

Part-time Faculty Responses

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What are the Strength of leadership and governance at Cuesta College?

- Willingness to work as a cohesive unit.
- I'm too new to the faculty to know so far.
- None; faculty's input goes mostly ignored.
- A willingness to come together and look for solutions.
- Where leadership is working, leaders are focused on the best possible environment/support/goals for students, employees and the future of the college. Unfortunately at times it seems their good work is undone by the failings of others in leadership positions.
- Cuesta does a great job of fostering a sense of community. I feel that I am a part of a group of faculty that truly value students and a quality education. Even though I teach part-time, I feel valued and included in the Cuesta community.
- The current interim president has been a positive influence. There appears to be a good working relationship with the academic senate president and the union leadership.
- The VP's need to make significant strides in their leadership skills. They are largely reactionary and rarely visionary. More faculty need to step up into leadership roles. Existing committee meetings like P&B tend to be information sessions and not times for discussion or input on planning.
- There are no strengths at this time. Too much emphasis on legacy and not enough futuristic thinking including the failure to include faculty in the decision making process
- Gil Stork.
- Cuesta College's leadership and governance among the administration seems to be lacking. I think the whole accreditation issue is a reflection of this. As far as the faculty Union, I have been very impressed with the leadership. There has been strong advocacy for the faculty, open communication, responsible actions taken, and rational decisions made. It's clearly a more grassroots model and faculty are feeling more empowered over the decisions that directly affect them.
- Not sure...never really see it!
- The sincere commitment of faculty to cutting edge, excellent instruction keeps the balance an educational facility needs. While changes at the state level affect accreditation, funding, and management and application of student data, faculty must ensure that they remain able to provide the best possible instruction. Most of Cuesta's faculty is willing to work overtime to make sure the outside pressure's do not limit or diminish their ability.
- Not many. It is cliquish and tribal just like high school. If one is not a member of the "in" group, one need not bother aspiring to anything greater than part time work with no career ambitions.
- At the present time, with Dr. Stork as president, I believe Cuesta College is finally getting on track. Gil has an understanding from both a management and an academic stand point, additionally, I believe he attempts to make hard decisions based on all information he receives and reviews.
- Accredited and consistent improvement
- The leaders in student services care about their staff.
- I see a less contentious relationship with faculty and the board. This is why I joined CCFT.

- *I am only part time and this one would be hard to answer since i am not privy to the internal workings...*
- *I believe the current leadership team is working very collaboratively with faculty to help the college function at its best with the current budget situation.*
- *There is a renewed sense of optimism thanks to the appointment of Gil Stork as interim president. In general, leaders seem to be making needed improvements across a variety of areas, although change is coming slowly.*
- *The leadership is passionate and cares about the college.*

What are the challenges of leadership and governance at Cuesta College?

- *Failure to work as a cohesive unit. Some leadership members are not working with each component CCFT, Senate, CCUE and management all need to be part of the decision making process.*
- *I have a perception of 'us vs them' with the union. This seems VERY unhealthy to me. I don't yet know if one side is more responsible than the other, but it's unpleasant to watch and seems very negative.*
- *Getting upper management to take faculty's recommendations seriously.*
- *We are a faculty driven college, other constituency groups are not given equal weight.*
- *Challenges: inconsistent leadership whether this applies to management style, budget allocation and policy, and in some divisions there is a toxic environment due to inappropriate leadership. Cuesta does not train or prepare leaders appropriately or consistently.*
- *Many folks speak up which is great, but on occasion some don't know how to put differences aside in order to move forward.*
- *The Superintendent/President is making administrative decisions and circumventing the established planning processes. It is impossible to make good decisions or evaluate proposals because data such as how many staff and what costs are associated with proposals is not made available. The budget is more nebulous and opaque than ever. There is no program planning to go along with the big picture planning like new buildings.*
- *Lack of money. Hard decisions are in the future and those decisions will impact all faculty. We need to be a part of these decisions. These decisions will impact the future of the college.*
- *Gil Stork should have been named president 15 years ago. Now he is trying to clean up the mess of 3 bad presidents. Budget.*
- *The challenge has been to convince more faculty to become directly involved. Many faculty are part-time who have no time to get involved, and there are many faculty who are disillusioned with past Union leadership and the administration in general - they are cynical about getting involved, but seem to be watching from the sidelines to see what unfolds. If the Union can make headway and regain/protect faculty rights, these individuals may feel more encouraged to become involved. The irony is that we need more involvement to speak with a greater voice. You have to be heard with a big voice to bring about change...*

- *Fostering a sense of community at the college. Cut out the divisiveness. Give people a sense that they belong to a group that cares about each other. Part of this would be mentoring and the advancing of part time faculty. Currently part time faculty are mostly treated like a piece of meat, with the feeling that we can easily be replaced. There should be a push to try to hire from within the college instead of outside!*
- *Administration often requires/expects faculty to do too much administrative work and it often seems as if some administrators are not capable or up to speed. Of course the budget is a challenge. Outside funding is always going to be a challenge and without planning, another weakness of the administration, the district ends up making decisions that weaken Cuesta's reputation and excellence. Cutting summer school is an example. That did more to hurt Cuesta than the accreditation mess. Offering fewer classes during regular terms also hurt Cuesta. The challenge is that the administration seems to put their goals for growth ahead of instruction. Maybe that's because the plans for growth exist and other goals require being more adept at handling the budget. Hard for this part-timer to know the answers but it's hard for faculty to lead and participate in governance when so much information is not forthcoming. Another challenge is that we have bullies at Cuesta College. Great book written by a college professor: *The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't*. Leaders at Cuesta in all groups need to learn more about how to deal with bullies effectively for the good of the whole. Groups also need to be encouraged by the leadership to work together instead of at odds. Hopefully, the conference will move us in that direction.*
- *Leadership? Governance? Leadership right now is not evident and governance consists of fighting with each other. Why did a few faculty members have to step in and complete the accreditation report when highly-paid administrators couldn't even complete a substandard job?*
- *Since I work both Management at Cuesta College, and am a part time faculty member, I believe that the biggest challenge is bringing all sides together to form a team relationship instead of faculty vs. management.*
- *Would like to see more variety on committees and projects....new people added*
- *The budget. Doing more with less. Regaining credibility Re: accreditation.*
- *Working with present and future budget problems in a manner that causes the least damage to the faculty and the students they serve.*
- *The current budget situation is probably the biggest factor. Shared governance can also be a challenge with getting things done in a timely manner.*
- *Part-timers are being relied on to do more and more work and take on greater responsibilities, yet the college leadership does not seem to recognize this. In other words, the system seems to be set up under the assumption that full-timers, who are on campus M-F, 8-4, are doing most of the work Some specifics: 1. Too often, memos and emails are written in bureaucratic jargon and it's unclear what is being asked. A bit of care or editing would take care of this. 2. More care should be taken to explain the broader system to part-timers. It's often unclear who does what, or even who to ask to find out how to get things accomplished. Acronyms should be avoided and the forms and processes should stop changing. 3. Training sessions often do not work for part-timers, who probably need them the most. Part-time faculty too often simply cannot be on campus when the sessions are offered. Instead, training should be offered in forms such as downloadable webinars or through "wikis" that answer foreseeable questions--information that can be accessed by part-timers on their own schedules.*
- *The majority of faculty at Cuesta are temporary at-will employees (disposable units of labor) who are not part of the leadership or governance structures at Cuesta. Cuesta's Strategic Plans, Accreditation Report, and governance structures ignore part-time faculty.*

- *There isn't enough emphasis placed on the college's ability to address the needs of the community and its workforce. Sometimes it appears that more emphasis is being placed on the needs of the full time faculty than on the needs of the students and*

the community at large. Transfer coursework and curriculum development is important, but addressing the needs of our community and the local workforce is equally necessary for us to meet our obligations as a community college.

Two years ago the state of California authorized part-time faculty to work a 67% load. Do you currently believe the management at Cuesta is giving you the opportunity to obtain the load you desire?

- *I believe there is some effort in this area; although, there is still an indication that part-timers are kept below 50% to ensure they are not eligible for benefits.*
- *I think that management is on my side, but I have the impression that union rules considerably restrict management's options in this regard. That might be for the good, but it's not my impression.*
- *Yes*
- *No, I regularly have to "fight" for my classes.*
- *I have no complaints there.*
- *I think my division is giving me what the college is allowing, based on budget. I was hired originally with the hopes of teaching 3 courses, but I have only been teaching 1 per semester. Hopefully, I will be able to teach more courses in the future. The course that I teach regularly fills and I have many students wishing to add. Adding another section would help meet student needs while satisfying my desire to teach more courses.*
- *Yes. However I think the State of California should mandate more full time instructors on campus. There are a lot of PT folks who can't/won't take on responsibilities that are normally done by FT.*
- *Yes, I can get as much load as I want.*
- *No, I do not. My load is less and less each semester while new hires get courses I previously taught.*
- *The whole PT faculty issue is a severe issue at Cuesta. PT faculty have no voice and no rights, yet we make up over 50% of the faculty at Cuesta. 67%*
- *is a number that is adhered to if a division chair feels like doing so, if not, the PT faculty member is out of luck. We need bumping rights and a solid contract, we have neither.*
- *I'm not sure it is management's problem, more a matter of the state budget.*
- *No. I am in my 6th year of teaching at Cuesta. I usually have three classes/semester. I taught four classes one semester in the Spring of 2009. It was clearly communicated to me by my division chair that he/she could not give me the same amount the next semester, as the administration would have had to tenure me.*
- *I am very aware of the fact that I have only three courses/semester so that I remain part-time. My division chair knows that I would love to teach more classes, but instead, was compelled to open a part-time hiring pool for this last semester and hired another part-timer.*
- *My department head has been very good about giving me a full 67% load.*
- *Yes.*
- *No*
- *As stated above, I cannot do this kind of part time work load and be a full time employee of Cuesta College.*
- *I believe they are.....*
- *I would like to do more hours; I'm only 20%*

- *In my case, yes. In fact the department I work in has gone out of their way to increase my load to near the 67% mark.*
- *Yes, I have lots of courses to teach*
- *Yes, I appreciate this option for our part-time Nursing and allied health faculty.*
- *Yes, but part-timers are increasingly taking on "lead faculty" positions, sometimes without any compensation or stipend for duties such as program reviews, managing CTE systems or even The system needs to be improved.*
- *Part-time faculty priorities, in no particular order, are: 1. Job security – aka status as permanent employees (emphasis on permanent). 2. Pro-rata pay- aka equal pay for equal work 3. Pro-rata or full fringe benefits 4. Sabbaticals or paid leave with guaranteed re-employment rights 5. Recognition and treatment as educational professionals – aka peers not peons The 67% load issue is a distraction to take attention and implementation away from the part-time faculty priorities listed above*
- *As a full time classified employee, I have been told that in the future we will not be allowed to teach. This is of great concern since teaching positions are so rare, and our mediocre salaries rank as among the lowest in the State. It would be nice to see a policy put in place to address this issue.*
- *A 67% load would not pay enough sustenance to live on as is the part-time faculty stipend. 67% would at least allow for some added benefits but it seems that Cuesta wants to reduce part -time salary load below the 67% load for budgetary reasons. Also, many courses are being dropped.*

Some of the major issues that are currently being discussed are the budget, summer school, south county campus, distance education and staff equity. If you have a comment for any of these areas, please feel free to post it here.

- *There needs to be less focus on the south county campus and more focus on distance education.*
- *Expansion makes sense when there's a demand. I haven't heard that there's conclusively a justifiable demand for expansion. But it sure sounds like there's demand for summer school (or more sections to yield opportunity to earn credits).*
- *Summer session 2010 should not have been canceled; the college lost money because of this; Administration's sole intentional decision via the president controlled board; an error for which they are unapologetic!*
- *A lack of summer school has a great impact on the completion time of many students, as well as access to benefits such as Vets benefits, and social services benefits*
- *Distance education is sorely in need of support - ANY kind, but primarily instructional support and a concerted effort to raise the level of quality and opportunity for online teaching.*
- *Summer school should have classes that are required for a number of different majors for graduation/transfer. The nursing program is only one field of study and we are here to serve as many students as possible.*
- *More faculty need to be involved in campus governance.*
- *There needs to be no more talk about So. County as this is a done deal. My concern is that DE will be taken from all PT faculty and become the exclusive right of FT faculty due to their bumping rights. PT faculty need protection from losing DE classes that they have developed and currently teach. Lastly, as refers to number 1, DE must be part of Cuesta's future. Therefore, it needs to be its own strategic goal, not embedded and forgotten in another strategic goal.*

- *I think Don Norton is doing what he can to make sure Human Development students have the opportunities they need to get certified or transfer. Some students don't do well with distance education so we still need bricks and mortar classes in all areas.*
 - *Budget - the college should be fiscally responsible and transparent. I don't think the administration has been either of these things. Accreditation - there has been a good effort to educate everyone on the accreditation issue, but it has been more from the Academic Senate, not the administration. The South County Campus - the administration has not clearly explained why they pursue this. What is the justification for spending more money at this time? Is there really a need? Summer school - what can we expect this upcoming summer? Will we have a teaching load? Will students be able to plan ahead? The administration still has not addressed this openly Staff equity - the issue of relying more on part-timers is not something that will go away; in fact, it's impacting the college, faculty, and students in many intricate ways. My question is this - how does the administration justify their heavy reliance on part-timers who are paid considerably less than full-time tenured faculty, and how do they justify that this benefits students in the long term?*
 - *Scrapping summer school hits part timers harder than the full-timers since most summer school classes are taught by part-timers. I interpret this as another slap in the face...part timers are expendable. I also think this is a mistake by the college because people are angry at the college and they are finding other venues to get their education...what's to say that they won't continue to go somewhere else when/if summer school starts up again.*
 - *Outside funding will always pose problems. Leaders from all groups need to plan and organize ongoing lobbying for community colleges. The priorities need to be instruction and everyone needs to realize that instruction costs money. How many faculty do we lose due to low salary and bullies? Losing faculty costs Cuesta money. So unless the administration can come up with ideas that save on instruction*
- without hurting student access or success, they need to make instruction the top priority when it comes to budget, not growth. Which leads me to summer school, don't ever cancel summer school again. It hurts the students as well as faculty. Which brings me to staff equity; something needs to be done to change the dynamic from us and them to family. Cuesta is not like a family.*
- *Well, maybe a dysfunctional one. We don't share pain. We don't share gain. Something needs to be done about that. If administrators wonder why faculty don't show up to certain events, it's because they feel like they are asked to give out of some loyalty that is not fostered by the treatment they receive. Concerning distance ed, of course if Cuesta is going to offer DE, Cuesta needs to make sure it's excellent and that means more - more support for faculty with technology and training, etc. However, at this time, why invest in that when there are very real needs that require support? Why spread the support so thin that no one feels it? Make instruction a priority, find out what other campuses are doing - best practice - cutting edge - make a plan - get everyone on board (oi vay) and then make sure everything the district, the administrators, management, and the leaders from all groups do and say moves us in that direction.*
 - *Summer school is essential for both students and part-time instructors. Students need the classes and part-timers need the money.*
 - *When mentioning staff, do you mean the classified employees on this campus, or only tenured, full time, and part time faculty? As a staff employee and a part time faculty employee, I am interested in all aspects of the college. Foremost, as a manager, I must oversee a budget that does not exceed what is currently workable. Secondly, as a part time faculty member, I expect to have larger class sizes, making my part time teaching busier. Third, I am also a distance education instructor, and feel that this area has not been fully pursued or supported. I hope, and believe, that summer school is an asset to many students who really do want to complete their educations with the two year plan - please keep it. I*

am mixed about South County...and Distance Education. Where should our money go?

- *Would like to work summer school semester if summer school is not canceled.....*
- *Students are not happy about no summer school. However, they are glad to hear about alternatives. I think they would like more distance ed., based on their comments.*
- *It seems that closing summer school was a good call and I would support it again if needed. I think distance education needs to be studied because I don't think it's a good choice for students at the community college level. It requires more self-discipline than most students have. I think a study would show the success rate of these classes is very low and the instructor's time would be of better use teaching in the classroom. I think there needs to be equity in the pay scale. Cal Poly does not have a part time pay scale, neither should Cuesta.*
- *I am thankful for being allowed to teach here part time -- this part time system helps a number of us teach to some extent and that is better than none at all.*
- *So Co Campus: 1- "Arbitrary" decision to change semester schedule (bad, bad)[see item 4, gave in to wishes of a few] 2- Lack of technology (of computers, printers, teacher equipment) 3- Ineffective communication with main campus (ex. who assigns rooms?) 4- The unfortunate replacement (a few years ago) of an effective person in charge (Michael) because he took the "correct stand" that was unpopular with a minority*

segment of So Co instructors 5- Gil needs to realize that So Co campus has grown as he hoped, and is no longer the infant he remembers. The character and needs have evolved 6- Long live the So Co Campus!

- *I would like summer school to be considered again for our students sake and for the instructors that taught during the summer and counted on this as part of their incomes. I think that activating the South county campus is a mistake at this time with the current budget issues at hand. Thanks for making the survey available.*
- *No comment at this time.*
- *The part-time faculty chair's participation in this meeting is a token response in an attempt to legitimize the outcome of this meeting. Part-time faculty have been left out of the leadership and governance discussions. We have had no meaningful correspondence from the part-time faculty chair about these survey issues. These issues are being decided in backrooms as usual.*
- *Transparency in the budget and "numbers" we can all agree are based in reality would go a long way to consolidating trust between the leadership and governance.*
- *I think more investment, training, credit, and pay should go to distant learning teachers. I, for one, developed and designed the DE class during the summer for the Fall Quarter without any compensation. I did appreciate that Cuesta (the state) paid for participation in training workshops. I would like to be able to go to more workshop training as part of the commitment to DE teachers.*