



*The Two-Tier System vs. the "Vancouver Model"* - Jack Longmate ([jacklongmate@comcast.net](mailto:jacklongmate@comcast.net))

## Two parts:

1. Overview of the Vancouver Model
2. Ideas on how to get there: The Program for Change



## What is the System now and How did we get here?

Generally, non-tenured part-time college instructors, in California and in other states, like Washington:

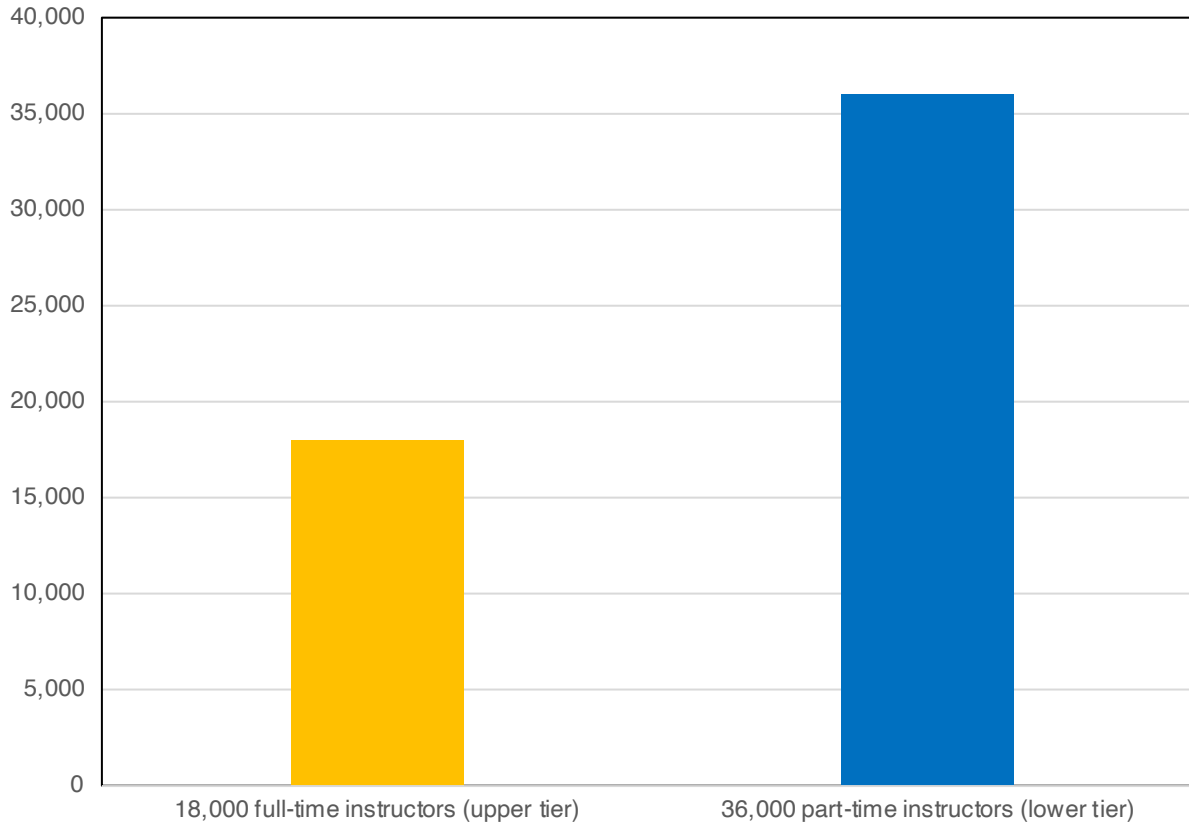
- Are paid at a discounted secondary pay scale, often 60 percent of what a full-time instructor would receive for the same course.
- Are restricted from working full-time.
- Are not offered job security beyond the current term.
- Are not offered the benefits standard for full-time instructors, such as health insurance, retirement, private offices and private computers, access to sabbaticals, or equivalent incremental pay step raises.
- Are regarded as second-class citizens, rarely acknowledged by their institutions.



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**Like most of U.S. higher education, faculty in California public community colleges are in a two-tier system, with the part-timers outnumbering the full-timers by at least a 2 to 1 ratio, meaning dismal hopes of becoming full-time:**

Rough Headcount of California College Faculty





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Post-secondary faculty unions in British Columbia have bargained one-tier alternatives. I label them the Vancouver Model because the Vancouver Community College Faculty Association's contract offers in my view the most comprehensive model of equality.



<https://vccfa.ca>

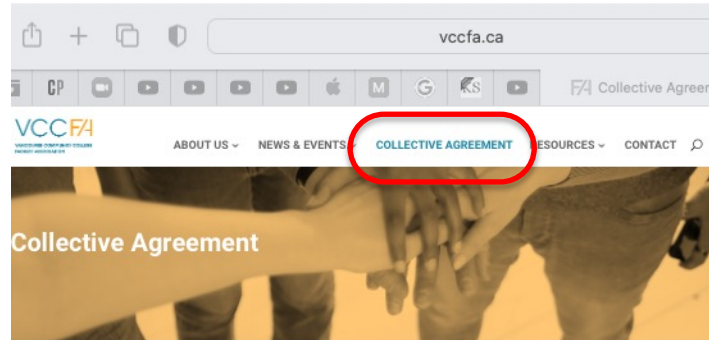


<https://fpse.ca>

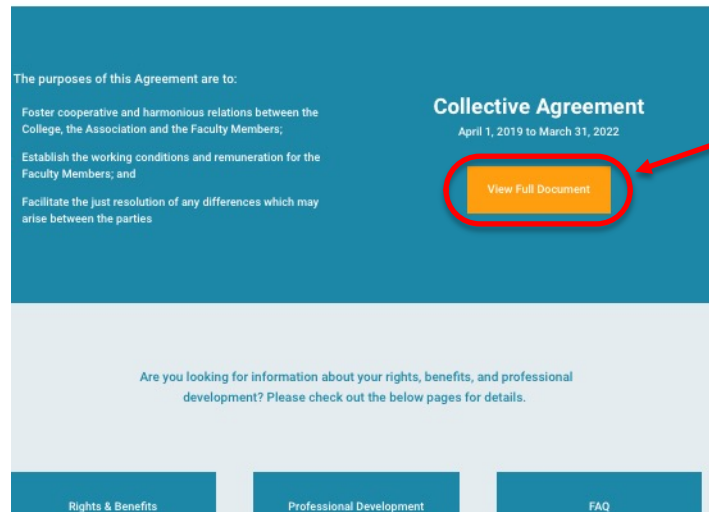


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## The VCCFA Collective Agreement is at the VCCFA website (<https://vccfa.ca>)



This Agreement has been developed through the cooperative efforts of the college and the Association.





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## The Vancouver Model of Equality for College Faculty Employment

Frank Cosco

In most North American advocacy forums concerned with the rights of post-secondary faculty, the disparate categories of part-time and full-time are set in solid stone with a next to impassable chasm between them. Those on the part-time side of the chasm are often not deemed to be real employees, while the full-timers are. Countless blog posts, papers, e-mail exchanges, presentations, and discussions rail against inequitable conditions regarding pay, workload, and benefits that North American part-time faculty endure.

The approach for unionized faculty at Vancouver Community College (VCC) has been to build and strengthen a single career path for all faculty that minimizes the part-time/full-time distinction.

With a significant measure of success, the Vancouver Community College Faculty Association (VCCFA) has established, as codified in the VCC-VC-CFA Collective Agreement, a place of greater equity where the part-time/full-time distinction has diminished in importance.<sup>1</sup> Being part-time, at least at the half-time or above level, can be a career choice that brings with it most of what a full-timer has. By diminishing the importance of the full-time/part-time distinction, a workplace where faculty are treated much more equally has been established.

In the Vancouver model, the part-time or full-time distinction is not the crucial one. Nor is rank the crucial distinction—there is only one rank, instructor, and all instructors are on the same eleven- step salary scale. Pay equity is absolute: 30 percent and 60 percent instructors respectively make exactly 30 percent and 60 percent of a full-time salary at the same salary step over the same period of time. The most important distinction between instructors is between term and regular status; that is, between probationary, time-limited employment and nonprobationary, continuing employment.

Given that there is work available, and given a successful evaluation process, the Vancouver model provides a fair, transparent career path that most often leads from probationary part-time work to regular full-time work, but

# EQUALITY FOR CONTINGENT FACULTY

Overcoming the Two-Tier System

Edited by KEITH HOELLER





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Cosco, 2014, p. 200

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## Regular faculty and term faculty can each be full-time or part-time.

- 5.2 Regular Faculty members**
- 5.2.1 Full-time regular faculty members shall be paid an annual salary determined in accordance with the per annum rates in Appendix I, (Salary Schedule).
- 5.2.2 Part-time regular faculty members shall be paid an annual salary determined in accordance with the per annum rates in Appendix I, (Salary Schedule) on a pro-rated basis.
- 5.2.3 Regular faculty members employed for additional duty concurrent with their regular appointment shall be paid at the same step as their current step on Appendix I, (Salary Schedule).
- 5.3 Term Faculty members**
- 5.3.1 Term faculty members whose appointments are for a full year shall be paid on the same basis as regular faculty members.
- 5.3.2 Term faculty members whose appointments are for less than a year and who are employed on a full-time basis, shall be paid on a per diem rate according to Appendix I, (Salary Schedule) for each assigned duty day worked.
- 5.3.3 Term faculty members whose appointments are for less than a year and who are employed on a part-time basis shall be paid at the appropriate portion of the per diem rate payable for the appointment period.
- 17



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### The Vancouver Model of Equality for College Faculty Employment

# EQUALITY

Given that there is work available, and given a successful evaluation process, the Vancouver model provides a fair, transparent career path that most often leads from probationary part-time work to regular full-time work, but only if one wishes to be full-time. There is nothing second class or contingent about remaining at half, two-thirds, or three-quarters time-status.

Cosco, 2014, pp. 200-01

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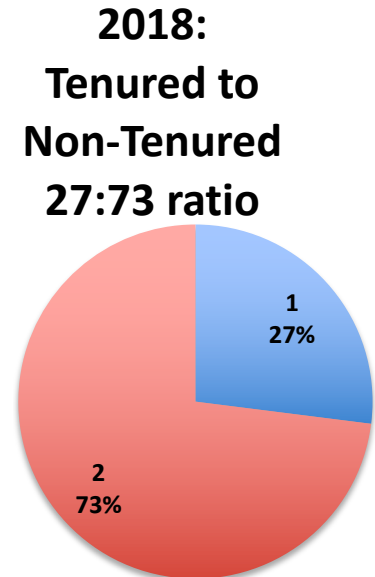
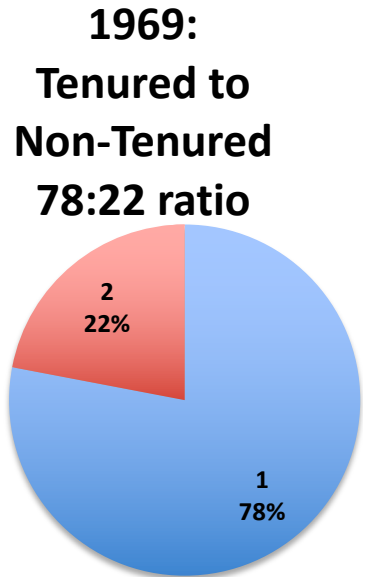
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When the erosion of tenure over the last half century is considered—from making up 78% of the U.S. professoriate in 1969 to only 27% in 2018—the concern seems to be about how to restore tenure. Non-tenured instructors and their jobs tend to be regarded as an afterthought, as expendable.



<https://blog.insidescholar.org/the-rise-of-adjunct-faculty/>

<https://www.insidehighered.com/news/2018/10/12/about-three-quarters-all-faculty-positions-are-tenure-track-according-new-aaup?v2>



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## Four features about the Vancouver Model



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- **Equal pay:** Single salary schedule for all faculty, whether permanent (regular) or temporary (term), whether full-time or part-time (5.2 and 5.3; Appendix H) per a single multi-step scale. No discounted secondary scale.



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*The terms “Parity pay” or “equity pay” are not used; it’s “equal pay.”*



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- **Equal work:** Each teaching department determines a “Workload Profile” (6.2) of assigned instructional and non-instructional duties (6.1.2 and 6.1.3) for that teaching area. All faculty—both full-time and part-time—are responsible for executing those assigned duties; for part-time faculty, those duties are pro-rated.





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*Part-time instructors don't “just teach.”*



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- **Regularization** – after completing a probationary period, the regularized instructor has job security, with the *right of first refusal* and *right of accrual*, enabling a part-time instructor to ratchet up his/her workload to full-time.



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## Regularization

### What is Regularization?

This is the process by which instructors move from term status to regular status.

Most instructors start under term appointments. If these term appointments continue at half-time or more for about 19 months (380 days) out of any continuous 24 months they automatically become regular instructors on the first of the month following. Not more than 202 days (about 10 months) in a fiscal year can count towards regularization. After 6 months of term appointments, further appointments must be offered by seniority so one can have an expectation of re-appointment. Term instructors are expected to have successful summative evaluations. There can be no more than two in any two-year period.

Notes: It is possible for a person to be hired directly as a regular instructor at VCC; in these cases one's first year is probationary during which one goes through summative evaluation. We do not have regular status at less than half time.

For more personalized questions and advice for regularization, [contact a steward](#).

<https://vccfa.ca/faq/>



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**The Vancouver Model of Equality  
for College Faculty Employment**

# EQUALITY

A regular instructor is nonprobationary and expected to continue working until retirement. He or she ... has all the rights and benefits of a term, plus most importantly:

- \* the right to notice of layoff, transfer rights, recall rights if laid off, and severance pay if final severance is necessary (Article 11)
- \* the right to take paid and unpaid leaves without losing seniority (Article 8)

Cosco, 2014, pp. 204



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- **Regularization** – after completing a probationary period, the regularized instructor has job security, with the right of first refusal and right of accrual, enabling part-time instructors to ratchet up his/her workload to full-time.
- **Seniority** - is the chief (though not the sole) determinant of workload and job protection, is comprehensive of all faculty, and is transparent.



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VCCFA  
VANCOUVER COMMUNITY COLLEGE FACULTY ASSOCIATION

ABOUT US ▾ NEWS & EVENTS ▾ COLLECTIVE AGREEMENT RESOURCES ▾ CONTACT 🔍

Seniority List

- Rights & Benefits
- Seniority List
- Professional Development
- Program for Change
- Forms
- VCCFA Handbook
- FAQ

Seniority lists are compiled on a yearly basis effective April 1 of any given year.

Please find attached the Faculty Seniority lists for the period of April 1, 2022 to March 31, 2023.

Alphabetical      Department      Seniority

[How is seniority calculated?](#)

Appendix IV, pages 105 -107 of the Collective Agreement sets out more examples of seniority calculation in detail. The basic descriptions of each instructor type and principles are below.



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Seniority listings are viewable per multiple sorts.



## Seniority Accrual:

- 1. All faculty, term and regular, full-time and part-time, accrue seniority in the same denomination, "service days," which, at Vancouver Community College, is 261 per year.**





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- 3. Regular full-time instructors accrue seniority at the full-time rate of 261 service days per year.**
- 4. Regular part-time instructors also accrue seniority at the full-time rate of 261 services days per year whether they teach full-time or not. This protects their seniority ranking relative to other faculty.**



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R = Regular  
T = Term

% full-time

Start date

Seniority in service days

		A	B	C	D	
1	D	R	100%	2000-Dec-16	4773	Bachelor of Science in Nursing
2	H	R	50%	2002-Aug-01	4165	Bachelor of Science in Nursing
3	S	R	100%	2003-Nov-17	4063	Bachelor of Science in Nursing
4	S	R	100%	2005-Aug-29	2937	Bachelor of Science in Nursing
5	S	R	50%	2006-Jul-26	2398	Bachelor of Science in Nursing
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[fcosco@vccfa.ca](mailto:fcosco@vccfa.ca)  
[www.vccfa.ca](http://www.vccfa.ca)

**Elements of the VCC-VCCFA Collective Agreement that support fairness for Term Faculty**

***A Ban on Overtime***

***Enforceable Academic Freedom Protection (from first day)***

***Intense Protection of Rights and Entitlements through well-developed steward system, independent from Departmental, Divisional Chain of Command***

***Money and Workload***

Immediate placement on the same scale as everyone else  
 Pro-rata pay that includes vacation and statutory holidays  
 Pro-rated workload with class and non-class time included

***Paid Professional Development Days and PD Funds (with half-time status)***

Instructor-initiated pro-rata Professional Development Time and Funds  
 Access to Conference Travel and Tuition Support Funding

***Hiring and Re-appointment***

Same hiring qualifications for everyone in an area  
 Normally one hiring process per career  
 Right by seniority to reappointment after cumulative six months on contract (any time status)

***Evaluation Transparency***

Limited number of evaluation procedures - protected by grievance provisions

***Conversion Right from Term Faculty to Regular Faculty***

Automatic regularization of the person, not the position  
 (half-time status for 19 out of any period of 24 months)

***Seniority Rights***

Pro-rated College-wide publicized seniority, not departmental seniority

***College Health Benefits and College Pension***

Access to extended health and dental benefits. (with half-time status)  
 Percentage (3%) of salary in lieu if less than half-time.  
 Inclusion in government co-sponsored defined-benefit college pension.

***Maternity/Paternity Leave***

Eligible after six months of contract work  
 Other accrual rights continue during leave (regularization and seniority)  
 Return to at least same status

***Professional and Union Rights to Participation***

Departmental decision-making, curriculum and workload profile  
 Voting in elections of department leaders  
 Eligible to be candidate for a department leader (status conversion if elected)  
 Union meetings, committees, eligibility, and voting: same status as regulars  
 Protection through grievance procedures as well as human rights and anti-harassment provisions

***For Regulars who are part-time***

Full suite of rights as if they were full-time  
 Same seniority accrual as a full-time regular (can have more seniority than a full-timer)  
 Layoff by seniority with notice, bumping rights, recall and severance rights  
 Right by seniority to accrue increased workload

***Statutory Rights that apply equally to all***

Basic Medical, covering hospitalization and doctor consultation  
 Two Federal Government Pensions  
 Federal Unemployment Insurance Rights  
 Provincial Shared Governance Rights  
 Provincial Labour Code Protection  
 Provincial Human Rights Code  
 Provincial College Faculty Pension Plan



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**How do we, in our two-tier workplaces, get there from here?**



**“Unless and until faculty, including part-time faculty, hit the streets and occupy the classrooms, there won’t be any change of substance.”**

**Stanley Aronowitz (at COCAL XI, August 2014)**

<https://www.insidehighered.com/news/2014/08/05/adjunct-faculty-conference-discussion-focuses-right-strike>



**But before we “hit the streets,” the Contingent Faculty Movement must establish clear goals about what it seeks.**



**But before we “hit the streets,” the Contingent Faculty Movement must establish clear goals about what it seeks.**

**Equality and a one-tier system is what the *Program for Change* seeks, which translates into over 30 discrete goals to transform the two-tiered system.**



**Some goals, like equal pay, require money, but most do not. Accordingly, the Program for Change classifies the 30+ goals as:**



**Some goals, like equal pay, require money, but most do not. Accordingly, the Program for Change classifies the 30+ goals as:**

- 1. No Cost or nominal one-time cost (NC)**
- 2. Cost (C)**
- 3. Unions or Faculty Associations (U)**
- 4. Legislative (L)**



Also, to quote from the Program for Change:

**“... it is not realistic to suppose that the two-tier employment system, and the funding patterns that have evolved over decades to support it, nor the sociological underpinnings of those accustomed to the two-tier system, can be transformed in a short time” (para 4.A).**

**Specific objectives may need to be “broken down into smaller incremental gains that will over time lead to the ultimate goals” (para 2.1).**



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VCCFA  
VANCOUVER COMMUNITY COLLEGE  
FACULTY ASSOCIATION

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Seniority List

- Rights & Benefits
- Seniority List
- Professional Development
- Program for Change
- Forms
- VCCFA Handbook
- FAQ

Seniority lists are compiled on a yearly basis effective April 1 of any given year.

Please find attached the Faculty Seniority lists for the period of April 1, 2022 to March 31, 2023.

Alphabetical Department Seniority

How is seniority calculated?

Appendix IV, pages 105 -107 of the Collective Agreement sets out more examples of seniority calculation in detail. The basic descriptions of each instructor type and principles are below.

Program for Change





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# NEWWAY

Program for Change

Real Transformation over Two Decades by Jack Longmate and Frank Cosco. Revised 2016

## 1. Introduction

1.A The dysfunctional state of faculty employment in post-secondary education in 2016 is well documented and well known. Over the last few decades, corporatization has fragmented faculty. It has resulted in a caste-like structure with primarily two tiers. The majority of the faculty occupies the lower tier and is recognized as performing only a portion of the job, classroom instruction. Even where this recognition reflects reality, and it usually does not as most faculty always do more than just teach, these faculty are compensated at a rate of pay in violation of the principle of "equal pay for equal work," often resulting in a poverty-level income. They work in complete insecurity. They are left to draw upon the satisfaction of working with students as their chief inspiration to continue because of their dismal working conditions and the equally dismal prospects for improvement.

1.B Yet despite decades of activism, widely published and publicized issues, and Coalition of Contingent Academic Labor (COCAL) gatherings and other conferences, the movement for reform has not been able to coalesce around a focused set of goals that, as they are achieved over time, will lead to the



Beginning of text



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most of the faculty unions of VCC have attained collective agreements where faculty, regular and non-regular, full-time or part-time, are compensated according to a single salary schedule; newly hired probationary faculty, after teaching for a prescribed length of time, become regularized, with job security based largely on seniority. For its new university faculty unions, FPSE has adopted the policy of delinking tenure from salary. Whether ultimately successful or not, the current situation cannot go unchallenged. It is not acceptable for the majority of those who deliver U.S. higher education to be without job security and academic freedom, to receive pay that is not commensurate with their academic and professional training nor the effective set of responsibilities they execute, and to be denied the professional dignity that is warranted by their station as educators.

6.B The next generation of faculty should see real change and the generation after it should see this discriminatory period as a thing of the past. Whether we as individuals personally stand to benefit or not, it is long past time for a critical mass to commit to ending this situation and through collective action to do what is necessary to start progress down the road for change to restore normalcy and equity to the post-secondary workplace.

Jack Longmate & Frank Cosco

**Specifics of Program for Change Chart**

The following chart lays out the Program for Change and is segmented into four parts: no-cost, cost, union and association rights, and legislative changes. The chart is structured in five-year increments. The increments are meant to provide both sequencing ideas and milestones for review. They are not intended as timetables. Those using the Program are completely free to establish timing goals that best meet their needs.

Open the chart

**Appendix A – Glossary of Terms**

Academic Freedom - Accrual + Appointments +  
COCAL + CPPA + Due Process + Formative evaluation +



End of text



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[Open the chart](#)

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End of text



Accessing the charts



The Two-Tier System vs. the “Vancouver Model” - Jack Longmate ([jacklongmate@comcast.net](mailto:jacklongmate@comcast.net))

		Goal	+5	+10	+15	+20
<b>Program for Change</b>						
August 2016						
<b>Non Cost or Incidental One-time Costs</b>						
<i>No reduction in Rights for any Tenured or TT Person</i>						
<i>All rights are subject to grievance or other dispute resolution processes</i>						
<b>Natural rights</b>	NC1	Human Rights: No discrimination No harassment personal or sexual	Rights in effect from first hire. Protected by grievance procedures or due institutional process; not connected to time-status.			
	NC2	Academic Freedom	Protected by grievance procedures or due institutional process; not connected to time-status.	From first hire for all		
<b>probationary period</b>	NC3	Hiring	Departmentally-based processes; transparent, set procedures	One process for all		
	NC4	Reappointment Rights during probationary period	Reappointment by seniority, as long as no unsuccessful evaluation is present	Rights retained for set period after last appointment		
	NC5	Seniority Rights	Right to Seniority and Seniority Accrual from first hire			
			Right to Seniority	For regularized,		



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Program for Change  
 August 2016

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	NC4	Reappointment	Reappointment by	Rights retained for		

*If full-time instructors are hired according to a rigorous procedure while part-time instructors are hired casually, it will be a challenge to overcome the resulting bias against part-time instructors receiving equal pay and equal treatment.*

prol		Right to Seniority	For regularized,		
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	NC4	Reappointment	Reappointment by	Rights retained for		
<b>Probationary</b>		Rights	Seniority Accrual from first hire			
			Right to Seniority	For regularized,		

Also, the ideal is for faculty to undergo a single hiring procedure—at the beginning of their career—as is common at Vancouver Community College.



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<b>pro</b>		Right to Seniority	For regularized,			

*This goal could possibly be accomplished in phases: first at the department level (the 5-year column) and then at the institutional level for all faculty hiring (the 10-year column).*





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<b>No-Cost (NC):</b>	NC1. Human Rights	NC7. Workplace Equity	NC13. Formative evaluation
	NC2. Academic Freedom	NC8. Personnel Files	NC14. Unpaid leaves
	NC3. Hiring	NC9. Institutional Governance	NC15. Workload caps
	NC4. Reappointment	NC10. Full- and part-time status	NC16. Overtime (course overloads)
	NC5. Seniority	NC11. Status conversion	NC17. Tenure
	NC6. Summative evaluation	NC12. Layoff protection	



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<b>Rights dur</b>	NC6	Summative Evaluation	published annually Fair, transparent processes. Third party dispute/appeal avenues.  At most once a year during probationary period. Only two needed for regularization.	Summative evaluation done during probationary period; afterwards only if serious complaints		



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	NC6	Summative Evaluation	Fair, transparent processes. Third party dispute/appeal avenues.  At most once a year during probationary period. Only two needed for regularization.	Summative evaluation done during probationary period; afterwards only if serious complaints		

*Summative evaluation is a performance evaluation that can impact one’s employment. (Tenure review would be an example of summative evaluation.)*



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Regularized	NC13	Formative Evaluation	length of notice.	For all regularized faculty. No ability to use for or against faculty within employment context		



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*Formative evaluation is for the enrichment of the instructor, with no employment implications.*



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*If no distinction is made between **Summative** and **Formative** evaluations, then all evaluations for contingent faculty are Summative.*



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*To establish an institution-wide hiring policy (NC3) or to define and incorporate Summative Evaluation (NC6) and Formative Evaluation (NC13), no legislative appropriation is required.*



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<b>Cost (C):</b>	C1. Initial placement	C5. Workload	C9. Medical/Dental
	C2. Step accrual	C6. Professional development time	C10. Sick leave
	C3. Scales	C7. Professional development funds	C11. Paid vacation
	C4. Compensation	C8, Ed leaves and sabbaticals	C12. Paid leaves



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	Goal	+5	+10	+15	+20	
<b>Cost Issues</b>						
<b>Recog of Exp/Training</b>	C1	Initial Placement	Fair criteria and formula for determination	Reduction in barriers to placement on scale	Continued Reduction of barriers	Removal of Barriers
	C2	Step Accrual	Establishment of pro-rata increment equivalents	Pro-rata progression on scale		Year by year progression
<b>Equal Pay and Equal Work</b>	C3	Salary Scales	Reduction in number of scales and numbers of steps	Continued reduction		One scale with as few steps as possible
	C4	Compensation	At least 50% of lowest TT or tenured rank (No contingent rate lower than 50% of the lowest TT or tenured rank)	At least 60%	At least 80%	One scale
	C5	Workload	Include office hours and	Include options	Fully-	



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	C5	Workload	Include office hours and	Include options	Fullv-	

*Phasing in does not need to take 20 years—colleges closer to pro-rata now should take fewer years. It is important for there to be the goal of a single salary schedule for all faculty with progress being made toward it.*



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	C3. Scales	C7. Professional development funds	C11. Paid vacation
	C4. Compensation	C8, Ed leaves and sabbaticals	C12. Paid leaves
<b>Union/ Association (U):</b>	U1. Union/ Association equity	U2. Union/Association support	U3. Right to strike



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Program For Change: Real Transformation over Two  
 Decades Revision: August 2016

		Goal	+5	+10	+15	+20
<b>Union and Association Rights and Support</b>						
<b>Union and Association Rights</b>	U1	Union or Association Equity	Equal union or association membership by person with voice and vote, part of election processes.  Method for supporting all grievances.			
	U2	Union or Association support	Establishment of contingent rights committees with majority contingent members; up to 0.5 % of total budget dedicated to contingent committees and advocacy (e.g., travel, registration, research)	Between 0.5 and 1.0% of total budget.		
	U3	Right to Strike	Where strikes are possible, encourage mobilization with comprehensive bargaining agenda.	Enable ability to call for strike votes and conduct strikes		
<b>Legislation</b>						



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The purpose of such committees, to use Frank Cosco’s words, is to “agitate” on behalf of contingent faculty needs.




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It shouldn't be necessary for part-time faculty advocates to resort to creating “GoFundMe” accounts—such as *Justice for Adjuncts* in the Los Angeles Community College District—when seeking to improve the working conditions of adjuncts. It speaks to the dysfunction of the two-tier system.

Search How it works Start a GoFundMe **gofundme** Sign in [Share](#) [Donate](#)

## Justice for Adjuncts



\$1,749 raised of \$5,000 goal  
65 donations

[Share](#)  
[Donate now](#)

- Anonymous \$25 · 7 d
- Richard Baum \$25 · 23 d
- Anonymous \$50 · 1 mo
- Carol Whaley \$25 · 1 mo
- Anonymous \$10 · 1 mo

[See all](#) [See top donations](#)

Khaled Hussain is organizing this fundraiser.

Dear union sisters and brothers,  
Welcome to Justice for Adjuncts - the place for part-time faculty of the nine Los Angeles Community College District colleges to organize, unite and raise the means for our Adjunct Legal Defence and Advocacy Fund (ALDAF) to make positive changes for us.

Did you know a few facts about adjunct faculty you see below?

1. Adjunct faculty members comprise the overwhelming majority of our union sisters and brothers;

[Read more](#)

[Donate](#) [Share](#)





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	NC6. Summative evaluation	NC12. Layoff protection	
<b>Cost (C):</b>	C1. Initial placement	C5. Workload	C9. Medical/Dental
	C2. Step accrual	C6. Professional development time	C10. Sick leave
	C3. Scales	C7. Professional development funds	C11. Paid vacation
	C4. Compensation	C8, Ed leaves and sabbaticals	C12. Paid leaves
<b>Union/ Association (U):</b>	U1. Union/ Association equity	U2. Union/Association support	U3. Right to strike
<b>Legislation (L):</b>	L1. Unemployment Insurance	L2. Pensions	L3. Remove restrictions on strikes



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Section 87482.3 of the California Education Code—which spells out the 67% cap in (b) (1))—also stipulates in subdivision (d) that:



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Section 87482.3 of the California Education Code—which spells out the 67% cap in (b) (1))—also stipulates in subdivision (d) that:

**In all cases, part-time faculty assignments shall be temporary in nature, contingent on enrollment and funding, and subject to program changes, and no part-time faculty member shall have reasonable assurance of continued employment at any point, irrespective of the status, length of service, or reemployment preference of that part-time, temporary faculty member.**



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The passage is plainly discriminatory and should be rejected on those grounds alone. Consider the implication when “part-time” is replaced:

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**In all cases, female faculty assignments shall be temporary in nature, contingent on enrollment and funding, and subject to program changes, and no female faculty member shall have reasonable assurance of continued employment at any point, irrespective of the status, length of service, or reemployment preference of that female, temporary faculty member.**



**Those who drafted Section 87482.3 subsection (d) of the California Education Code did not believe in equality for part-time faculty.**



# Attitudes about Equality for Contingent Faculty



can be plotted along a continuum



# Attitudes about Equality for Contingent Faculty

Advocate/Moderate



**Recognize the problem of contingents, their low pay and lack of job security. Support their involvement in campus governance. Equal pay for equal work—but since contingents don't do equal work, they don't deserve equal pay but parity pay. Solution: more tenured positions.**





# Attitudes about Equality for Contingent Faculty

## Egalitarian



**Motto: If it walks like a duck and quacks like a duck, it's a duck. Equal pay AND equal work. All instructors are equally valuable. Solution: improve pay, job security, working conditions, and professionalism for contingents to reach equality.**

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## Tenurist





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**Contingents are “extras,” to help fulfill the institution's mission, not real faculty with real jobs; in strongest form, scabs. Calls by contingents for tenure or “equal pay for equal work” are offensive.**



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# Attitudes about Equality for Contingent Faculty

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## Advocate/Moderate



Recognize the problem of contingent faculty. Contingents are not doing equal work, they don't deserve equal pay but parity pay. Solution: more tenured positions.

## Tenurist



Contingents are not doing equal work, they don't deserve equal pay but parity pay. Solution: more tenured positions.

**If the Advocate/Moderate or Tenurist perspectives dominate, the likelihood of achieving a one-tier faculty workplace and equality for contingent faculty is remote.**



**Unions are the proper agent for seeking systemic change, including legislative change.**



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# Unions are the proper agent for seeking systemic change, including legislative change. The CFT is looking into a plan **to end the two-tier system.**

March-April 2022 Advocate: CFT passes resolution to end two-tier wage system

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## ADJUNCT FACULTY EQUITY

### *CFT passes resolution to develop a strategy to end the two-tier system in California community colleges*

At the California Federation of Teachers (CFT) State Council meeting in San Francisco on Saturday, March 19, the body unanimously passed a resolution to "Develop a Strategic Plan to End the Two-Tier System" in California Community Colleges in which adjunct faculty have lower pay and benefits, less secure positions and less privileged working conditions compared to full-time faculty. The proposal was submitted by the CFT Part-Time Faculty Committee and Higher Education Issues Committee. **John Govsky**, Co-Chair of the CFT Part-Time Committee, and a part-time instructor at Cabrillo College for over 20 years, provides a brief background on the resolution below.



John Govsky

In 1978, the California Community Colleges Board of Governors approved the principle of limiting part-time faculty teaching to 25% of credit instruction. Ten years later AB 1725, authored by John Vasconcellos, codified the goal of "75/25" to "address longstanding policy of the board of governors that at least 75 percent of the hours of credit instruction in the California Community Colleges, as a system, should be taught by full-time instructors."

So the issue of over-reliance on part-time faculty has existed for decades, as has the goal of 75/25. We've seen 40 years of advocacy for 75/25: senate and union resolutions, bills, lobbying on funding for full-time positions, and other measures. Yet, as a system, there has been zero progress toward achieving this goal.

At the very least, we should look critically at our failure here. But this resolution proposes that we should go



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It would be great if this effort were taken up by the national faculty unions who would then work with their locals to bring it about!



**I'd like to conclude with an anecdote. In 2009, I had the honor of being invited to the Annual General Meeting (AGM) of the Federation of Post-Secondary Educators (FPSE) of British Columbia. At the time, I was a union officer of the NEA-affiliated union at Olympic College of Bremerton, Washington.**

**At the event, I attended a workshop entitled “Member-to-Member Conflict.” Part of the workshop involved creating scenarios where you, as a union steward, had to deal with a hypothetical faculty member who was a real jerk.**





**The point of workshop was that you had no choice. You were obligated to help this faculty member, despicable though he or she may be, because that's what a union must do.**

**A union is the exclusive collective bargaining agent of those it represents; as such, it is obligated to be democratic. It has the Duty of Fair Representation, which means that a union is not a country club and cannot play favorites among those it represents or dismiss its critics as "anti-union." A union should be about equality, not elitism, and about fairness, not favoritism or exploitation.**



**We along with our faculty unions must be agents in dismantling the two-tier system, not strengthening it.**

**I'll end with Robert Yoshioka's sign-off line, "How much longer, part-timers?"**