Educational Advisory Council (EAC):

- Provide a college-wide forum to:
  - Explore, examine, and discuss educational policies and issues

- Recommend and offer advice to the District President regarding:
  - Curricula
  - Certificates, degrees, academic and student development policies
EAC Task Forces

Purpose:
- Conduct additional research on an issue being considered by the EAC.

Currently two task forces:
- Academic Integrity (Stephanie Yorba)
- ACCEPT: Addressing the Collective Climate and Experience of Part-Timers
ACCEPT – Charge:

- Explore and examine issues surrounding part-timers and how the current system affects the educational experience at PCC, listing both positives and tension points.

- Categorize the issues as:
  - Issues within our control
  - Issues we might influence
  - Issues beyond our control

- Make recommendations to the EAC based on findings, and ultimately to the college president
Membership

- Co-Chair: Allie Flanary, Full-time Library Faculty, Sylvania

- Co-Chair: Tanya Pluth, Part-Time Composition/Literature Faculty, Cascade (formerly Karen Carroll)

- 10 Members

- Interested persons are also invited to attend

- See website on the EAC page for details
A couple of Facts

- At PCC, only 34.5% of credit courses are taught by full-time faculty, 65.5% taught by part-time faculty (Dec 2012).

- Or in numbers, 422 full-time faculty; 1226 PT Faculty who taught at least one credit class (February 2013).

- Note: difficult to find accurate information on numbers of part-timers because they were included with non-credit faculty.
## Faculty teaching credit classes, Feb 2013

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Under 40</th>
<th>Over 40</th>
<th>Identifies as white or unknown</th>
<th>Identifies as minority or mixed</th>
<th>total number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part-Time</strong></td>
<td>46%</td>
<td>54%</td>
<td>27%</td>
<td>73%</td>
<td>88%</td>
<td>12%</td>
<td>1226</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>43%</td>
<td>57%</td>
<td>20%</td>
<td>80%</td>
<td>85%</td>
<td>15%</td>
<td>476</td>
</tr>
</tbody>
</table>
Meetings throughout 2013

10 Points About Part-Timers Sheet – Paige Talbot

Have had a number of visitors to talk about various aspects of part-time issues

Worked with the TLCs’ Spring Part-Time Faculty Inservice: World Café

Initial ACCEPT Survey – only two questions:
  • What is your employment status?
  • Do you have anything else you would like to tell us?
What's your current employment status?

- Part Time faculty by choice. 273 (38%)
- Part Time faculty - given the opportunity I'd switch to Full Time. 279 (38%)
- Full Time faculty, but I used to be Part Time. 68 (9%)
- Full Time faculty, I've always been Full Time. 29 (4%)
- Full Time Temporary faculty. 10 (1%)
- Part Time staff by choice. 5 (1%)
- Part Time staff - given the opportunity I'd switch to Full Time. 4 (1%)
- Full Time staff, but I used to be Part Time. 12 (2%)
- Full Time staff, I've always been Full Time. 11 (2%)
- Full Time Temporary staff. 2 (0%)
- Other 32 (4%)

Part Time by Choice.

Untitled Question

- Family responsibilities. 62 (20%)
- Other work commitments. 99 (32%)
- Retirement. 66 (21%)
- Teaching a specialized course. 19 (6%)
- Pursuing additional education. 6 (2%)
- Other. 56 (18%)
Do you have anything else you would like to tell us?

- 33 pages, single-spaced document: i.e., *an earful*

- Comments indisputably show:
  - there are many issues concerning part-time faculty that need to be addressed

- A number of striking themes emerged

- You can read the entire redacted version (leaving out names and other distinguishing factors) on the [ACCEPT working website](#)
A Sampling of Themes we may be able to address

- Inadequate orientation
- Need for mentoring
- Feeling of disconnectedness
- Spottiness of experience – some good, some bad, depending on campus and department
- Parking issues
- Scheduling issues

And there are other issues that, once articulated, the union, human resources, or the administration may be able to work on that we as a taskforce have no authority or power over
Other Themes – we can articulate and name them, at the very least

- Love of teaching – almost universal
- PCC’s situation for PT is often better than many other places
- Depending on life circumstances (retirement, family responsibilities) – some PT faculty are very happy with the situation
- People seem grateful to be asked about the issues
- Feelings of disrespect
- Insecurity of assignments, paychecks, insurance, etc.
- Burnout
- Lack of advancement opportunities
Next Steps

- **How you can be involved**
  - We have two spots to be filled on ACCEPT committee
  - We are starting an email list – sign up to stay abreast of things
  - We may be sending out a more specific survey later – stay tuned.

- **Other resources** – Faculty Federation
Let’s look at some salient and representative quotes from the survey

- Read your quotation(s) from the survey.
- Please explore the content with your group, especially looking for:
  - Issues
  - Emotions
  - Vocabulary
  - Biases
- Be prepared to summarize
- Include your own reactions
- If you think the issues raised are worth addressing, do you have ideas for how PCC might address them?
My part-time status works perfectly for me!

As a part-time faculty, I feel exploited, under-supported, and under-appreciated. I'm sure many adjuncts feel the same way. The recent news about the budget is likely to make the situation even more untenable.

I teach at several campuses and I find the attitude about part-timers quite varied. It depends a lot on the chair and/or dean of the campus.

Teaching is my life's purpose; however, being a part time teacher (for over 10 years at PCC), never knowing if you will have class's/Income/Health Insurance next term is very stressful. I feel disconnected from the PCC community, and resent the unpaid opportunity to keep up with meetings and e-mails. It has gotten better over the years – at least Health insurance and some stipends are available, but Part-time teaching is a wonderful way to supplement retirement income, stay active, and participate in the life of the college. I definitely feel like a second class citizen, especially when asked to teach a class for about 1/3 normal "Tutor Rate".
I would like to see the hiring process more transparent. Applying for a full-time position is just like blindfolding yourself, throwing a dart and hoping it hits the target. I have been at PCC for 11 years and feel like the hiring process is a top secret entity that will destruct after five seconds.

In contact with Students, PT Faculty are equally important as FT. This is not recognized institutionally in hundreds of ways. Some important deficits are in the area of understanding the support that PCC offers. Many PT are looking online for support resources, frequently on nights and weekends. This is not a user-centered experience. Why is the process of obtaining Assignment Rights so inaccessible and opaque? Where is the commitment to fulfill the agreement? Glad to hear that Project ACCEPT, whatever it is, exists, because an ombudsman-like function for PTF would really help ease what sometimes appears as an adversarial relationship.
I believe there was once a good reason for distinguishing between FT and PT – adjuncts tended to have full employment elsewhere, but added expertise in their particular fields to the college. Most college instructors, however, were professional instructors. Now, however, almost everyone I know who teaches "part-time" is actually a professional teacher. Teaching is their main or only source of income. Often they teach more sections than the so-called "full-time" faculty, when considering their full instructional load across institutions. I think we need to re-name these positions, to use more accurate terminology. "Full-time" teachers are actually job secure employees, who increasingly engage in non-instructional work (program review, curriculum development, program assessment, hiring committees.) They have shifted hours of labor from teaching to other things. They are the part-time teachers and part-time administrators. Meanwhile, the "part-time" teachers are the ones engaged in teaching full-time.... but they are job insecure. I want accurate names that reflect this changed reality!!
In contact with Students, PT Faculty are equally important as FT. This is not recognized institutionally in hundreds of ways. Some important deficits are in the area of understanding the support that PCC offers. Many PT are looking online for support resources, frequently on nights and weekends. This is not a user-centered experience. Why is the process of obtaining Assignment Rights so inaccessible and opaque? Where is the commitment to fulfill the agreement? Glad to hear that Project ACCEPT, whatever it is, exists, because an ombudsman-like function for PTF would really help ease what sometimes appears as an adversarial relationship.
I wish that there was a path to full-time employment for part-time faculty at PCC. I've taught at PCC for 13 years and have excellent evaluations both by students and administrators. I used to apply for every single opening, but after never even being asked to interview and after watching all of my PT colleagues apply and not be interviewed, I've pretty much given up. Sadly, PCC seems to have this attitude that you might be good enough to work here part-time, but not good enough to work here full-time. They often hire outside rather than inside. Shouldn't PCC be favoring known, reliable, consistent long-term employees over outsiders who might interview well or have great CVs, but who are relatively unknown quantities? I also wish that PCC would allow instructors to teach a larger load of classes. If they're not going to give us full-time jobs, at least give us the courtesy of having one workplace rather than two or three or more. After 13 years, I shouldn't be still required to live the "freeway flier" lifestyle. This summer I will spend every day teaching at three different college campuses in two states and three counties, beginning my day at 8:00 am and ending at 10:30 pm with very little break (aside from hopping in my car and driving from Vancouver, then to Portland, then to Hillsboro) in that 14.5 hour period. PCC has done a lot to improve conditions for PT faculty, but there is still a long way to go.
Being part-time is extremely difficult for many reasons (these are my experiences and thoughts and may not be others) 1. The inability to have a consistent number of classes each term. 2. The small voice part-timers have (or feels like they have) on many of the SAC issues which leads to the full-time faculty looking "down" on part-time ideas. It is interesting when the sac has to put into its sac protocols wording that has to do with part-timers...we should all be equal...part-timers work just as hard as full-timers...and I think sometimes harder!! 3. Since we are part-time that we are not always as valued by the managing heads. 4. Part-time means there is a very small connection many times to the campus and to other faculty...especially when you have to be on another campus or at another college. 5. When a part-timer does go above just teaching classes and tries to participate in other activities, the compensations is minimal and when the choice to make more teaching at other places to doing some project...it is a no brainer...teaching takes the prize. 6. I truly feel that there should be some better choices and maybe fewer contractual part-time positions. These positions would be at a designated campus...making less moving all over...going from campus to campus. This creates a bond to a particular campus. Something like the following. a. permanent part-time positions...you know you will have minimum of 3 classes...with the possibility of an overload term. b. contractual part-time positions...you get at least 1–2 classes with the possibility of 3... but you choose this because you REALLY want to be part-time 7. I also do not understand the temporary full-time positions...they should go. 8. I LOVE working for PCC, but I really think that the part-time situation is really sad and frustrating. There is a lot of consistency lost with it. There are way fewer full-time positions to part-time positions and this really does not create a cohesive group. Full-timers make most of the decisions, even though part-timers have some really great ideas and could have some amazing contributions. I was at a sac meeting yesterday and it floored me the number ratio between the two. Sadly, there were few part-timers because they work at other institutions or do not feel a connection enough to participate. I feel the many feel like second class citizens. I have struggled to be a part of the PCC community, but it is difficult to do so with the part-time schedule I have had in the past...due to the fact that I am the main income and it takes 5–6 classes at two institutions to make an income to support my family. That is a crazy schedule!! 9. I WANT to feel a connection and be a part of one campus...or two at the most. I want the management to value my ideas and contribution...and many times I have not felt this... even when I try. I think I will stop there...there is more, but feel I need to see something happening to continue. I hope this continues and actually makes a difference for part-time staff.
Positive and negative. Positive: wanted to pursue some other things with my time and have flexibility. Negative: I focused on other things when I saw how negatively competitive and complicated the application for full time was... the selection process for faculty seems to ruin the atmosphere every term it occurs. It also highlights the condescending acceptance of part timers in our department. We're great, just not good enough to hire after we've been used, or agreed to be used, as part-timers. We're not quality enough people, obviously. It's embarrassing to others to have to insinuate this to you if you seem to think you're worth the trouble. Still, many full-timers are genuinely supportive. Real mixed bag. Couple thousand things, but I'll say we need to shift the culture at PCC. It's the best part-time gig around, and it still doesn't treat its part-time faculty like professionals.
The massive schism between FT and PT faculty at PCC is ingrained in the departments, the divisions, and the administration. PT faculty are expendables, exploitable, and not given the respect they deserve. I know it differs from campus to campus, but there are some major cases of subjugation going on with my dept. I understand PT faculty cannot get paid for all meetings, but my dept. doesn't even invite PT faculty to dept. meetings. Is that right when the majority of classes in the dept. are taught by PT faculty? It doesn't make sense. FT faculty are on the same page with dept. initiatives and the dept. philosophy, but the majority of instructors (the PT faculty) are completely in the dark. This will eventually bite PCC in the ass because students will not be served well if their instructors (who are mostly PT faculty) are not treated well.
It has been three years since I was hired FT. The experience (ie, pain) of being pt at PCC is still with me. There is also a sense of survivor's guilt for my pt colleagues who are still pt. My SAC did not encourage participation by pt, but also didn't prohibit it. The majority of pt hired in my SAC have been those who have joined 100 committees and do more work that most ft faculty. I was one of these pt – and I remember (and still feel) the frustration that FT weren't taking doing the same amount of work ---- and I was doing it for free. This continues now. Add in the concern about "speaking up" appropriately (do I share opinions? what if FT don't agree? do I keep silent? will that look bad?). I reached a point where as soon as I came on campus my stomach was in knots. The only thing that kept me sane was the students. Although that was another stress point ---- was I passing to many? Were they being successful in the next course? Why does the SAC want to this thing taught in this way (and I knew to be careful about who to ask, because some would assume that it was obvious and I was a bad teacher or not knowlegeable about the subject)? If I had not of been hired when I was, I had plans on leaving teaching. I'm sure that there are good people who are leaving because of the college's (and the SACs) avoidance of discussing these issues in an honest way. Oh, that was something else. At PT inservices, when the DOI would come and share how she used to be a pt faculty and how wonderful we all were and how important we are to the college, I would immediately feel the contradiction and get sooo angry. This college does NOT value pt faculty in it's actions (this is a broad statement – there are pockets of goodness, but too few and far between). Words are meaningless. Work areas in my department at my campus for pt are horrible. I am so glad that this committee exists. The challenges ahead are huge, but small steps make a long journey. I hope the work establishes a foundation that can change the culture...
I hope that one day PCC can honor my commitment with a full-time position. It is exhausting to work at two or three different schools and look for work every term. I am a high energy, dedicated, talented teacher, but I can foresee burn-out in my future if I continue teaching part-time at multiple campuses to make ends meet. Thanks for asking.

Being PT faculty is awful and I wouldn't wish it on my worst enemy. It is unnecessary and any administrator who fails to see this should a) come see me about basic math, and b) be forced to live on 20% of what they need to make to thrive and be forced to essentially be re-hired every twelve weeks. That's no way to treat a professional— or any employee. After three years working every term (which is certainly full-time), I'd make more money at PCC as a low-level office worker—and have better benefits, job security, and quality-of-life.
I love my job and teaching. However, ever since I became a part time faculty from a full time AP, (and nearly 2 years as a temp full time faculty), I am treated different. I am asked to do work that is unpaid. When I ask if I am going to be paid, some find that question extremely distasteful. I am constantly told about all the other part time people that do unpaid work because it is "good for their career." Some full time faculty that I have worked with are openly disdainful of part timers. There are comments about how part time faculty are not as qualified or are not good as an instructor as full time. I do my best to avoid these kind of interactions. I work at more than one college and sadly, it is the same.
I think it takes a lot of added energy to remain a motivated and connected part-time faculty member. In addition, if not doing it by choice but because I am supporting myself (and perhaps others) in my chosen career, I am likely doing it at multiple locations. This has exhausted me over the past 5 years and I'm now moving in another direction in the hopes that my new field will provide more security.

I teach PT at PCC and elsewhere by choice, following retirement after 28 years in full-time [...] work at [...] I had taught full-time at a university prior to my [...] years. I also taught PT at the undergraduate and graduate level during my years of FT [...] work. I have enjoyed my years at PCC, am very committed to community college students, and have felt well supported by the [...] Department chair and [...] dean. Hope I can keep doing this PT job for at least a few more years.
I am part-time faculty with a temporary full-time position this year. For the last few years I have worked at three different schools in three different counties. I drove about 300 miles a week and taught 4–5 classes per term and worked in a writing center. I was doing this to survive, not to go on vacations or buy expensive items. I was paying my student loans (approx $700 a month) and my medical bills. At each campus I was greeted with smiles and a four-hour orientation, but not much in the way of support or resources beyond that. Full-time faculty are separated from part-timers both physically and socially. They rarely invest any energy in getting to know part-time faculty, who feel ragged and unwelcome. I have so much more to say about this. One final word: after living the life of a full-timer this year, I can positively say that full-time faculty are given the support and resources to be better teachers and live more balanced lives. The difference is mind-blowing.
The attitude of full-timers to part-timers is egalitarian and respectful, something that was not true at another Community College where I taught.

I am concerned about part-timer's issues – I'm lucky to FINALLY be full-time now but will always be concerned that my part-time colleagues get a chance to earn a living.

I teach at several campuses and I find the attitude about part-timers quite varied. It depends a lot on the chair and/or dean of the campus. At Cascade, I have been treated almost equally to full-timers in offerings of money for conferences and accommodations for child care and maternity. At Rock Creek, I felt barely recognized as present by administration (I no longer teach there). Sylvania and South East Center are somewhere in between.

Very nervous about classes getting cancelled due to budget cuts!