

Forum for Fair Employment

Spring 2010 Newsletter

<http://karen.stanley.people.cpcc.edu/FFE>

Forum for Fair Employment: Who are we?

FFE is dedicated to addressing the employment concerns of ESL professionals hired in educational institutions across the U.S. and around the world, particularly those hired as part-time, temporary, adjunct or contingent employees. FFE is dedicated to righting the inequities facing ESL professionals and to promoting the improvement of their working conditions. FFE advocates improved benefits, salary, job security, staff development opportunities and access to promotion to full-time, permanent, and/or tenure track employment for all ESL professionals.

Achievements of FFE include:

- organizing multiple sessions at TESOL conferences (international and regional),
- publishing articles on relevant issues in local newspapers,
- publishing articles in TESOL-related publications,
- successfully advocating for a reduced TESOL membership and conference rate for part-time/adjunct/contingent ESL/EFL professionals,
- promoting and participating in Campus Equity Week in North America (in Canada known as Fair Employment Week) and COCAL (Conference on Contingent Academic Labo(u)r), and
- successfully supporting and contributing to TESOL position statements on key employment issues

**Visit our booth at
TESOL 2010!**

across from the registration
desk
North Lobby

ETEA protects teachers in British Columbia

ETEA is the Education and Training Employees' Association. We represent teachers in private ESL schools in British Columbia, Canada. Since our Organizing Committee was formed in 2007, we have had some major successes organizing other schools. In 2008 Language Studies Canada joined ETEA as local 2. In 2009 Pacific Language Institute joined ETEA as local 3. That success represented a large increase in our membership from 115 members to 180. We have reached out to a number of schools to discuss the benefits of having a union. ETEA has been received very well in the ESL community, as many teachers see the need to improve the working conditions and raise wages in this lucrative industry. ETEA continues to promote unionization as a powerful tool for boosting the conditions and professionalism of the ESL industry.

AFT 2121 faculty union acts to protect part-timers at City College of San Francisco

by Carmen Roman-Murray, Part-timers Committee Chair, American Federation of Teachers Local 2121
Community College Council Part-timer Representative,
California Federation of Teachers

While thousands of part-time faculty in two-year and four-year colleges in California and around the country are being laid off during this economic crisis in which school budgets have been cut to the bone, City College of San Francisco has tried to minimize layoffs of its employees, including part-time faculty, by following the "share the pain" motto. Faculty, staff, and administration have all made their share of sacrifices.

For the current 2009-10 academic year, salary step

increases were frozen for administrators, full-time and part-time faculty, and classified workers. In addition, administrators' salaries were cut by 6% for the current year. CCSF Chancellor Don Griffin had set an extraordinary example by voluntarily cutting his own salary 25%.

Last fall and spring, the AFT 2121 Part-Timer Committee held several general meetings, at which we decided that both part-timer job security and more full-time positions at the college are our highest priorities. The union's leadership and District Board of Trustee John Rizzo were present to hear our concerns—and they got the message loud and clear.

As state budget news grew increasingly ominous during the spring and summer months, the Union's leadership team, under the direction of the AFT 2121 Delegate Assembly, worked to come up with a plan to minimize massive part-timer layoffs in a time of program cutbacks, which the administration established at 6.5% for the coming academic year.

This plan established a hierarchy of cuts by which part-timers with a rehire right, i.e., those with two or more semesters of service, would be the last to have their assignments reduced. The hierarchy, from first cut to last, is:

- assignments of retired faculty returning to work as part-timers
- full-timer overloads
- assignments of new part-timers
- assignments of established part-timers

The administration agreed to implement this plan. As a result, in the Fall 2009 semester few if any part-timers lost hours, and no part-timer with a rehire right suffered a total layoff. As the crisis continues, AFT has pledged to do everything possible to avoid cuts to part-timers.

During last spring's contract negotiations, the AFT 2121 negotiations team worked to strengthen the safety net of the most vulnerable members of our college community, part-time faculty. The negotiation team was able to bargain three new items favorable for part-timers:

1. Retention of part-timer health care benefits:

At CCSF, part-timers with at least a 50% load qualify for the same generous health care package as their full-time brothers and sisters. As a result of negotiations, part-timers receiving health care benefits who fall below the 50% threshold because of budget cuts will retain their benefits.

2. Part-timer recall right: Part-timers who suffer a layoff during the budget crisis will be called back first to work—before new part-time hires—by seniority when programs return to full strength in better times.

3. Part-timer unpaid leave: Previously only full-time faculty were entitled to take unpaid leaves and retain job security. Now part-timers are eligible to take an unpaid leave for up to a year; upon their return, they keep their current salary, and they maintain their seniority rights for the purpose of preference in job assignments.

All of these successes that part-timers have been able to achieve have only been possible because we work side by side with our full-time colleagues in the union to make all of us stronger. We all feel vested in our college, City College of San Francisco. Times are rough right now, but we will get through inadequate and unfair allocation of funds from our state government that has left us with very little to work with. In the end, however, united we will prevail.

Korean Private School Teachers Unionize

Teachers at a private school in the Korean city of Incheon were given approval to establish a union on November 24, as reported by Park Si-Soo in the Korea Times. The teachers were motivated by unpaid overtime and threats of dismissal by their employer. This was the second teacher's union formed in Korea. The first was formed in 2005. Almost 30,000 teachers are in Korea on English teaching visas.

Links to FFE website, and a list of internet resources for part time/ adjunct/ contingent faculty:

<http://karen.stanley.people.cpcc.edu/TESOL.htm>

Thoughts on the TESOL EIC Survey

Jack Longmate, EIC chair, 2009-2010

In late 2008 and early 2009, TESOL's Standing Committee on Employment Issues (EIC) circulated a survey to some 1,100 TESOL members probing information about employment issues.

The results paint a not wholly unexpected picture of the TESOL profession. Below is a set of information observations from the survey data with some commentary:

Observation 1: As expected, there was a wide range of income reported. Troubling was a segment of respondents in the 26-30 age group whose annual earnings are less than \$10,000 per year. Being considerably below the U.S. poverty line, the EIC hopes to conduct further analysis of the data to refine our picture of income levels. We speculate that the low income reported may be the reflection of the prevalence of part-time jobs throughout the profession.

Observation 2: Do individuals who are dedicated enough to join TESOL, the foremost international profession association, consider ESL teaching their career? The survey findings were puzzling. Most respondents reported that they intended to stay in the field until retirement. At the same time, most respondents indicated that they consider leaving because of the working environment. The seemingly contradictory responses may indicate an endorsement of the positive fulfillment that teaching ESL offers on the one hand with the recognition that many ESL teaching jobs are lacking in pay, upward mobility, professional growth, and the other attributes that career employment is expected to offer.

Observation 3: Most respondents (63.4%) reported that when they have transferred to a new employer, their prior ESL teaching experience was not recognized nor credited on their new employers salary scale. Concurrently, TESOL is exploring ways of developing a professional ethic throughout the field by building respect and solidarity across the profession. Incoming TESOL president Brock Brady is a leading proponent.

Observation 4: The survey explored two issues related to the aging population of TESOL.

- a. An alarmingly large number of respondents, 30.1 percent, work for employers that do not offer a retirement plan.
- b. An obstacle to the recruitment of young professionals are the employment conditions, including unregulated private sector working conditions, lack of certification standards, and preponderance of poorly paid, non-permanent employment opportunities and the dearth of family wage jobs.

Observation 5: A discouraging finding was that some 49.2% of the respondents reported themselves to be looking for full-time employment. While some of these seekers were likely looking for a lateral change, the number also reflects part timers seeking full-time work. It is difficult for part-timers to earn a livelihood sufficient to stay in the field.

Historically, TESOL has been among the most active professional associations in advocacy for part-time faculty. TESOL has issued over six member resolutions and several position statements related to part-time ESL teachers, and is a member of the Coalition on the Academic Workforce, endorsing its February 2010 "One Faculty Serving All Students" publication.

Observation 6: It is imperative for TESOL members and others concerned about the profession to engage in discussions about employment issues. Taking part in the Forum for Fair Employment is an excellent means to do that. It works closely with many TESOL members and entities, including the Standing Committee on Employment Issues to identify issues and concerns, to pass them on to the TESOL Board of Directors, and to encourage discussion of common problems and solutions.

Sessions of note

FFE Social (Business Meeting)

Westin - Webster 3/26/2010 6:00 PM

Employment Status: Effects and Actions

Carmen Roman-Murray, Jack Longmate, Peter Vahle, Jane Ryan Denouee, Lara Beninca

Westin - Webster 3/26/2010 2:00 PM - 4:45 PM

Description: Lack of full employment status affects teachers, students and programs. Presenters will look at the consequences of using instructors without full benefits, salary, participation, professional development or job stability. a variety of actions (large and small) which can be taken to improve the situation will be discussed. Audience participation encouraged.

Building Professionalism Through Improved Employment Conditions

Jack Longmate, Yilin Sun, Stephen Hanchey, Richard Bailey, Carmen Roman-Murray, Suchada Nimmannit, Bari Blackhart

Westin - Grand Ballroom D 3/25/2010 10:00 AM - 11:30 AM

Description: TESOL's Employment Issues Committee reviews the movement toward professionalism and increased dignity in the international workplace. Panelists examine working conditions, successful models for better employment conditions from different countries, employment standards, and strategies to unionize ESL teachers for improved job security, salary, benefits, and professional development.

Re-Imagining the Employment of Nonnative-English-Speaking Teachers in EFL Contexts

Sun Yung Song, Keiko Samimy, YUNYAN Zhang
Research-oriented Presentations (45 mins.)
Boston Convention Center - 107 B 3/26/2010 7:30 AM - 8:15 AM

Description: This presentation addresses the discriminatory employment of nonnative-English-speaking teachers (NNESTs) in EFL contexts. It reports the preliminary findings of a study examining the employment of NNESTs in China, Japan, and Korea. It

concludes with suggestions for promoting fair and equal hiring practices in the profession of English language teaching.

Trend Analysis of Job Advertisements in English Language Teaching

Ali Fuad Selvi, Bengu Caliskan Selvi

Westin - Hale 3/25/2010 3:00 PM - 3:20 PM

Description: Departing from anecdotal accounts about discriminatory employment practices that favor native-English-speaking teachers and further marginalize their nonnative counterparts, the current project investigates job advertisements in two online databases (i.e., TESOL's Online Career Center, and the International Job Board at Dave's ESL Café, respectively) using the content analysis method.

**Forum for Fair
Employment
(FFE)
(Formerly COPTEC)**