faculty at Skyline College. The number of adjunct senators will be equal to that of the largest division (ex., If SMT is the largest division with four senators, then there will be four adjunct senators)."<sup>99</sup> Other senates may include them in departmental representation.

Furthermore, some colleges, such as City College of San Francisco, do not differentiate between part-time and full time faculty when providing access to professional development, reassigned-time coordination, and other shared governance opportunities, such as serving on academic senates and senate subcommittees. Some colleges when discussing "faculty" automatically include all faculty, including part-time and non-instructional faculty. In addition, many colleges

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<sup>99</sup> <https://www.skylinecollege.edu/academicsenate/bylaws.php>

like Peralta Community College have worked with their union (Peralta Federation of Teachers (PFT) to provide pay parity for its faculty members.

At Folsom Lake College (FLC) in Los Rios Community College District, the academic senate passed a resolution which was later supported by their district academic senate for implementation. Importantly, the local and district academic senates collaborated with the Los Rios Colleges Federation of Teachers throughout. Regular meetings are held between the academic senate and union to discuss matters of mutual interest, and these meetings were used to make sure the union was aware of the resolution and its progress at the senates. By taking this collaborative approach, the union then used the resolution to support discussions during contract negotiations. The result was a recently-approved provision that compensates, as close as possible to a faculty member's pay step, part-time faculty for up to 27 hours of college service and professional development per academic year. This compensation can be earned in addition to previously-negotiated compensation for part-time faculty to serve on the Academic Senate or Curriculum Committee and it was also separate from compensation for part-time faculty to hold office hours.

Similarly to the efforts of other colleges and district academic senates, the San Diego City College Academic Senate intentionally advertises in their communication that their Union (The American Federation of Teachers Guild (AFT), Local 1931) negotiated a budget to pay part-time faculty for any committee work as well as participating in shared governance. For example, when making calls for faculty applications to do committee work, the following paragraph is included: "Part-time faculty who are recommended by the Academic Senate President and approved by the part-time faculty member's appropriate manager to perform participatory governance committee service shall be compensated for such service. Funding will be provided from an AFT established allocation derived from its share of the Resource Allocation Formula." In addition, the San Diego City College Academic Senate increased part-time faculty participation by formalizing the role of an elected Part-time Faculty Officer as a member of the Executive team (2 year terms) and the role of school senators representatives (2 year terms). Thus, each school at this college has a right to elect a part-time faculty voting member as a senator to represent their voice and advocate for their faculty needs.

Another intentional effort to validate and be more inclusive of part-time faculty at San Diego City College, was to amend the Academic Senate bylaws by changing the word "adjunct faculty" to "part-time faculty" as this was stated to be important to them. Other community colleges, such as MiraCosta Community College refer to part-time faculty as "associate faculty". Furthermore, the San Diego City College Academic Senate has worked diligently with their college administration and their union to make sure part-time faculty have equitable opportunities to learn, grow as a leader and be involved in the campus community. There are mentorship programs as well as professional development opportunities geared towards part-time faculty as well as paid opportunities such as being the chair of the Accreditation Committee and/or being

the Faculty Assessment Coordinator. Lastly, the San Diego City College Academic Senate is intentional in making sure there are equitable opportunities for part-time faculty to attend conferences. Their senate has advocated for and sponsored part-time faculty to attend the ASCCC plenaries, the ASCCC Faculty Leadership Institute, and other leadership events.

While the efforts by many community colleges to create equitable conditions for part-time faculty are commendable, Gavilan College led by example by electing a part-time faculty in August 2021 to be their Academic Senate president. Gavilan College's intentional effort to create equitable opportunities fosters a sense of collaboration, mutual respect, and shared responsibility among all faculty members within their institution, regardless of their employment status.

Any efforts to create equity by strengthening part-time faculty rights and roles in governance emphasize the importance of recognizing the contributions and expertise of all faculty members in fulfilling the mission of the California Community Colleges. By understanding part-time faculty unique needs and current treatment, we can advocate more effectively for policies and practices that promote fairness, respect, and inclusivity. To address the inequities experienced by part-time faculty it is critical to implement targeted recommendations to foster equitable treatment and support for this vital community of educators.

## **Recommendations**

### *ASCCC Recommendations to Local Academic Senates*

- Create intentional professional learning and engagement strategies to specifically support part-time faculty.
- Ensure that part-time faculty are included when developing professional development.
- Review local policies, procedures, handbooks, constitutions, and bylaws to identify and address real or implied barriers to part-time faculty participation (ie: shorter terms) and engagement in college governance and activities.
- Intentionally invite part-time faculty to participate in meetings and shared governance opportunities. (For example, include part-time faculty as senators in local Academic Senates).
- Encourage part-time faculty members to run for executive committee roles and serve on ASCCC statewide committees (for example, ASCCC Exec Committee, ASCCC Part-Time Faculty Committee, Part-time Faculty and Statewide Service, and the ASCCC Part-Time Faculty Liaisons).
- Engage locally with or survey local part-time faculty about how they feel about inclusion and equity, preferred communication, and professional development needs.
- Review local policies on academic freedom to ensure protections for part-time faculty and provide local professional development on academic freedom.

- Onboard part-time faculty and provide ongoing support for part-time faculty by creating a welcoming and validating environment to increase a sense of belonging.
- Support part-time faculty to familiarize themselves with their collective bargaining agreement to learn their rights and compensation opportunities to do shared governance work.
- Provide leadership opportunities to part-time faculty.
- Create incentives for part-time faculty to participate in local academic senates (financial, merit, acknowledgement.)

#### Recommendations for the ASCCC

- Work with the California Community Colleges Chancellor's Office to create a dedicated part-time faculty data element to better understand the number and impact of part-time faculty.
- Work with partners to revisit the CoFO Faculty Equity Statement including an update, re-commitment to the principles, and action plan to support change.
- Increase communication and dialog with ASCCC Part-Time Liaisons.
- Review policies and opportunities for part-time faculty involvement in ASCCC committees and the Executive Committee.
- Work with system partners (including FACCC and CBUs) to identify shared areas of advocacy.

#### Recommendations for Working with the Chancellor's Office

- Play a leadership role in reducing the system's over-reliance on part-time labor.
- Collect and share data to better understand part-time faculty's experiences.
- Acknowledge the connection between part-time faculty equity, racial equity, and student success.
- Add data element for Part-Time Faculty to access data on part-time faculty trends.

#### Conclusion

It will take a collective effort of all faculty in the California Community College system to address the equity barriers for part-time faculty and to ensure positive outcomes for students. Students' success increases when they have more access to faculty who represent them and are vested in the college. Part-time faculty deserve validation, belonging, and compensated opportunities to be available to students—not only inside of the classroom but also by engaging, mentoring, and coaching students outside of the classroom as well.<sup>100</sup>

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Moreover, part-time faculty voices and participation in shared governance committees and decision-making at their colleges and districts is crucial in the transformation of our educational system for a more just and constructive society for all. The trauma to our part-time faculty is real, and their work and lived experience and intersectionality as a highly diverse group need to be acknowledged and valued. Not doing so reinforces inequities both within the education system and within society at large.

At the state and local levels, the ASCCC and local academic senates can take purposeful and intentional steps to align IDEAA principles of Inclusion, Diversity, Equity, Anti-Racism and Accessibility in our interactions with part-time faculty and our evaluation of institutional structures. This work will also require collaboration and partnership with other faculty organizations, administrative leaders, unions, and the Chancellor's Office. Many of these proposed system improvements will not only make part-time faculty more visible and improve their experiences but have the potential to improve the workplace for all.

## **Appendices**

### **Appendix 1 - Questions for Local Academic Senates**

Aligned with the 10+1 there are many ways to structurally and systemically support and enhance the role of part-time faculty. Below are questions for local senates to ask about purposeful inclusion. Each college and senate have different processes and cultures, but each should be discussing the role of part-time faculty.

#### *Curriculum*

- What role do part-time faculty play in reviewing or recommending curriculum through curriculum committees?
- Does the college have processes to include part-time faculty in curriculum and program development?
- How can part-time faculty support the development of a culturally responsive curriculum?

#### *Program Review*

- Are part-time faculty invited to contribute to area program reviews?
- Do part-time faculty know what is in the area program review?
- Are part-time faculty involved in data analysis and discussions?

#### *Outcome Assessment*

- Are part-time faculty supported in outcome analysis?
- Are part-time faculty included and compensated in the creation of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Student Service Area Outcomes?
- Are part-time faculty invited into discussions on outcome assessment?

#### *Equivalency*

- Are part-time faculty supported in equivalency petitions?
- Are part-time faculty provided professional development on the equivalency process?

#### *Professional Learning*

- Are part-time faculty eligible for professional learning funds?
- Are part-time faculty made aware of processes for professional learning funds?
- Is professional learning offered on part-time faculty issues/concerns including support for BIPOC faculty?
- Are part-time faculty surveyed or consulted on professional learning needs?
- How does your academic senate communicate professional learning opportunities, including ASCCC events to part-time faculty?

### Accreditation

- Are part-time faculty included in the writing of the ISER?
- Are part-time faculty invited to professional development on Accreditation?
- What part do part-time faculty play in program accreditations/licenses?

### Budgeting

- Can part-time faculty request funding as part of the budget process?
- Do part-time faculty understand local budgeting processes?

### Governance

- Can part-time faculty participate in local academic senates?
- Are part-time faculty voices brought into committee work across campuses?
- Are part-time faculty onboarded to support their inclusion in governance?

### Student Success

- Are part-time Counselors, Librarians, Tutorials, Health Services, and other non-instructional faculty involved in local governance and student success planning?
- How can part-time faculty support the development of culturally responsive student support practices?

### Planning

- Are part-time faculty brought into discussions on the college mission, educational master plans, technology, or facility planning?

### Committee Appointments

- Are part-time faculty eligible to be appointed to local senates, committees, or hiring committees?
- Has there been a history of part-time faculty appointed to committees or hiring committees?

The ASCCC recognizes the barriers to part-time faculty involvement in these activities and the need to work with Collective Bargaining Units whose purview it is to negotiate compensation for faculty to participate in these opportunities.

Local Senates may not be able to address all these questions at once, but starting the conversation is highly recommended.

## **Appendix 2 - Faculty Resources**

### [\*Cultural Humility Toolkit\*](#)

The decision tree graphic is intended as a tool for local academic senates and colleges to use in beginning action on developing a cultural humility plan. The tool includes links to resources to use in development of a local plan and also for self-reflection as individuals. Members of a group or institution begin by asking if the group/institution is ready to engage in antiracism and cultural humility work. The tool then branches in two directions: one to work immediately at a deep level and the other to engage in courageous conversations that may be needed to start the cultural humility work. Once groups are ready to begin the work, use the left side of the decision tree tool.

### [\*ASCCC Mentor Handbook\*](#)

ASCCC recognizes that mentorship is a key component to the success of new faculty, both for those employed full-time or part-time, as well as for those seeking employment opportunities in the California community colleges. In response to two resolutions from Spring 2016: Resolution Number 01.01 and Fall 2020: Resolution Number 01.02, this handbook was developed by the ASCCC Part-time Committee in 2021 to provide a written guide and repository of resources for the development of mentorship programs at California community colleges. While this handbook was initially developed in response to the resolutions to provide mentor resources for part-time faculty, it became clear that these materials and practices could be used more broadly for all faculty seeking equity-minded professional growth and empowerment. The intent of this handbook is to provide tools and model practices for all faculty and local and district leaders in the creation of mentor programs as well as support to mentor and mentees in community college mentorship programs.

This mentorship handbook is organized into four sections: Mentee Resources, Mentor Resources, The Why: Effective Resources for Faculty Leaders, Administration, and Boards of Trustees, and an appendix with tools and resources for mentors and mentor program developers. As stated above, the intent of this handbook is for use by both mentors and mentees in addition to those seeking models to develop a mentor program. In addition to listing resources that are available for faculty who are seeking mentorship opportunities and outlining information for leaders who are seeking how to implement and build an effective mentorship program, this handbook also provides, toward the end of the document, a brief discussion on the why: the purpose and value of starting a mentorship program.

### *ASCCC Foundation Scholarships*

The specific purposes of this foundation are to benefit, support, and enhance the excellence of California community colleges through fundraising efforts towards professional learning for faculty and to promote innovative activities and strategies to advance teaching and learning.

### *ASCCC Nexus website*

The Part-time Faculty Nexus aims to provide opportunities for leadership to part-time faculty and resources for mentorship in the California community colleges.

### *DEI in Curriculum Model Principles and Practices*

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.