



# ***THE ADVOCATE***

**A NEW VOICE FOR CONTINGENT LECTURERS, COUNSELORS, COACHES, AND LIBRARIANS**

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CALIFORNIA FACULTY ASSOCIATION – CAPITOL CHAPTER (CSUS)**

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**Welcome to our initial edition of THE ADVOCATE. We want to create a monthly forum to inspire activism among those part-time faculty members who are rapidly becoming the majority in many departments at CSUS, as well as campuses across the nation. Ours is an important voice, for many of us bring our practice modalities into the classroom on a weekly basis. We are not “ad-on”, subordinated staff to tenure track faculty...we too are faculty as well, with rights and a wealth of professional experience and professional degrees.**

**As we celebrate Equity Week along with hundreds of campuses across the nation, know that your California Faculty Association has inspired events on all 23 of the CSU campuses. The CFA is on the frontline fighting to make every week “Equity Week” for you. Join us by filling out a membership form. Join us by coming to our Equity Week events. Work with us to look for ways to improve the standing of all part-time faculty.**

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## **Open Letter To The Division of Social Work**

**Dear Colleagues:**

**Speaking as a Lecturer who has gladly served this department and hundreds of students over the past eight and a half years, I must tell you how saddened I am that I could not offer questions or comments to our incoming Department Chair Candidate, because like all part time faculty serving the Division of Social Work---/ *don't have a vote.***

**Personally, I have held a Top Secret Security Clearance since 1970, voted for Presidents, Governors, advised many elected officials, and have published documents used by two White House Administrations. Still, I can't vote for the Department Chair where I have taught for over 8 years**

**The Department Chair is the single most important faculty person in our university and teaching lives. That person provides leadership , mentorship, policy parameters, and course assignments every semester. As it happens, I understand that Dr. Dale Russell is running unopposed for this position for the next academic year. I strongly endorse him for this position. I have known Dr. Russell since the beginning of my teaching career at CSUS (2005), and he has been a trusted mentor and friend that I hold in very high esteem.**

**Speaking for all of the Lecturers in this Division who teach with excellence albeit part time, it is high time the Division of Social Work address this inequity by engaging in a vigorous exercise of "social justice". As our core value, the practice of denying Part-time Lectures any opportunity to vote on an issue as important as Department Chair is one that runs contrary to who I know you to be and the ideals I believe you value. Many other departments across this campus are revisiting this practice. Allowing or denying Lectures the right to vote is apparently left up to each department to sort out.**

**At a time when Lecturers may represent as much as 57% of all college faculty nationwide, I would challenge my esteemed colleagues to act with leadership on this critical issue. I would be happy to share my ideas, as I am sure others would be as well. You can show us how much you value our opinions.**

**Sincerely,**

**Ted Scott-Femenella, LPHA, ASW, PPSC  
Lecturer/Activist  
Division of Social Work  
California State University, Sacramento**

# Campus Equity Week

Campus Equity Week is designed to draw attention to working conditions of faculty--the vast majority of whom are now in insecure part- and full-time non-tenure track jobs, often subject to exploitative employment conditions. Actions can be as small or large as your capacity--from posting fliers or writing letters to organizing a symposium or demonstration. See below for more ideas or visit the [Campus Equity Week website](#).

Campus Equity Week (known as Fair Employment Week in some states and in Canada) occurs biennially; the next one will be held October 28-November 2, 2013. During the week, faculty activists across the United States and Canada don costumes, participate in hearings on university employment practices, give awards to adjunct faculty, and host film screenings. Faculty design activities that best suit their local conditions, so goals and activities vary. Events are designed to put contingent faculty in touch with one another, support statewide legislation, inform campus communities about the exploitation of contingent faculty, or achieve specific change on campus.

The AAUP is a cosponsor of Campus Equity Week.

## Campus Equity Week Resources

[Campus Equity Week website](#).

The documents below are designed for you to download and adapt to your situation, adding local content and deleting parts that do not apply. You can use them during Campus Equity Week or any time they may be useful.

[Books about Contingent Faculty](#) (Word Doc). (Serves as a useful list of recommend books on the topic. Presented in large-type so you can print these out as posters for your library or other areas where people may be interested in reading more about contingency)

[Sample op-ed on part-time faculty](#) (Word doc)

[Sample op-ed on contingent faculty generally](#) (Word doc) (including full-time non-tenure-track)

[Tips on Starting Campus Coalitions](#)

*Degrees of Shame*, a thirty-minute documentary by Barbara Wolf about the prevalence and working conditions of faculty in contingent positions.

## 2013 Campus Equity Week Events

### The University of Mary Washington AAUP chapter

The chapter will be watching and discussing the film *For Profit*, a filmed version of a one-act play which discusses the impact of for-profit education on American students, faculty, and staff.

### University of Vermont United Academics

The chapter will be watching and discussing the film *For Profit*.

### Western Connecticut State University

Members will have a number of posters displayed on campus highlighting contingent issues, screen *Degrees of Shame*, and screen L. D. Janakos's documentary *Teachers on Wheels*. They also will be wearing and handing out CEW lanyards and buttons, and giving out copies of a CFHE report, *Who is Professor "Staff"?*

### University of Oregon United Academics

On November 1, the chapter will holding a special training and info session on the aspects of the new collective bargaining agreement that affect contingent faculty. The session will help contingent faculty understand their new rights under the contract, the highlights of which you can read [here](#).

For more information, visit [www.campusequityweek.org](http://www.campusequityweek.org).

### Organize

Active AAUP chapters serve the profession on more than 450 campuses by supporting principles and programs that vitally affect the quality of higher education and professional life. Find out how you can start a chapter at your college or university.

[Learn More](#)



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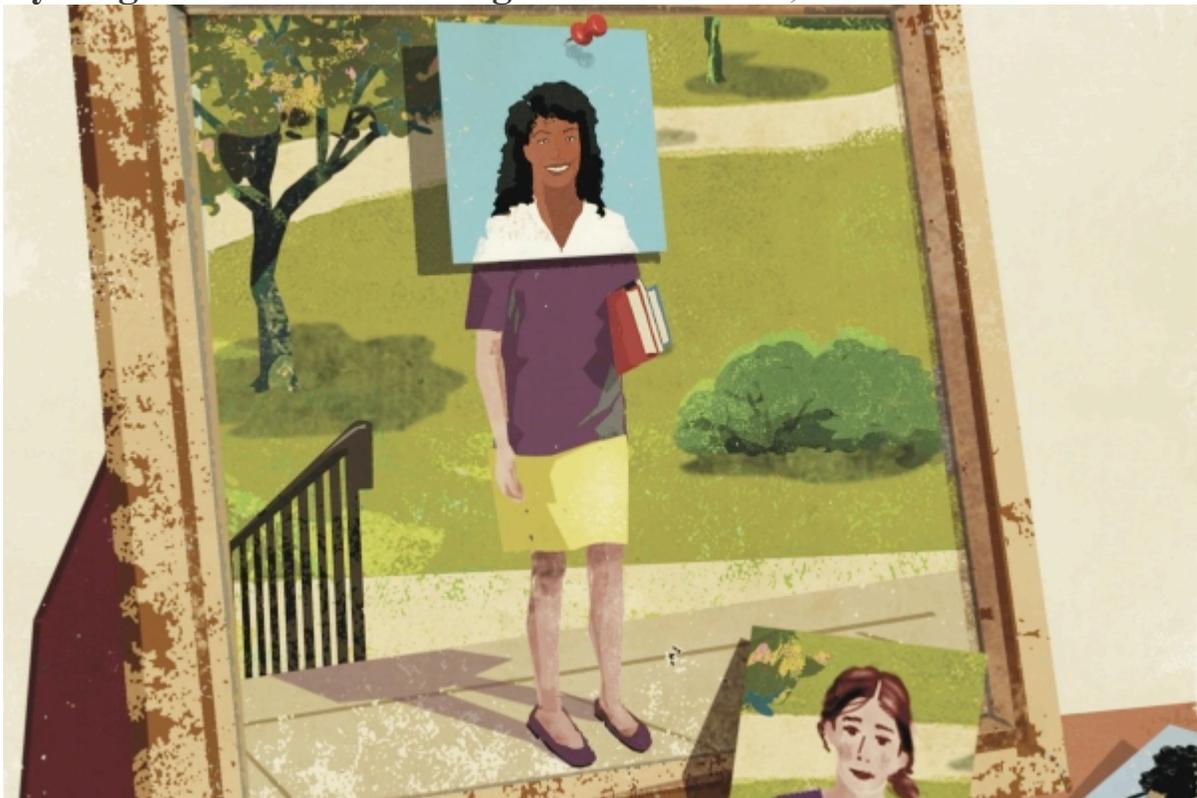
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*(An AAUP Membership is free upon request with your CFA membership)*

## DIVERSITY IN ACADEME: THE CHRONICLE—HIGHER EDUCATION (REPRINTED)

### 'I Wish I Were Black' and Other Tales of Privilege

By Angela Onwuachi-Willig OCTOBER 28, 2013



EVA VAZQUEZ FOR THE CHRONICLE

"TO BE WHITE IS TO NOT THINK ABOUT IT," A WHITE LEGAL SCHOLAR NAMED BARBARA FLAGG WROTE TWO DECADES AGO.

**After the University of Texas at Austin denied Abigail Fisher admission, she made several statements that revealed just how little she had ever had to think about her race. Fisher, the petitioner in the Supreme Court's recently decided affirmative-action case, said in a videotaped interview made available by her lawyers: "there were people in my class with lower grades who weren't in all the activities i was in, who**

**were being accepted into ut, and the only other difference between us was the color of our skin."**

**As decades of debates over Affirmative Action have revealed, many whites spend so little time having to think about, much less deal with, race and racism, that they understand race as nothing more than a plus factor in the admissions process. Like fisher, they fail to see the many disadvantages that stem from simply existing as a person of color in this country—disadvantages that often hamper opportunities to achieve the badges that help students "win" in the admissions game. they fail to see how ignoring race and racial contexts, in which many students of color must work to achieve their successes, devalues those students' accomplishments. And they fail to see how ignoring race is itself a form of racial discrimination.**

**Although i applied to college nearly 25 years ago, I, too, encountered my own "Abigail Fisher" in high school. During my senior year, a classmate who had the same sat score as i did remarked, "I wish I was black!" after he learned about several scholarships i had received (only one of which was for minority students). I was stunned by his comment. After all, his implied statement about my lack of merit was factually wrong by all accounts. although he viewed us as being the same (much as fisher views herself as being superior to her classmates of color), it was clear that he knew nothing about me other than my race and our matching scores. Unlike him, I ranked academically among the top 10 students in my class. Indeed, I was ranked more than 20 spots ahead of him. I also held leadership positions in and engaged in more activities than nearly all of my other classmates, while he participated in just one activity. I had a job; he had none. The list could go on. Of course, at that time, I did not think to point those facts out to my classmate. Instead my initial reaction was to correct him: "I wish I *were* black," I said. "And, no, you don't."**

**But my classmate's delusions about his own record were just the tip of an iceberg. For one thing, he ignored the fact that**

**he had simply not engaged in any work to obtain scholarships. Unlike me, he came from a rich family, while I, a future Pell grant student, had spent weeks researching and applying for scholarships.**

**More than that, my classmate failed to think for even one moment about what being black may have meant for his life. He never considered what it would have meant to sit all day in classrooms where he was the only white student in a sea of black faces.**

**By failing to engage in this simple thought experiment, he discounted my achievements. He failed to consider the extra effort, drive, and patience that it took for me to remain focused and to excel in a school where many white students regularly used the n-word. He ignored the fortitude that it took to learn in an environment in which students and even some teachers found it acceptable to wear clothing depicting confederate flags. he failed to see the extra skill, grit, and intelligence it took to be the first black to achieve a string of accomplishments in a high school where, like many schools in the south, tracking essentially segregated the racially diverse student body—I was almost always the only black student in my honors courses—and where some whites would react negatively, whether consciously or unconsciously, to any black success other than in sports.**

**My classmate ignored the extra work i had to perform because i did not have a parent with the "college knowledge" or cultural capital to guide me through the admissions process.**

**Had my classmate looked more broadly at the many disparities between blacks and whites in health, wealth, income, college attendance and graduation, life expectancy, and a host of other factors, he might never have found the nerve to wish he were black.**

**He might have even recognized his own privileges.**

**Nearly 25 years after my own high-school experience, we have not moved much beyond the ignorance reflected in my classmate's remark about wishing to be black. It is heartbreaking to think that our world and our lives have become so racially segregated that many white students applying to college possess so little understanding of what it substantively means, regardless of socioeconomic status, to live the life of a black person in the United States. It is disappointing to think that students have learned so little about white privilege (and other identity privileges) that they still continue to wish that they were black.**

**Earlier this year, in an open letter to *the wall street journal*, headlined "to (all) the colleges that rejected me," a high-school senior named Suzy Lee Weiss wrote: "if it were up to me, I would've been any of the diversities: Navajo, Pacific Islander, anything. Sen. Elizabeth Warren, I salute you and your 1/32 Cherokee heritage."**

**I am still waiting for the day when, rather than wishing they were black, students like my high-school classmate instead think with all earnestness, "imagine what more my minority peers could have done if they had had white privilege and access."**

***Angela Onwuachi-Willig is a professor at the University of Iowa's College of Law. She is the author of the new book According To Our Hearts: Rhinelander v. Rhinelander and the law of the multiracial family (Yale University Press).***

## Even in New York, Adjuncts' Paychecks Can Take Their Sweet Time

By Peter Schmidt

There are worse things than trying to make ends meet on a modest paycheck—like trying to do so on no paycheck at all.

Ask Anthony M. Galluzzo, who began working as a part-time English instructor at the City University of New York's Queens College in late August, when the fall semester began. He went uncompensated until last week because the college did not send him the first two paychecks he was due. Lacking enough savings to pay his bills, he borrowed money and stayed with a friend while renting out his own bedroom in a Brooklyn home.

"I live paycheck to paycheck," says Mr. Galluzzo, who is earning about \$3,700, before taxes, for each of the three classes he teaches at Queens and had been expecting a paycheck of about \$1,100 every two weeks. He describes having to turn to family and friends to scrape by as "sort of demoralizing," and says that he feels badly for other Queens College adjuncts who "don't have that support network" to help them get through an unexpected period without income.

Of 1,070 adjunct instructors hired by Queens College for this semester, at least 340 did not receive checks on their first pay date, scheduled for September 19, and more than 60 remained uncompensated as of Monday, three pay periods later, according to statements issued by the college's administration.

The college, which has blamed the problem mainly on difficulties encountered in adapting to a new payroll system, has offered adjuncts who have gone unpaid payroll advances of up to 60 percent of owed wages. Some adjuncts, however, have not known the advances were available to them, according to the City University of New York system's faculty union, the Professional Staff Congress.

Queens College is not the only CUNY campus to fail in recent years to pay adjunct faculty members on time. York College, also in Queens, similarly failed to pay more than a third of its part-time faculty on time last fall. The Professional Staff Congress filed a systemwide grievance in early 2009 after four of the system's 23 campuses were weeks late in sending adjuncts their first check for the spring semester.

Nevertheless, a CUNY spokesman, Michael Arena, on Monday described the late payment of adjuncts as "rare, infrequent, and isolated."

### **Repeatedly Starting Over**

Throughout the nation, many adjunct faculty members end up waiting long periods for payment for their services. As faculty members who are hired off the tenure track and on a contingent basis have become a growing share of colleges' work forces, institutions have struggled with the task of updating their payrolls each academic term.

Colleges that meet their first deadlines for paying adjuncts often do so only by scheduling their adjunct instructors' first pay dates well after the first pay dates of other employees. Maria C. Maisto, president of the New Faculty Majority, an advocacy group for instructors off the tenure track, says the start of every semester brings a wave of calls to her from adjunct instructors confused over how their colleges can get away with waiting so long to pay them.

"The reason that it happens is that there are so many adjuncts that administratively it is a huge task to process all of these forms," says Ms. Maisto, who calls the time and money spent by colleges to add successive waves of adjuncts to payrolls "one of the hidden costs of contingency."

Because adjunct instructors are paid by the course and their workload at a college often varies from one contract period to the next, colleges generally feel they have no choice but to start over each semester or term in putting adjuncts on their payrolls. This constant churning of payroll information occurs even though a [2010 survey](#) by the Coalition on the Academic Workforce found that more than three-fourths of part-time instructors had taught the same course at a college for at least three terms.

Among colleges where adjuncts have endured substantial waits for pay, faculty members at Kalamazoo Valley Community College, in Michigan, felt compelled to organize a [food drive](#) for part-time instructors last January. The college's spring semester began January 7, but its part-time employees were not paid until February 1, later than many had believed would be the case based on the faculty handbook.

### **'Room for Improvement'**

When colleges miss one or more deadlines for paying their adjuncts, the question of how to reimburse them raises tough questions. In the past, CUNY campuses have given adjunct faculty members who did not get paychecks lump-sum reimbursements in a subsequent pay period, but the resulting spike in income temporarily bumped some adjuncts into a higher tax bracket and caused some to lose eligibility for government subsidies such as [food stamps](#).

Queens College is reimbursing its adjuncts for lost pay incrementally, over several paychecks, but Mr. Galluzzo complains that that approach has left him unable to repay those who lent him money to get by.

Queens College's administration issued a statement on Monday that blamed that institution's failure to pay adjuncts on time on the nature of the adjunct-hiring process, which can result in the late submission of needed information on new hires, and on glitches in the college's switch from a manual payroll system to an automated one.

In an email this month to Jonathan Buchsbaum, chairman of the Queens College chapter of the Professional Staff Congress, Meryl R. Kaynard, the college's general counsel, pinned much of the problem on the late submission of forms by deans and academic-department heads. "No one disagrees that the semester-to-semester onboarding of adjuncts leaves room for improvement," Ms. Kaynard wrote.

The statement that the college's administration issued on Monday said it had established a panel of administrators and faculty and staff members to review what went wrong and to recommend changes. "Our adjuncts have a right to expect timely paychecks," the statement said, "and we are committed to making that happen."

Correction (10/29/2013, 12:15 p.m.): This article originally stated that Anthony Galluzzo of Queens College taught two classes, but he teaches three. The article has been updated to reflect that.

## **Campaign for a Healthy California is promoting the play Mercy Killer written by Michael Milligan.**

The Mercy Killers Tour is committed to using the power of compelling storytelling to raise awareness about inequities and dysfunction in the health care system by reaching audiences in underserved communities around the nation.

Milligan was inspired to write the topical one-man play after hearing horror stories from the uninsured, many of whom suffer financial tragedies on top of chronic illnesses. He has been performing the piece around the United States in collaboration with social justice organizations to raise awareness about the growing dysfunction of the American health care system.

Performances are scheduled in Loomis at the Del Oro High School Auditorium on November 8th at 6pm and at the Colonial Theater in Sacramento on November 9th at 7pm.

**For free tickets, contact Cindy Young at [cyoung@calnurses.org](mailto:cyoung@calnurses.org)**

Sacramento Central Labor Council, AFL-CIO  
<http://www.sacramentolabor.org/>