Part-Time Faculty: Equity, Rights, and Roles in Governance

2022-2023 ASCCC Part Time Committee

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# Part 1: Part-Time Faculty in the California Community College (CCC) System

## Introduction

Part-Time Faculty in the California Community College (CCC) System plays an essential role in supporting the educational goals of over 1.8 million students and fulfilling the promise and mission of California Community Colleges. California Community Colleges employ part-time faculty to expand capacity and programs across the system. Although termed part-time, these faculty are essential partners in the work of our colleges and the academic senate purview of the 10+1 Academic and Professional Matters.

The Community College's vision was to create pre-transfer, CTE and transfer pathways while students live in their communities, to save money and stay connected to their support systems. The continuing needs of our communities and students have increased the need for local faculty and staff to support innovative education infrastructures and address socioeconomic equity gaps.

The California Community College System, which spans the large and diverse state with 116 community colleges, supports a diverse student population.This important mission to support students across California requires collaboration, belonging, equity, and inclusion of part-time faculty in our local and statewide activities, professional learning, and advocacy. There are almost 37,000 part-time faculty across the California Community College system. [[1]](#footnote-0) According to an EdSource Article in 2022 in 35 of the state's 73 community college districts part-time faculty make up 70% or more of the instructional faculty. [[2]](#footnote-1)

In Spring 2021 the 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 missions of colleges.

[19.01 S23 Create a Paper on Part-Time Faculty Equity](https://www.asccc.org/resolutions/create-paper-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*](https://asccc.org/resolutions/update-2002-paper-part-time-faculty-principled-perspective) *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*](https://asccc.org/resolutions/part-time-faculty-1) *Part-Time Faculty,* [*Resolution 1.02 F20*](https://asccc.org/resolutions/develop-resource-communicate-and-encourage-part-time-faculty-leadership) *Develop a Resource to Communicate and Encourage Part-time Faculty Leadership,* [*Resolution 1.02 F12*](https://asccc.org/resolutions/part-time-faculty-award) *Part-Time Faculty Award,* [*Resolution 19.04 SP13*](https://asccc.org/resolutions/part-time-faculty-nomenclature) *Part-Time Faculty Nomenclature,* [*Resolution 1.02 F98*](https://asccc.org/resolutions/part-time-faculty-participation-executive-committee-0) *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.*[[3]](#footnote-2)

This paper will detail equity issues and strategies for the inclusion and engagement of part-time faculty on our California community college campuses. This paper is inspired and informed by the real lived experiences of part-time faculty across our system.

## Mythbusting- Part-Time Faculty work, not part-time work, not all doing this as a “side” job

The ASCCC uses the term Part-Time Faculty to denote faculty who are not employed full-time (tenured and untenured) because that is the term used in Title 5 regulations. Although faculty may be called part-time their work is not part-time, and neither is their dedication. There is a myth and maybe assumption? 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 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; for some, this is seen as necessary to the pursuit of full-time faculty employment. Some part-time faculty teach multiple part-time loads that add up to more than a full-time faculty load.

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

## Mythbusting Part-Time Faculty Involvement in College Activities

There is also a myth of part-time faculty noninvolvement in College governance and activities. Many part-time faculty are not able to participate in college committees or activities due to a multiple factors;

* Systemic restrictions (Policies, Practices, Constitutions, Bylaws)
* Lack of compensation for attendance/participation
* Lack of communication/invitation to participate
* Scheduling barriers of meeting/activities
* Need to travel to multiple locations

These structural barriers often keep part-time faculty members out of important meetings and discussions at local colleges and districts.It is essential to actively and intentionally invite part-time faculty into spaces and conversations and create opportunities for belonging and inclusion. Addressing the barriers above must be a key part of the effort to actively include part-time faculty in college governance and activities.

When discussing equity for part-time faculty, it is important to address these myths and bring forth the real voices and experiences of our part-time colleagues. 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

## Importance of our part-time faculty in the lives of students

The role part-time faculty play in the success of community colleges and their students needs to be highlighted. Before the pandemic in 2020, part-time faculty members taught nearly half the classes at the state's community colleges.[[4]](#footnote-3) Our colleges need part-time faculty to serve students. Part-time faculty contribute in

* Expanding the capacity of major and GE courses and availability of course sections across modalities
* Bringing industry practitioners with hands-on experience into the teaching and learning environment
* Increasing studentsupport faculty for colleges including in the roles of counselors, tutorials, and librarians
* Contributing to the breadth and depth of curriculum offered
* Providing excellent instruction and service to CCC students across the state

The truth is our students and our colleges would not be able to thrive without the contributions of our part-time faculty. This paper will address ways to intentionally and equitably engage part-time faculty locally and statewide.

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 use high-impact educational practices- which are more likely to engage students- such as referrals to tutoring services
2. Part-time instructor are less likely to have office space 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 students
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[[5]](#footnote-4)

## The voice of the Part Time Faculty

In preparation of this paper the ASCCC Part-Time Committee developed an expansive survey focused on the real 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 over 2,300 responses from across the CCC system. The survey received faculty responses from 67 of the 73 CCC districts.

This survey targeted several areas:

* Demographic Questions
* ASCCC Professional Development and Learning
* Academic Senate and the 10+1
* Collective Bargaining and Assignments
* Inclusion and Equity

Throughout this paper the voices, experiences and, sometimes, trauma of part-time faculty will be shared from the survey.

## Inclusion, Equity, Diversity, Accessibility and AntiRacism (IDEAA)

The framework of this paper is based on the ASCCC focus on Inclusion, Equity, Diversity, Accessibility, and AntiRacism (IDEAA) framework. In Fall 2022, the ASCCC formalized its commitment to the IDEAA framework.

*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)[[6]](#footnote-5)*

The sometimes vulnerable position of part-time faculty in CCCs 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. The ASCCC has multiple resources and tools to support IDEAA-minded discussions. [[7]](#footnote-6)

# *Part 2*: History and Timeline

## History of Part-Time Faculty in the California Community College System

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). [[8]](#footnote-7) Part-time faculty have had a long and storied history in the California Community College System. The 2002 ASCCC Paper Part-Time Faculty: A Principled Perspective has a thorough history of Part-Time Faculty and the role of the Academic Senate. This section will highlight some of the equity-impacted moments in the part-time experience.

Community colleges in California are open-admission colleges and, in the 1960s and 70s, experienced rapid growth. To meet this need, a second “class” of faculty was created. Dubbed part-time, these 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 or decreased with the passage of Proposition 13, colleges saw part-time faculty as a cost-efficient way to maintain access by mitigating the costs of instruction.[[9]](#footnote-8) By 1978 A national study showed that part-time faculty outnumbered full-time faculty in all states, sometimes by a two-to-one ratio.[[10]](#footnote-9)

In 1988 AB 1725 (Vasconcellos) passed as law. In that law, community college districts were tasked with working towards a goal of having a minimum of 75% of all class hours taught by full-time faculty members. In 2023 a California state auditors 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 has continued to decrease. [[11]](#footnote-10) Part-time faculty continue to be a significant force in community colleges and have a direct impact on student success.

Additional legislation and ASCCC actions have had an impact on the lives and roles of Part-Time Faculty in California Community Colleges

| 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 |
| 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 language 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 75% full time and 25% part-time faculty. |
| 1996 | COFO Faculty Equity Statement |
| 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) law asserting the principles of equal pay for equal work and expanded office hours and health benefit programs. |
| 2001 | BOG Policy on Comparable Pay for Comparable Work |
| 2010 | AB 1892 (Menndoza) Established the Community College Faculty Health Insurance Program |
| 2018-2019 | Legislature allocate an additional $50 million annually to increase the number of full-time faculty |
| 2021-2011 | Legislature allocated an additional $100 million annually to increase the number of full-time faculty |
| 2022 | AB 1956 (Medina) attempt to increase the percentage a part-time faculty can teach to 80-85%, unsuccessful |

## History of systemic marginalization of Part-Time Faculty in Academia

Institutional and systemic marginalization of part-time faculty in the CCC is deep and ingrained in our process and policies. The ASCCC and legislation have worked to overcome these inequities. The reality is there is a two-tiered system for faculty in the community college system. Full-time faculty are provided: resources, time, space, and opportunities to participate in college activities and governance and paid time to spend with students. Part-time faculty, by collective bargaining agreements or policies, have much less access to these resources and opportunities. This is a discrepancy that should be an all-faculty concern. As stated in an article from the 2018 Rostrum *Supporting Part-Time Faculty for Student Success.*”[[12]](#footnote-11) The relationships between student success and part-time faculty resources make providing such tools an academic and professional matter and is within the purview of local senates.

There are many well-cited articles on the marginalization of part-time and contingent faculty that highlight the scope of the issues faced. In the article titled “The Exploitation and Marginalization of Adjunct and contingent faculty,” they define part-time and contingent as, “Part-time faculty can be contingent or adjunct. Childress defines adjunct as “something joined or added to another thing but not essentially a part of it,”[[13]](#footnote-12)

Although the ASCCC uses the term part-time there are many faculty who prefer the term ‘contingent,’ meaning “subject to chance; occurring or existing only (certain circumstances) are the case” (“Contingent”). The definitions resonate as they express quite clearly the theme of adjunct and contingent faculty in the academy.” [[14]](#footnote-13) This term accurately reflects the fragile/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.

As part-time faculty equity and inclusion is an academic and professional matter, it is the purview of local senates and the ASCCC to work collaboratively to support part-time faculty and create intentional strategies to include them in practices, policies, governance, and student success.

Academic Senates do not have purview over significant issues for part-time faculty, including compensation, health care, and assignments. This paper is focused on the impact possible through the 10+1 Academic and Professional matters.

# Part 3: ASCCC and Local Academic Senates

## What is ASCCC?

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, 1988), passed by the legislature in 1988, established many new responsibilities for local academic senates and the Academic Senate for California Community Colleges.

According to the Mission of the ASCCC: As the official voice of California community college faculty in academic and professional matters. **10+1 Academic and Professional Matters**

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 its business.

The [California Code of Regulations (Title 5) Section 53200](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default)), 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 our 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

The Academic Senate for California Community Colleges (ASCCC) is committed to advancing inclusion, diversity, equity, anti-racism, accessibility, student learning, and student success. The ASCCC acts to:

1. Empower faculty to engage in local and statewide dialog and take action for continued improvement of teaching, learning, and faculty participation in governance;

2. Lead and advocate proactively for the development of policies, processes, and practices;

3. Include diverse faculty perspectives and experiences that represent our student populations;

4. Develop faculty as local and statewide leaders through personal and professional development;

5. Engage faculty and system partners through collegial consultation.

The ASCCC is the official voice of all faculty. 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)[[15]](#footnote-14) 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[[16]](#footnote-15) 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[[17]](#footnote-16) 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[[18]](#footnote-17), 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[[19]](#footnote-18)— 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;*

*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.*

*Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee*

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[[20]](#footnote-19) 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*. [[21]](#footnote-20) 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.

The 2023 Resolution passed by a required 2/3rd majority (per rules for reversing a previous position). With the passage of this resolution, the ASCCC will be tasked with revising its bylaws 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 addition of an intentional part-time faculty member to the executive committee, the voice and experiences of part-time faculty will be elevated and highlighted. Local Academic

Academic senates may look to this addition as a model for the intentional elevation of part-time faculty in local academic

senate decision-making.

In the recent part-time survey faculty showed that there is a communication disconnect between part time faculty and the ASCCC. When faculty were asked if they were aware that Part time faculty could attend ASCCC events 43% of respondents said they were unaware. Only 25% of part-time faculty received the ASCCC newsletter. [[22]](#footnote-21) When asked in the ASCCC Part Time Faculty survey 77.3% of faculty stated they did not receive any financial support to attend ASCCC events.[[23]](#footnote-22) The ASCCC Foundation is working to purposely expand scholarship opportunities for part-time faculty to attend events such as the ASCCC Fall and Spring Plenary Sessions and conferences such as A2Mend. In 2023 the ASCCC Foundation supported 4 additional scholarships the the ASCCC Curriculum Institute designated for part-time faculty

## ASCCC Part-Time Committee

The ASCCC Part-time Faculty 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 who 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 entirely 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.

## Part-time Faculty and Statewide Service

The ASCCC is not only looking for part-time faculty participation on the Part-Time Faculty Committee, part-time faculty are encouraged to apply to serve on any/all committees. ASCCC intentionally creates committees to bring in multiple voices looking for diversity in employment status, race/ethnicity, geography, and experience. 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 annually must fill out the ASCCC Volunteer Application to Serve on the ASCCC Website.[[24]](#footnote-23) Data on the purposeful diversity of appointed committee members is gathered and analyzed yearly by the ASCCC Executive Committee. This could be a model for local academic

senates when they appoint faculty to local, district, and hiring committees.

## ASCCC Part Time Faculty Liaisons

In Spring 2022 a resolution 17.02 S22 Increase Part-Time Faculty Representation and Communication through Local Part-Time Faculty Liaisons.

The first resolved states

*Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to identify a part-time faculty member to act as a part-time faculty liaison to serve as a conduit and increase communication among part-time faculty, the local academic senate, and the Academic Senate for California Community Colleges.[[25]](#footnote-24)*

The ASCCC has created a Part-Time Faculty Liaison with the goal of “This position focuses on issues related to part time faculty in the California Community College System. Part-time faculty liaison may consider 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). The ASCCC often appoints part time faculty liaisons to serve as volunteers to various statewide initiatives, workgroups, committees, and task forces in order to ensure that their interests are represented.” [[26]](#footnote-25)

## What Can Local Academic Senates Do?

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 inclusion. Appendix A provides a list of questions for local senates to use to support part-time inclusion in local senate discussions and actions.

Many local academic senates have a designated position 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).”[[27]](#footnote-26) Other senates may include them in departmental representation. In the ASCCC Part-Time Faculty survey, we asked participants if they were aware of the role of part-time faculty in their local senates constitution and bylaws. (ADD Survey Data)

| 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 |

In the April 2018 Rostrum Article Supporting Part-Time Faculty for Student Success author Sam Foster, former Part-time Faculty Committee chair, identified 4 areas for immediate support to part-time faculty. [[28]](#footnote-27)

* **Onboarding Part-Time Faculty**- support part-time faculty in understanding campus infrastructure, procedures, and resources. Create space and time for introductions, information, and questions. Include, if possible, a single point of contact for ongoing support
* **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 [[29]](#footnote-28)

These strategies not only align with the role of the faculty in their local academic senates but increase student success and help students achieve their goals. Local academic

senates are also encouraged to designate a local Part-Time Faculty Liaison to the ASCCC. These liaisons should be designated on the ASCCC college directory, encouraged by the local academic senates in professional learning opportunities and encouraged to sign up for the ASCCC Part Time Listserv.[[30]](#footnote-29) Additional faculty resources for individual faculty and senates can be found in Appendix 2

## Local Senates in Action- Palomar College (ADD Narrative)

# Part 4: Collaboration and Partnerships

The ASCCC has a long history of working with faculty groups on common issues including working with Collective Bargaining Units and the Faculty Association of California Community Colleges. The ASCCC formally works with these groups through the Council of Faculty Organizations (CoFO).

## 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 for part-time faculty to participate in academic senate/college activities and governance. This is the role of the CBU 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. The 2023 ASCCC Part-time faculty asked several questions related to CBUs. We begin by asking respondents if they are members of their union. A majority of respondents are part of their union, exactly 72% of respondents - 1,634 people. While 18% are not part of their union, and 8% are not sure if they are part of their union. Of respondents who are part of their union, we asked To what degree do you feel your union representatives understand your unique needs as Part time faculty?

​​

| Q29. To what degree do you feel your union representatives understand your unique needs as Part time faculty? | | | | |
| --- | --- | --- | --- | --- |
| Does not understand my needs as Part Time faculty | Somewhat understands | Understands | Strongly understands | Completely understands and advocates for your needs as Part Time Faculty |
|
| 9.44% | 21.39% | 27.23% | 21.90% | 20.04% |
| 147 | 333 | 424 | 341 | 312 |
|  |  |  | Answered | 1557 |
|  |  |  | Skipped | 1254 |

One of the main areas of importance for part-time faculty aligned to CBUs is the local process of assignments. The recent ASCCC Part Time Survey asked part time faculty about their participation in assignments and the timeline of assignments. (ADD Survey Data)

## Faculty Association of California Community Colleges (FACCC)

The legislative and advocacy arm of the CCC faculty is the Faculty Association of California Community Colleges (FACCC). Their mission is to “To inform, educate, empower, and advocate for faculty in service to students and the communities of California”.[[31]](#footnote-30) 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. [[32]](#footnote-31) FACCC has a commitment to “prioritizes 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.”[[33]](#footnote-32) FACCC has a [*FACCC Statement of Philosophy and Standards of Employment for Non-Tenure Track Faculty (Part-Time Faculty)*](https://faccc.memberclicks.net/assets/docs/pt_values_statement.pdf)*.[[34]](#footnote-33)*

In addition to these resources FACCC advocates for legislation related to part-time faculty. Over the past few years, FACCC has sponsored multiple legislative bills. Their yearly legislative priorities can be found on the FACCC website.[[35]](#footnote-34) In 2023 they sponsored bills on [AB 260 (Santiago)](https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=svPpGuqc8%2bP6q97Ku0DZBKgcPt7dNET%2bL8Z4VfBmBeA0ZG0HrbCuz04evLiR8fW0)[[36]](#footnote-35) on pay equity, and [AB 1190 (Irwin)](https://ctweb.capitoltrack.com/public/publishbillinfo.aspx?bi=rogYMFqFnTK%2bJ3Lj%2fVxQY42Ny8UeH8d1k5WOnc%2bedk6kYnSEH5wygIxctLEJNLBM)[[37]](#footnote-36) on part-time office hours. Part-time faculty can become a member of FACCC at a prorated rate. FACCC 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 FACCC BOG on specific part-time issues.”[[38]](#footnote-37) Sign up for committee service through their committee interest form. [[39]](#footnote-38)

## Council of Faculty Associations (CoFO)

Leaders of faculty groups (ASCCC, CBUs, and FACCC) meet to discuss shared issues and concerns. One of the significant outputs of this collaboration was The COFO Faculty Equity Statement

The 1996 statement, adopted by the ASCCC stated

*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 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.*

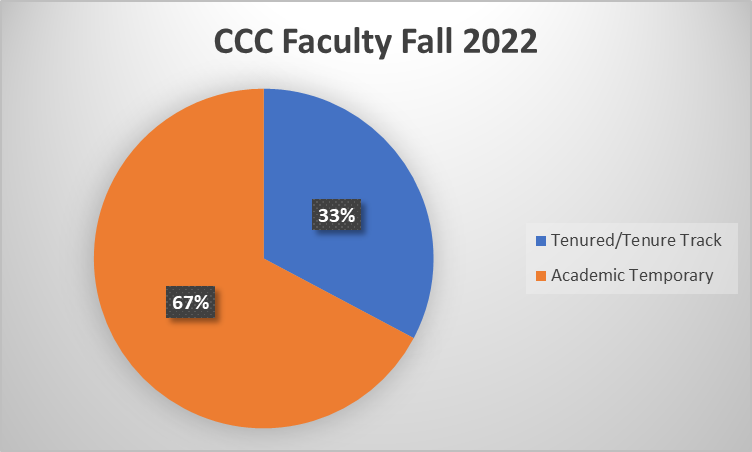
*We view the need for improving these conditions as self-evident, and we are confident that better communication and mutual respect between full- and part-time faculty, as well as frank discussions of these labor and educational issues, will lead to changes that will benefit community colleges and full-time faculty as well as the part-time faculty who are directly affected.*[[40]](#footnote-39)

Not enough progress has been made in the past two-plus decades to make this vision a reality for part-time faculty in the CCCs. This paper proposes some recommendations to help support part-time faculty equity. This 1996 goal should be revisited and expanded with actionable recommendations.

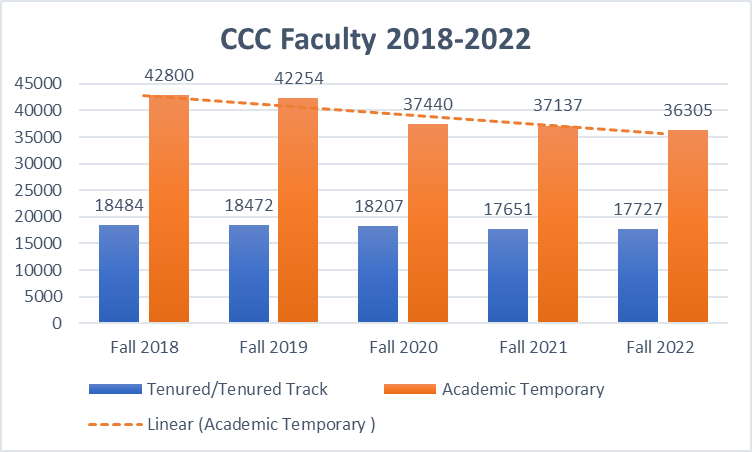
# Part 5- Part-Time Faculty Data/Statistics

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. 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 CCCs. Only thirty-two percent were tenure/full time. Sixty-seven percent are in the temporary category.[[41]](#footnote-40)

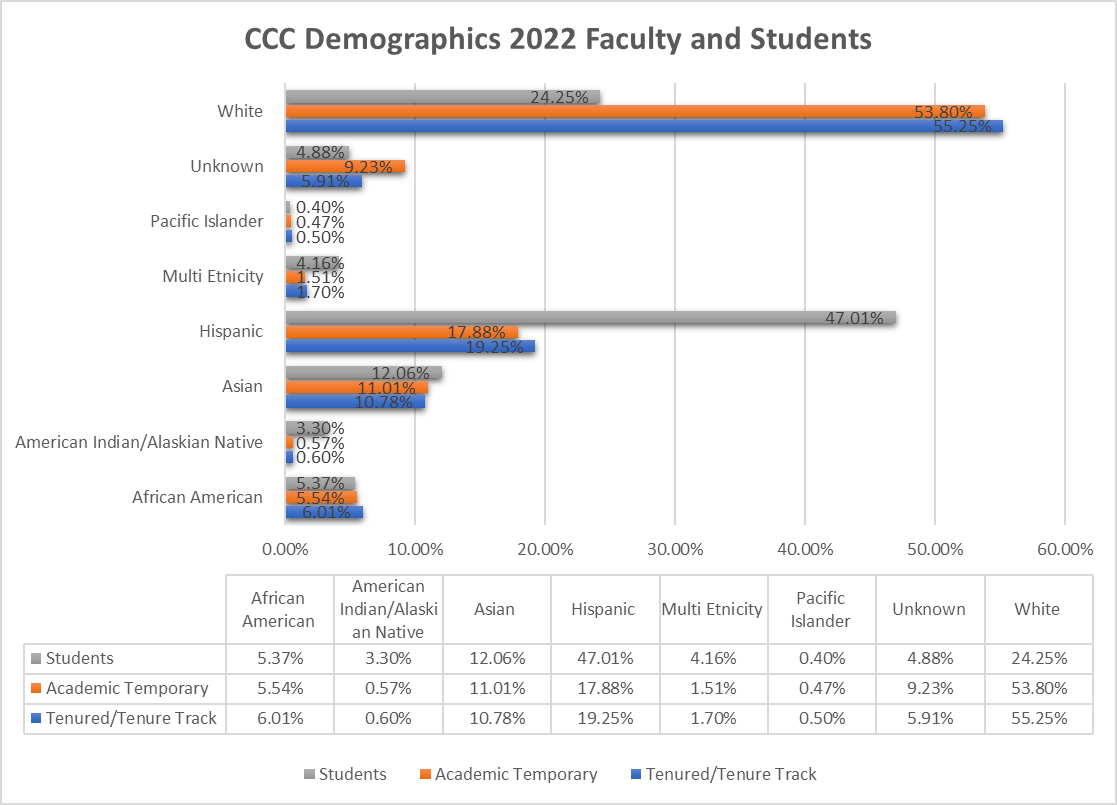


Temporary faculty employment has been impacted by declining enrollment in the system as well as lingering impacts of the COVID-19 pandemic dropping 15% over the past 5 years. [[42]](#footnote-41)



It is difficult to draw conclusions on the impact of part time faculty using CCCCO Data Mart data since it does not disaggregate part time faculty and most metrics used in DataMart use the percentage of full-time equivalent faculty. This not only does not allow for disaggregation by part-time status it does not include non-instructional part-time faculty.

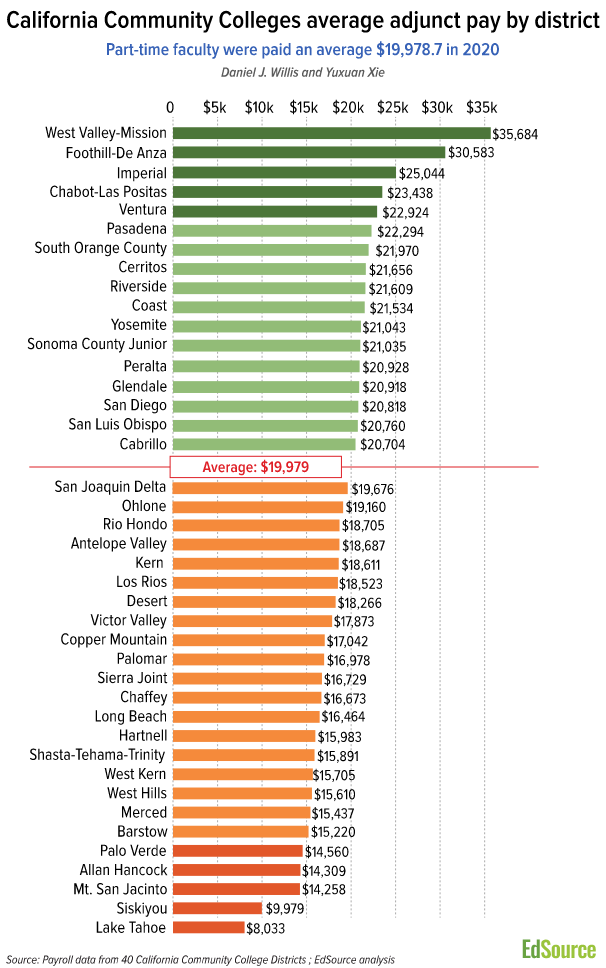
A demographic breakdown shows that there are still gaps in representation between the student population and both tenured/tenure track and academic temporary faculty. The most significant discrepancy is with Hispanic students making up 47% of CCC students and only 17% of academic temporary and 19% of tenured/tenured track faculty. Conversely, white students make up 24% of CCC students but make up 50% of both faculty roles. American Indian/Native Hawaiian faculty are also underrepresented in both faculty groups. [[43]](#footnote-42)



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. [[44]](#footnote-43) The ASCCC Part-

Time 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.[[45]](#footnote-44) A good number of faculty are also teaching at multiple colleges. 37.45% of faculty stated they taught at more than one college. Many respondents (65.4%) of part time faculty are also working outside of academia.[[46]](#footnote-45)

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.[[47]](#footnote-46)



# Part 6-Part-Time Faculty Equity

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. This section is based on research, personal experiences and data from the ASCCC 2023 Part-Time faculty survey. The sections express the frustration, anger and trauma of the real lived experiences of part time faculty in the California Community College system.

## Terminology Matters

As stated above terminology matters to part-Time faculty and is a significant factor in equity and inclusion of part-time faculty.

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 so-called *part-time* educators are piecing together the equivalent of a full-time position among multiple community college districts. So, 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%[[48]](#footnote-47) of what a full-time professor would teach in any one district, and, in recent years, Governor Gavin Newsom has vetoed multiple attempts to raise that percentage[[49]](#footnote-48) to allow more part-time faculty to work at fewer colleges and to more easily qualify for health insurance benefits.

Another term used to refer to contingent faculty, *adjuncts,* also obscures the reality. 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[[50]](#footnote-49) work force in California community colleges. Without these workers, the California Community College system would clearly collapse and not be able to achieve its essential mission–open access to low-cost and life-changing education for millions of Californians.

Often, much of the language used within these institutions simply refers to “faculty,” with the full-time before it 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 reports and agendas. This has led to feelings of isolation and lack of belonging on these campuses, as well as perpetuating the belief among full-time faculty, staff, and administrators that part-time faculty aren’t serious about their careers, since they’re only on the campus part time.[[51]](#footnote-50)

## Lack of Progress

Yet individual community college districts and the system as a whole are loath to change the status quo, despite efforts from the legislature to do so. Concerned that the “division of full-time positions . . . into part-time positions is currently occurring all too frequently” and recognizing the necessity that CCCs “must have a strong and stable core of full-time faculty with long-term commitments to their colleges” in order to “respond creatively to the challenges of the coming decades,” the state legislature passed Assembly Bill 1725[[52]](#footnote-51) in 1988, which set a goal that 75 percent of credit hours be taught by full-time faculty. However, a 2023 audit[[53]](#footnote-52) 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[[54]](#footnote-53) 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, don’t prioritize increasing the full-time faculty workforce, despite multiple legislative attempts over decades to encourage them to do so. The Chancellor’s Office issued a response to the audit denying responsibility, which the *San Diego Union-Tribune* Editorial Board characterized as “curtly dismissive.”[[55]](#footnote-54)

## Money, Racial Equity, and Part-Time Equity

The reluctance to transition to more full-time faculty may be due to the fact part-time faculty are cheaper than full-time employees. Part-time faculty can be laid off easily, and many colleges don’t provide them with benefits. Indeed, one community college vice-president has apparently called part-time faculty “units of flexibility[”](https://edsource.org/2022/the-gig-workers-of-california-community-colleges-face-worsening-conditions/666835)[[56]](#footnote-55) rather than “faculty, or even people.” The economic conditions of part-time faculty’s lives reflects this poor treatment. Nationally, 25% of part-time faculty rely on government assistance and 45% have delayed necessary healthcare. [[57]](#footnote-56)

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.[[58]](#footnote-57)

These economic conditions make a part-time faculty workforce that can easily be hired or laid off much 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. [[59]](#footnote-58)

It’s no coincidence that the segment of higher education that relies most heavily on adjuncts 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.

[Interim Chancellor Daisy] Gonzales, of course, could have taken another tack in her response to the audit, noting that 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 system. If lawmakers had prioritized this issue, they would have demanded more progress to date — and provided resources to make it happen.[[60]](#footnote-59)

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.[[61]](#footnote-60)

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. Student equity and part-time faculty equity are inextricably linked.

## Connections Between Racial and Part-Time Equity

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 and Board of Trustees remain committed to the Vision for Success. [[62]](#footnote-61)

Unfortunately, the CCC system isn’t on track to reach its racial equity goals.[[63]](#footnote-62) The lack of progress on these goals may be due to the continued system reliance on part-time faculty who have less access to professional development and less opportunity to work with and support students. In several EdSource articles, Oakley insisted that part-time equity was a purely local issue. The CCCCO has also continued a flawed data process related to part-time equity, such as how many adjuncts in the CCC work in multiple districts to make ends meet.[[64]](#footnote-63) According to the State Auditor, during Oakley’s tenure, the CO also incorrectly told the 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.”[[65]](#footnote-64)

Similarly, the CCCCO has continued to avoid statewide accountability for part-time equity. The CO response to the Auditor’s Office suggests that the CO cannot encourage districts to move toward the legislature's goal that 75% of instruction be done by full-time employees. Accordingly, the Auditor suggests that the CO has more power to make 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. We believe the Chancellor’s Office can and should play a larger role in monitoring progress towards the State’s 75 percent goal.”

Perhaps most strikingly, the Chancellor’s Office implies in their response 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.” [[66]](#footnote-65)

Much evidence, however, suggests that the CO is mistaken on this point. 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.”[[67]](#footnote-66) While there are certainly additional factors to consider, this observation helps to explain the difference between the 36% of CCC students who complete their studies within six years (lower than the national average) and the UC’s 84% of students who graduate within six years. Again, the CCC system relies on two thirds part-time faculty, significantly more than the UC, which relies on less than 20% part-time faculty.[[68]](#footnote-67)

One reason is 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 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-well-prepared entering and lower-division students in the non-elite institutions who most need more substantial faculty attention.”[[69]](#footnote-68)

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 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.[[70]](#footnote-69)

In other words, part-time instructors seem to be just as pedagogically skilled as full-time instructors. However, because they’re treated worse and 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 and anger over this implication that an over-reliance on part-time faculty isn’t 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

Academics have expressed varying viewpoints about the exploitation of part-time faculty. Some have argued that concerns about part-time faculty exploitation might be overblown[[71]](#footnote-70), while others contend that part-time faculty labor is clearly exploited.[[72]](#footnote-71) The CCC system leaders seem to be in the former camp, or, if they do think adjunct labor is exploited, they don’t see it as the sort of ethical problem that should be publicly acknowledged. 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 isn’t the case for many part-time faculty in California. Consider the following story from a part-time faculty member: [story from Anastasia’s PT faculty study/report in which adjunct faculty member discusses food insecurity]

The alleged exploitation of part-time faculty has led to multiple lawsuits involving several districts and even the CCC system as a whole. Part-time faculty in the Long Beach Community College District allege “the district illegally forced them to do unpaid work outside the classroom such as grading, class preparation and meeting with students.”[[73]](#footnote-72) 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 adjunct faculty that only accounts for time spent in the classroom. So, if a part-time faculty member teaches a course that requires them to be in the classroom three hours a week, they are paid three times their hourly rate each week.[[74]](#footnote-73)

Of course, this method of compensation is deceptive. 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. Imagine the quality of education that could be delivered by someone who just showed up without any preparation before class, didn’t respond to student emails, and didn’t create or grade any assignments outside of class time.

The logic of pretending that faculty are only working when they’re 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 only teaches 4 classes per semester. So, 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 dilemma of whether to spend unpaid time outside of class helping students leaves part-time faculty with the choice to be “a fool or a jerk,” as Steve Hall, a part-time psychology instructor puts it.[[75]](#footnote-74) In other words, instructors can be fools who work for free or they can be jerks by saying no to the students who ask them for extra assistance or feedback outside of class.

Some administrators openly acknowledge that they take advantage of their part-time faculty’s desire to not be jerks. Bill Scroggins, president of Mt. San Antonio College, explains that his college doesn't pay new part-time professors for office hours because “Most of our younger faculty have lots of enthusiasm for being as effective as they can be with students [and] they’re evaluated for continued assignments.”[[76]](#footnote-75) His statement assumes that faculty need to meet with students outside of class in order to be effective and that, because their jobs are at stake, they’ll be concerned about how their effectiveness will be perceived during performance evaluations. The implication is that if faculty didn’t do extra work for free, their jobs could be at risk. These motivating factors will lead them to do additional uncompensated work outside of the classroom in order to keep their jobs, saving the college money.

Another way of exploiting part-time faculty is the dubious promise of their part-time employment leading to 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, this strategy certainly won’t work for many people seeking the security of a full-time faculty position. 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, and it’s included in their official job duties. While some colleges might offer compensation to part-time faculty for service work, many (most?) do not. [Add survey data] Thus, part-time faculty wishing to increase the odds that they’ll obtain an elusive full-time position could perform service to the college for free.

## Academic Freedom and Equity

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.”[[77]](#footnote-76) The CCC system, relying as it does on two-thirds of a faculty workforce that aren’t 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*[[78]](#footnote-77) and the ASCCC’s *Going Beyond Development[[79]](#footnote-78)* 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.”[[80]](#footnote-79) It’s no doubt 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.[[81]](#footnote-80) 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.”[[82]](#footnote-81)

To illustrate the chilling effect of contingency on academic freedom, here’s an example based on the actual experiences of part-time faculty. Say a part-time faculty member wishes to try out an equity-minded grading strategy[[83]](#footnote-82) 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-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’s 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

Sadly, while studies such as Ran’s and Sanders’s 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.[[84]](#footnote-83) Consider the what the following common occurrences in California community colleges:

* The superiority of office spaces provided to full-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 for part-time faculty
* Inadequate and disproportionate representation for part-time faculty in academic senates and unions
* Denial of professional development opportunities to part-time faculty
* Other privileges only available to full-time faculty, including the following (real!) image of a refrigerator from a CCC that is reserved only for full-time faculty and staff [Add Anastasia’s picture].

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 aren’t as good or as worthy as full-time faculty. While this belief isn’t true, it’s difficult to counteract it when so much evidence (offices, insurance, money, inclusion, and even refrigerators) communicate the exact opposite. This second-class status no doubt contributes to the lack of connection of many part-time faculty to the institutions where they work.

**Last-Minute Scrambling**

Being a part-time faculty member can feel like being asked by someone to run a race and then, right before the race starts, kicked in the shins. Why is the person asking you to do something making it harder for you to effectively do the thing they want you to do? While not as physically painful as being kicked, the way many colleges assign classes to part-time faculty can be similarly discouraging.

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.”[[85]](#footnote-84) Unlike full-time faculty, who often have reasonable assurance of the classes they’ll be teaching well in advance of the semester beginning, part-time faculty could be assigned or lose classes up to–and even after–the semester begins. It’s difficult to maximize student success under those conditions.

On the 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 poor learning experiences for their students. Perhaps this is one reason why part-time educators are less likely to use High-Impact Practices in their classrooms.[[86]](#footnote-85) [Add data from survey?]

## Professional Development and Equity

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.[[87]](#footnote-86)

There may be many reasons why part-time faculty don’t participate in professional development. They may not feel valued or connected to their institutions, they may be in a hurry to get to another teaching assignment, or they may not 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 could also be implicit.

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 CCC 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.[[88]](#footnote-87)

Professional development in the CCC system helps us to design better classes and become better instructors who are better able to help close equity gaps. Clearly, the overreliance on part-time faculty hampers these efforts.

## Lack of Diversity

Given that “Faculty diversity plays a key role in college student completion and can have a major impact on students’ sense of belonging, retention rates, and persistence” the need for greater diversity among faculty is clear.[[89]](#footnote-88) According to EdSource, “Nearly 60% of community college faculty statewide are white, while 71% of students are from other racial and ethnic backgrounds, including Latino, Black, Asian and Native American.”[[90]](#footnote-89) People of color, who may be systematically deprived of financial, educational, and other resources, could be less likely to weather the adjunct life.

## Institutional Barriers and Lack of Progress Toward Equity

Many equity-minded faculty feel the frustration of knowing there’s 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.

**Part 7- 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 increase outcomes for our minoritized students. Though his paper may be hard to read, the trauma to our part time faculty is real and their work and lived experiences need to be acknowledged and valued. 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, AntiRacism 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 and the CCCCO.

**Part 8- Recommendations**

**Recommendations to Local Academic Senates**

* + Create intentional professional learning and engagement strategies to support part-time faculty
  + Review local policies, procedures, handbooks, constitutions, and bylaws to identify real or implied barriers to part-time faculty participation and engagement in college governance and activities
  + Work with local part-time faculty members to encourage them to run for part-time faculty executive committee roles and serve on ASCCC statewide committees.
  + Locally engage 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
* **Recommendations for the ASCCC** 
  + Work with the CCCCO to create a clear data matrix to 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 CBEs) 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

# 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 in the creation of SLOs, PLOs, or SOAs?
* 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?

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](https://asccc.org/sites/default/files/Cultural_Humility_Toolkit_2022.pdf)

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](https://www.asccc.org/papers/mentorship-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 aforementioned 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](https://asfccc.com/)

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](https://sites.google.com/view/part-timefacultynexus/home?authuser=0)

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](http://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf)

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.

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