

WORKLOAD EQUITY: SURVEYS, COMMITTEE, NEGOTIATIONS...

Let's be honest: District needs to face reality and negotiate a reasonable workload equity system

by Anne Stafford, AFT Co-Treasurer & rep. on Workload Committee with Teeka James, AFT Co-Treasurer

You know it, I know it, we all know it, but it's not clear that the District knows it: faculty workload has been increasing steadily for many years. We are now heading into new contract negotiations and faculty have told AFT 1493, loudly and clearly, that workload issues are one of their top priorities.

A bit of history

2013: AFT first surveyed faculty about their growing workload concerns. That survey was rejected by the District as being essentially useless.

Spring 2016: During contract negotiations, AFT made a good faith proposal for defining and measuring the non-teaching duties expected of full-time faculty. The District rejected this proposal out of hand.

April 2017: The District and AFT signed an MOU agreeing to establish a committee "to develop a mechanism for distributing those [non-teaching] duties, and when a faculty member ends up with too many, a mechanism for compensation and when a faculty member ends up with too few, a means to address that."

Spring/Summer 2017: A 10-member Workload Committee consisting of "3 members appointed by AFT, 1 member appointed by each the 3 Academic Senates, and 3 members appointed by District Administration" was formed. Representing the administration were Kathy Blackwood (Executive Vice Chancellor), David Feune (Director of Human Resources) and Charlene Frontiera (Dean, Math/Science, CSM.) Aaron McVean (currently Vice Chancellor, Educational Services & Planning; originally Dean of PRIE, Skyline) was included to help with the survey and data. Senate representatives were Leigh Anne Shaw (D.A.S. President; ESOL faculty, Skyline, Rosemary Nurre (Accounting faculty, CSM) and Michael Hoffman (Math faculty, Cañada.) The AFT was represented by Doniella Maher (English faculty, Cañada), Nina Floro (English faculty, Skyline) and Anne Stafford (English faculty, CSM.) One administrator and two faculty members eventually withdrew from the committee.

May 2017 – Dec 2018: The Workload Committee met approximately 4 times per semester, for 2 – 2 ½ hours each time.

Fall 2017: Workload Committee surveyed full-time faculty about the non-teaching work they do.

The committee's charge

1. Define what constitutes a "reasonable" workload.
2. Propose a mechanism for distributing faculty work more equitably.
3. Propose a means of compensating faculty who do more than what is considered reasonable.

What did the survey tell us?

A look at the numbers:

The survey attempted to answer two central questions:

- 1) **Has faculty workload increased?** Answer: "Yes."
- 2) **Is the work distributed fairly?** Answer: "No."

The survey showed that on average full-time faculty spend more than eight hours (8.1) per week during the regular semester on non-teaching work-in

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L.A. teachers win historic strike for public education & social justice.
See pages 4-7 for story.

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PRESIDENT'S PERSPECTIVES

Revitalized union activism across the country and in our district

by Paul Rueckhaus, AFT 1493 President



It has been six months since the Supreme Court decided to rule in favor of Janus v. AFSCME—a case that has the potential to devastate

public employee unions by making payment for membership optional. This was a case that was meant to eviscerate the labor movement and send public employees running for the hills from their unions.

Since the Janus decision, union memberships have actually increased. AFT membership nationwide has added [close to 100,000 new members](#) to the organization. School districts across the country from Los Angeles to Virginia have seen a revitalization in labor activism from their memberships as charter school teachers have also been organizing and demanding improvements to salaries,

and working and learning conditions. Indeed, salaries and benefits have only been a small piece of teacher demands in recent victories. Class size limits, support services and environmental improvements have been central to organizing campaigns. [See the article on the L.A. teachers strike starting on page 4.]

This revitalization in labor activism and union participation has come from broad based campaigns with large swaths of energized, committed, activated faculty committed to giving students the learning conditions they deserve. As we renegotiate our contract, our power and success will come from the engagement, support and even activism of you and the entire faculty. We are beginning to work with faculty from each academic division to assure that there is a regular and open feedback loop between the bargaining team and all of you. Pay close attention to *The Advocate*, e-mail updates and division meeting reports throughout the semester. □

The Advocate

The Advocate provides a forum for faculty to express their views, opinions and analyses on topics and issues related to faculty rights and working conditions, as well as education theory and practice, and the impact of contemporary political and social issues on higher education.

Some entries are written and submitted individually, while others are collaborative efforts. All faculty are encouraged to contribute.

The Advocate's editorial staff, along with the entire AFT 1493 Executive Committee, works to ensure that statements of fact are accurate. We recognize, respect, and support the right of faculty to freely and openly share their views without the threat of censorship.

AFT 1493 discourages full-timers from taking on excessive overload

The following resolution was passed at the December 6, 2017 AFT 1493 Executive Committee meeting:

Whereas economic instability affects the employment status and livelihoods of part-time faculty in the SMCCCD,

Be it resolved, that the AFT 1493 Executive Committee recommends that full-time faculty members **seriously consider refraining from taking on excessive overload in situations where part-time faculty will be displaced from courses to which they would have otherwise been assigned.**

Governor's 2019-20 January budget proposal increases education and community college funding

On January 10 Governor Newsom released his first budget proposal, which he is calling "California for All." The governor's education budget proposal includes increased funding for community colleges as well as K-12 and higher education, investments in early childhood education, and significant allocations to educator retirement systems. The total budget is \$209 billion of which \$144 billion is General Fund (GF). Proposition 98 is funded at \$80.7 billion which is \$2.8 billion over 2018-19. The Department of Finance is projecting a \$21.4 billion surplus which is \$6 billion more than the Legislative Analyst's Office projected in November 2018.

Below is a summary of the governor's main proposals for community colleges:

- \$402 million ongoing Proposition 98 General Fund to cover a 3.46% COLA, enrollment growth, legal services for undocumented students and families and provid-

ing a second year of free community college tuition (\$40 million is allocated to fund the free second year of community college.

- \$5 million one-time General Fund for the Chancellor's Office to expand outreach on the California Promise.
- Increase from \$1,648 to \$6,000 Cal Grant B new or renewal awards to help 29,000 students in higher education that are parents.
- Student Success Allocation portion of the Student-Centered Funding Formula is capped at 10%. The initial Student Success Allocation element was to cap out at 20% in 2020-2021.
- \$10 million to provide legal services to undocumented and immigrant students, faculty and staff on campus.

From Ron Rapp, CFT Legislative Director

UNION SOLIDARITY

Yosemite Community College District faculty reach contract agreement after 2-day strike

In the previous issue of the *Advocate*, we [reported](#) on a two-day strike in late November by faculty in the Yosemite Community College District (YCCD) after three years of bargaining between the district and the Yosemite Faculty Association (YFA) broke down. The YFA represents all full and part-time faculty at Modesto Junior College (Modesto, CA) and Columbia College (Sonoma, CA). Our report included an interview with the YFA president Jim Sahlman about their strike and contract campaign. On December 30th the YFA finally reached a successful agreement with their district and we received the following report from their president.

The Yosemite Faculty Association (YFA) reached a Tentative Agreement with the Yosemite Community College District (YCCD) at about 4:30pm on. We negotiated for about 8 hours yesterday as well as another 8 hours on December 23rd.

The PERB fact-finding report was received on December 19 and it was almost a total victory for YFA. The District wanted to make us wait to negotiate until December 30, bypassing the expected 10-day review period with the report. The YCCD was attempting to force us to take a lesser offer or impose its LBFO [last best final offer] by making us wait until December 30.

Instead, we were able to force the District back to the negotiating table and got them to start negotiating on December 23.

We are pleased with the TA and anticipate easy ratification by faculty. Our Chancellor believes the Board will approve the TA as well.

On behalf of the YFA, I want to thank all of you for your encouraging support throughout this entire process. The faculty in our union are truly appreciative

Happy New Year!

Jim Sahlman, President, Yosemite Faculty Association

AFT 1493 Executive Committee/ General Membership Meeting

Wednesday, February 13, 2:15 p.m.
Cañada College, Building 3, Room 104

L.A. teachers' strike turns tide in addressing public school funding and economic and social inequality

On January 22 an agreement was reached between United Teachers Los Angeles (UTLA) and the LAUSD school district, ending a pivotal six-day strike for both economic and social justice. [The historic agreement](#) included many of the key goals brought by the UTLA bargaining team, including strong language reducing class size, increased staffing of nurses, counselors and librarians, limits on testing, and the establishment of community schools. Rather than simply fighting for higher compensation (although they did win a 6 percent pay rise), L.A. teachers struck for “the schools LA students deserve.” UTLA leaders called the strike “a battle for the soul of public education.”

Charter schools used to privatize public schools

UTLA has criticized the excessive use of charter schools because they funnel public money into private hands and cherry-pick students, while not serving those with the highest need. L.A. School District Superintendent Austin Beutner—a former investment banker with no background in education—developed a [plan to divide the L.A. schools into “portfolio districts,” to replace traditional public schools with a market-based system of school management](#). The push for privatization in L.A. has been mirrored nation-



After decades of austerity, cutbacks, privatization, testing, and teacher-bashing—by politicians and the media—the UTLA strike has taken the nation-wide fightback by public teachers to a new level. The L.A. strike called into question the drastic underfunding of public education in L.A. and throughout California (and beyond) and also challenged the widespread growth of charter schools.

In 2005, there were 58 independent charter schools in the district. Today, there are 221, representing the highest concentration of charter schools of any district in the nation. [One of every five LAUSD students now attends a charter school.](#)

wide and led by many of the same education “reformers” and tactics as have been used in Detroit, New Orleans, and Newark — cities that have had their public school districts broken down (with the support of billionaire philanthropists such as real-estate developer and financier [Eli Broad](#), the Bill and Melinda Gates Foundation and the Walton Family Foundation.)

UTLA President Alex Caputo-Pearl [explained](#) that the state charter school law “is very permissive. We think the original intent of charters was right on, with small experiments serving high needs students and feeding lessons back into the system. But when it has been taken over as a

vehicle by billionaires to privatize the system, not serve all students, not serve special education students equally, not serve English language learner students equally, not serve the chronically truant students equally, then you're just setting yourself up for a two-tier system with charters draining \$600 million per year out of the LAUSD. We can't have that."

On the first day of the strike Gov. Gavin Newsom seemed to respond to UTLA's call for a moratorium on charter schools when he announced that he supported placing more regulations on charters and [called for the legislature to take up the issue](#).

Striking for racial and social justice

LAUSD students are 73 percent Latino and 15 percent other nonwhite populations and the union focused on racial justice which is critical to so many of their students: undocumented students, students who are harassed by police in their neighborhoods, and students being gentrified out of their homes. The union's labor-community alliance approach included bargaining on "random" searches of students on campus, helping to provide funds to DACA recipients to renew their papers, and calling for the district to establish an immigrant-defense fund to support families.

"Fighting about class size and a full-time nurse in schools in a district that is overwhelmingly kids of color is a racial justice issue. Period," said Caputo-Pearl. But it has also been important, he said, to take on struggles "that have challenged our members to see our union as, yes, the vehicle for teachers' rights, but also a broader vehicle to fight for the folks who are most important allies, our parents and their kids."

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"These striking teachers know that public education remains a place where people come together in person — students, teachers and support workers, and parents — to generate and renew our society by preparing children to participate in the workplace and our democracy... these teachers are younger, more politicized and ready to fight for what they believe in. Saddled with college debt and deteriorating economic prospects, they are nonetheless energized by the broad political mobilization occurring in the resistance to Trumpism. More of them call themselves socialists than we have seen since the 1930s... At a time when our nation's top leaders are flagrantly cynical about democracy, the people who do the work to continuously repair and maintain our democracy are saying something different. They say: 'Give us the resources to educate our students, and we will give you a better future.'"

[Fred Glass, S.F. Chronicle]

L.A. teachers win pivotal victories

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Time to fully fund our schools

The impact of the successful UTLA strike represents a sea change for the state of California, as there is now strong momentum to raise critical revenue needed to fully fund our public schools and to address the broader issues of economic inequality. CFT President Joshua Pechthalt [laid it out clearly](#): “The state must act. California is the 5th largest economy in the world, but we are a dismal 43rd in the nation in per-pupil spending. Without fully funded schools, California students will continue to be denied the education they deserve. And without dramatic action in Sacramento, teachers and school workers will likely be out on the picket line very soon in school districts throughout the state.”

The [Schools and Communities First initiative](#) would take a significant step to start addressing the underfunding of our schools. Along with community and parent allies from throughout the state, the CFT was instrumental in qualifying the initiative for the November 2020 ballot. The initiative would close a loophole in current tax law that allows legacy commercial property owners to evade paying property taxes based on fair market value and would restore more than \$11 billion per year to California schools, community colleges, health clinics, and other vital local services. “But we should not stop there,” Pechthalt asserted. “All options to bring stable, long term revenue back to our schools and colleges must be considered, including taking a strong look at the carried interest loophole and other corporate tax breaks that funnel money out of our schools in order to pad corporate profits.” □

“Teachers have emerged as the leading voice for a different way of doing things—and a different society. This is a society that values children for their differences, not their standardizable skills; that takes back public spaces for the public; that values play as well as work; that wants resources distributed equitably.”

[[Sarah Jaffe, The Nation](#)]



Teacher Power/Burrito Power!

AFT 1493ers organize to get breakfast delivered to striking teachers & supporters at L.A. High School

by Katharine Harer, AFT 1493 Co-Vice President

On the fourth day of the LA teachers' strike, Paul Reuckhaus, AFT President, sent our Executive Committee an update from CFT (California Federation of Teachers) about the strike. Eric Brenner, *Advocate* editor, noticed that unions could "adopt" a striking L.A. school as a demonstration of support, and threw that idea out into our AFT email thread. Jessica Silver-Sharp, AFT Secretary and Katharine Harer, Co-VP, jumped on it.

Jessica did the research to find a list of schools we could adopt, and Eric suggested Los Angeles High School, one of the few secondary schools left on the list. Jessica contacted Dipti Baranwal, a member of L.A. High's union steering committee and an English teacher at the school, asking what we could do to help. Dipti wrote back almost immediately: they needed breakfast for the picket line the next day. They'd be on the line from 6-9 AM, the fifth day of the strike, and Dipti wrote that they needed real food, something healthier than doughnuts and coffee.



Some of the strikers picketing at L.A. High

pening, she was told that they were bringing the burritos INSIDE the school, not to the strikers walking outside! Luckily, that was quickly remedied and the strikers got their breakfast.

Much appreciation from the striking teachers

Dipti wrote to Katharine later that day: "Thank you all immensely. This is such an incredible boost. Your

breakfast was such a blessing. We had 92 people on the picket line today at LA High, and then a huge march downtown with over 60,000 people. We needed this nourishment and energy after a long week. Everything was wonderful! Perfect! Thank you all for feeding us!" When asked how negotiations were going, Dipti said, "We're winning everyday, especially with the support of people like your union and the parents and youth of LA." And when the Tentative Agreement was reached, Dipti wrote to Katharine: "I am so happy. Elated." □

Breakfast burritos delivered to the picket line

Katharine saw Dipti's email and wondered how we could make that happen. Fly down? Ask a friend in LA to bring the strikers food? An idea took shape that seemed doable: Katharine wrote to Dipti and got the name of a restaurant near the school that would deliver to the strikers. She paid for the breakfast over the phone late that night with her credit card. (AFT 1493 Executive Committee members later made personal donations to cover Katharine's payment.) Luckily, the taqueria Dipti suggested was happy to make 40 breakfast burritos, (cut in half to feed 80 strikers) and deliver them by 7:30 the next morning.

There was some drama involved: Katharine's credit card company refused to charge the order – too much money, too many burritos, too far away? Katharine tried her debit card, and it worked. The next morning, when she called the Taqueria to make sure the delivery was hap-



Some of the breakfast burritos provided by AFT 1493 members

Fighting for public education in California: #RedForEd, CA Educators Rising and the L.A. Teachers' Strike

by Paul Bissember, AFT 1493 Executive Secretary

On January 14th, teachers in Los Angeles, represented by UTLA, the second largest teachers' union in the country with over 30,000 members, went on strike. After years of divestment in L.A. schools, UTLA members and community partners took a stand to ensure that every student receives quality education. Their demands included what every school district in the state should provide: smaller class sizes, more nurses, counselors, psychologists, and librarians; competitive wages; and community schools and support for families. After a 6-day strike with massive teacher involvement and activism, and overwhelming support from students, families and communities throughout the district, the union reached an historic agreement with the district that included significant gains on almost every one of the union goals.

In the Bay Area, the Oakland Educators Association (OEA) has been in drawn out contract negotiations with their district resulting in teachers working without a contract for over a year and half. The OEA, alongside community activists and teachers across the East Bay, have been actively building towards a strike in early 2019. On January 12th, hundreds came out to rally and march in Oakland, building support for the OEA teachers and the fight for public education. According to an [OEA press release](#) from December 10th, 2018, newly elected OEA President Keith Brown said, "Teachers are fed up with the poor working conditions and salaries, and with the learning conditions that our students are having to endure... We are fighting to end Oakland's teacher turnover crisis and to bring stability for our students. We demand a living wage, lower class sizes, and increased student support."

While these organizing efforts and strikes are significant on their own, they are part of a larger #RedForEd teachers' movement that was sparked by the West Virginia statewide teachers strike in February 2018. This movement has included mass teacher strikes and walkouts in seven southern and western states last spring that energized the nation, followed by numerous local union strikes in Washington state in the fall that resulted in raised teacher salaries by as much as 17%. Teacher strikes in L.A. and Oakland – large, diverse urban areas in the biggest state in the country – mark a new significant development in this growing movement.

Over the past several months, CFT locals and rank-and-file activists have been building support and solidarity for L.A. and Oakland teachers and public education. On December 15, 2018, AFT 1493 members attended a solidarity meeting to support public education in Oakland organized by *California Educators Rising* that brought in over 250 teachers, union activists, and community members. The forum included speeches given by rank-and-file educators, as well as

union leaders in support of public education, social justice, and the need to build solidarity with the Oakland and L.A. teachers' contract campaigns and strikes.

In addition, there were several break-out groups where participants were able connect with one another and discuss strategies to organize their co-workers at school sites, build community support, and incorporate arts and music into organizing efforts and protests.

In order to learn more about this growing movement of teachers and activists in California, AFT 1493 interviewed **Josh Austin**, an organizer with *CA Educators Rising* and a member of the Berkeley Federation of Teachers (BFT).

Josh is an Education Specialist for students with moderate-severe disabilities at Berkeley High School (BHS). In BFT, he is a Site Rep for the Special Education department at BHS, and he's on the Officers Council as a co-Area VP for the high school area. [The interview took place before the UTLA strike had concluded.]



Josh Austin

What is CA Educators Rising and how did it form?

CA Educators Rising is a Facebook public page (also, Twitter and Instagram pages), with California Educators Rising (CER) as the accompanying closed Facebook group. The direct inspiration for this concept came about when I met Rebecca Garelli of Arizona Educators United (AEU), who co-founded another Facebook group, which was a key component of that state's successful walkout and gain of a 19% raise last spring. At a "Red State Teachers Rebellion" forum, which I helped organize in Oakland last June, I met Rebecca and we discussed at length her process of co-creating and building AEU and the "Red for Ed" movement. I wanted to do this in California, and Rebecca was and still is, very encouraging and supportive. Another teacher in BFT was equally inspired by this idea, and we worked with her brother to design the logo that we're using now with the state map and a rising sun, along with the hashtag, #CA1050Strong, referring to California's 1050 school districts, and modeled after West Virginia's #55Strong.

We proposed the idea at a Bay Area UCORE (United Caucus of Rank and File Educators) meeting in October. In this small group, we got two other teachers to volunteer to start a committee to get the Facebook project started. We, along with a network of 20-25 active teacher organizers, are building a statewide network of educators ready and willing to fight - to support UTLA/OEA, and for progressively and fully funded public schools in California. CER has grown to having several committees with different educators running them, and holding periodic phone meetings with teacher organizers all throughout the state. We are rank and file led, and encourage site-based actions to develop rank and file leadership within locals.

How does CA Educators Rising fit into the growing #RedForEd teacher's movement?

California Educators Rising is a direct result of an uprising that started in Chicago and resurfaced in West Virginia, Arizona, and subsequent other states and cities who are using the #RedForEd tactic to unify around the need to defend and transform public education. We see this as one national and even international movement to defend and transform our public resource of education.

The time is right for California to go all in and join the movement. We are the wealthiest state in the nation but rank among the lowest in per-pupil funding and class size, and California is one of the most expensive places to live, so educators and families are really struggling. On top of that, private charter school interests, with their deep pockets and strong connections to elected officials, are a direct and serious threat to the fate of our public education system, especially in our most impoverished communities, consisting mostly of black and brown students.

These big money privatizers are also a threat to trade unionism. The State Policy Network, the well-funded network of right-wing think tanks behind [Janus vs AFSCME](#), has among its goals to “defang and defund” public sector unions. So, the need to protect and strengthen public schools is an equity issue being fought along class and racial lines, and it’s a fight we need to face head-on. This is happening all over the world, and California’s time is now, with UTLA and OEA, two of the largest educator unions in the state, planning to strike early in 2019.

CA Educators Rising is a tool to connect educators and allies in the 1050 districts and highlight our progress, with Red for Ed being the entry point to build towards coordinated, statewide action. We are currently focused on supporting UTLA on strike, primarily with the “Adopt-a-Striking-School” program we started. Adopt-a-Striking-School is an effort to support striking UTLA members and build connections between rank and file members of unions across California and potentially the nation. Members of UTLA sign up their school, and then an education union member or

community group signs up their support. [See box on page 5 describing AFT 1493’s participation in the “Adopt-a-Striking-School” program in which our local’s Executive Committee members donated breakfast for L.A. High School strikers.] The next step is for the CER contact to reach out to the UTLA contact person, and ask what kind of support they would like. Some ways to support them are fundraising at union meetings and sites, or days of action. UTLA schools could use assistance with providing lunch to students who won’t be crossing the picket line and supplies for strike activities. Educators can email each other, learn about struggles at each others’ schools/unions and make signs directly about the other school. We are sharing curriculum to teach students about the UTLA strike and set up a penpal system to another teachers’ classroom. Supporting educators are encouraged to write notes of support to their adopted school and post on social media or share directly, become friends on social media, and tag each other in #RedForEd posts, “we stand with you”. We will extend this program to OEA if they go out on strike. In the meantime, we are promoting OEA’s actions and events, and highlighting key aspects of their struggle.

What are the main priorities and issues that you are focusing on?

We are focused on connecting union members within locals and across California, as well as nationwide, in an effort to raise consciousness to see the bigger picture, that when we unite around a common vision of defending and improving public education, along with our communities, and begin to take collective action, then we can not only win the funding for schools that our students deserve, but we can rebuild the labor movement more broadly.

Are there any campaigns that you all are organizing around?

We are organizing solidarity actions for UTLA and OEA with the goal of building capacity statewide to fight for and win the [Schools and Communities First Act](#) in 2020. At the same time, there are other issues that many locals face, such as charter school take over and over-testing, which we need to organize around statewide.

How can community college faculty and unionists be in solidarity and get involved in this network?

The Schools and Local Communities First Funding Act, if passed, would bring significantly more funding to community colleges. The most direct way to plug in would be to join [California Educators Rising](#) online and become part of the organizing team. Also, they could support any local union contract fights and social justice campaigns to defend our communities. □

AFT & District about to start bargaining on a new three-year contract

The current contract between AFT and the District will expire on June 30, 2019. At the December 12, 2018 Board meeting, the District formally presented their [initial negotiating statement](#) in response to [AFT's proposals for a new three-year contract](#), but no specific proposals were made. Union and District bargaining teams are planning to begin negotiations meetings soon. (See aft1493.org for details.)

Let's be honest about workload equity

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other words, 20% of a 40-hour work week. This calculation excludes the 13-16% of responses we considered outliers. Of course, the term "on average" is problematic. Some faculty, especially those who are the only full-time member in their departments, work a good deal more than that and some work less, and I should note those 8.1 hours do not include time spent on screening and interviewing for full-time faculty, adjunct faculty and administrative positions, or time spent attending, preparing for, and following up on department, division, and standing Senate committee meetings.

Out of the more than 50% of faculty who responded to the survey, 25% said that since they started working in the district, their workload had increased "moderately," and 64% said it had increased "substantially." Those who had been teaching in the district for 16 years or more were most likely to cite a substantial increase. Nearly three quarters of faculty indicated that they believe the work is not distributed fairly. Additionally, 69% of faculty worked between 1 and 39 hours on non-teaching activities during summer 2017, numbers that were also not captured in the survey.

A look at the written responses (all 28 single-spaced pages of them)

Four dominant themes arose in faculty's written responses. While 72% of faculty indicated that they agreed with the statement, "a small number of full-time faculty bear a disproportionate amount of college and division/department /program workload," faculty's written responses reveal that the heart of the issue is fourfold: technology has increased our workload dramatically; our work days are filled with tasks that too often do not add direct value to our students; the work is not evenly distributed; and the total amount of work is unreasonable.

Technology

"CurricuNet in particular is a huge time commitment as it is extremely difficult to navigate."

"The program review and equipment request forms . . .

are hard to use and take an unnecessary amount of time."

"Program review is done on SPOL, a platform that was intended for accreditation, NOT program review. It is, therefore, clunky and unhelpful; it is an OBSTACLE to the process of reviewing a program."

"Electronic . . . communications have dramatically increased my workload. Aside from all the informational emails we receive, student and colleague emails are constant."

Meaningless Work

Many faculty wrote that too much of their day is devoted to work devoid of meaningful impact on teaching and learning:

"Much of what I do while on campus does not involve working with students but checking . . . boxes and fulfilling non-teaching related tasks."

"Many of the tasks I am asked to complete interfere with providing support to my students."

"To my knowledge, SLOs have not been proven to improve teaching methods or student success."

"SLO-oriented tasks are a total waste of time."

"The work faculty put into collecting and entering SLOs does not enhance our teaching and detracts from time we could spend mentoring students."

"Studies around the collection of SLO data have borne out that the task is at worst a manipulation of imperfect data and at best glorified data collection."

"Assessment continues to feel empty."

"Division meetings are excessively long and unproductive."

"Division meetings are often informational, which means I sit and hear information that I could simply read about in an email."

"Working at SMCCCD often feels like death-by-administration, and I'm often attending meetings rather than meeting with students, which seems like a terrible use of faculty time."

Inequitable Distribution of Labor

"The same handful of faculty are tapped . . . to do the lion's share of work semester after semester."

"[Faculty in] departments with few full-time instructors inevitably do more work than colleagues in departments with many full-time instructors."

"The number of full-time faculty in our department has been reduced by more than half. We have a disproportionately large number of part-time faculty. Two out of three full-time faculty members are not tenure-track and cannot share in the duties required of tenured faculty, which re-

sults in the only tenured faculty member doing ALL of the work. This was previously shared by three tenured faculty members. Had we had been able to replace faculty members upon their retirement we would not be in this situation."

"Hire more full-time faculty to share the load. Make clear that carrying part of the load is not optional."

"We need to find a mechanism for getting more full-time faculty involved in division and college responsibilities."

"I would highly recommend moving to a department chair model."

Too Much Work

The small number of faculty who, in the words of one administrator, "come to campus, teach their classes, and leave" are not the reason the rest of us are increasingly frustrated, disillusioned, and demoralized.

"The problem is NOT the distribution of the work but the total amount of work."

"I think it would be helpful for administration to understand that the average college professor is working about sixty hours a week."

"I feel drained as a full-time faculty member, and I've only been here four years."

"The problem is that there is TOO MUCH work, TOO MANY students . . . and TOO FEW full-time faculty who are able to complete the work."

"I'm burnt out, and I'm sure my writing reflects it."

"If the goal is a high-quality education and amazing support for students in the community, the college needs to invest more in teachers and not keep piling on to our already unsustainable workloads."

"My days just feel frenzied. . . . I am just so very tired almost all of the time."

"It's gotten to the point that I'm counting the semesters until I retire."

"This is the most unsustainable job I have worked in my entire life."

The Other Side of the Coin

A single respondent believed that our workload is just fine:

"Faculty members need to grow up. If you don't want to do something just nicely say no. . . . Ownership of this issue is the faculty members' problem. . . . If a dean is threatening an employee with consequences that are wrong or against the union, then charges/grievance[s] should be brought against [them]. . . . If you agree to do it, then stop complaining and do it. . . . We have amazing jobs that millions would like to have and we think we are overworked...really?"

An exercise in frustration

- The District insisted we not survey faculty about the time they spent attending department, division, and committee meetings, claiming that it already had those data. Despite multiple requests, that information has not yet been provided to the committee.

- Although the survey did ask faculty how much time they typically spend screening applications when serving on full-time hiring committees, the District insisted that we not include a survey question about the amount of time faculty spent on hiring activities, which are now not included in the 8.1 hours. Because I served on a hiring committee for a full-time English position during the survey period (calendar year 2017) I can add another 3+ hours per week to my workload for one semester.

- The District refused to include adjunct faculty in the survey even though the MOU did not preclude doing so, persisting in the belief that adjunct faculty are paid for the non-teaching work they do. Faculty on the committee had to work hard to disabuse the administrators on the committee of this belief. The District administration representatives on the committee were genuinely surprised to learn that a significant number of adjuncts routinely complete non-teaching work without pay, and they stated explicitly that going forward, adjunct faculty must be paid for their non-teaching contributions (apparently, deans should be paying for this work out of their division budgets). However, despite some effort on the District's part, the word has not gotten out to everyone, and many adjuncts continue to do work that is not directly tied to their classroom teaching without pay. Without a more complete and accurate picture of the non-teaching work performed by adjunct faculty, there is no way to know what the total faculty workload is.

- Most faculty agree that unless our non-teaching workload is reduced, the best remedy to the current situation is hiring additional full-time faculty, a solution that the District made clear at the outset was never on the table. Every time a faculty member on the committee suggested hiring more full-time faculty, we were reminded that enrollment is down, an illogical response since enrollment is not especially relevant when considering non-teaching workload.

- Although the AFT representatives asked Kathy Blackwood to request a Board of Trustees study session on the workload issue, as far we know, nothing has been scheduled.

- Faculty had to be surveyed twice, after initial requests for information were made prematurely by the District in September 2017 without the feedback or approval of faculty on the committee. Committee members then made multiple presentations at Division meetings to explain why a second survey was being sent.

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Two of the District's representatives wrote the first draft of the committee's report, but the committee has still not received the final report and recommendations, despite assurances made at our last meeting in December 2018 that it would be completed by the end of December.

An exercise in futility

Did we define "reasonable" workload? No.

The committee was not able to agree on what constitutes a reasonable workload. When faculty on the committee suggested 37.5 hours, the same number already used in our contract for librarians, counselors and nurses, we were told that faculty are salaried professionals who don't punch time clocks. Even when we proposed higher numbers, the response remained the same, suggesting that the District never intended to agree on a number.

Did we recommend a mechanism for distributing the work more equitably? No.

Many faculty noted in the survey that the non-teaching work is not distributed equitably. Faculty in departments and programs with very small numbers of full-time faculty carry a particularly heavy non-teaching load. Some faculty are workhorses and take on even more than they are asked to do. And some faculty, for whatever reasons, do not participate regularly in department, division, college, or district-wide tasks, committees, or initiatives. When the committee discussed means of holding all faculty accountable for sharing in the non-teaching responsibilities, the District's representatives suggested that faculty would ultimately have to hold one another accountable through the existing evaluation process. There seemed to be no appetite among the District representatives - or the faculty - for giving this responsibility to the Deans.

Did we recommend a means of compensating full-time faculty for excessive work? Not really.

The committee members agreed unanimously that faculty who do work beyond what is "reasonable" should be compensated in some way, whether in the form of overload pay or reassigned time, possibly to be granted during the semester they do the additional work or paid as future banked units. The full committee has not, however, seen the final report and recommendations.

For the duration of the Committee's work, District representative Kathy Blackwood seemed unusually fixated on those faculty who do nothing more than teach their classes, yet at our final meeting last December, she acknowledged that the "slackers" (my choice of words, not hers) constituted a very small percentage of the full-time faculty ranks.

Continuing increases in workload

AB 705 and the recent hiring of numerous full-time temporary faculty have piled even more work on faculty without additional compensation. Full-time faculty in English, ESL, and Math have spent countless hours figuring out how best to respond to the state's mandate that all students be given the opportunity to place directly into transfer-level courses. And the District's position (based on the state's Ed Code) that initial evaluations of full-time temporary faculty must be conducted by a full committee has meant that some faculty are conducting two, three, or even four evaluations per semester.

Let's recap

The district is willing to consider compensating full-time faculty for non-teaching work deemed to be "unreasonable" and agrees that adjunct faculty should be getting paid for the non-teaching work they do. However, there must also be a mechanism (likely our existing evaluation process) to ensure that all full-time faculty perform at least a minimum "reasonable" workload. And somehow the collective "we" must still agree on what constitutes "reasonable."

A hidden assumption in all of this seems to be that in some ways, large or small, the District expects faculty--full-time and part-time--to do more than "an honest-day's work." Though again and again faculty wrote in their survey responses that we need more full-time faculty, when determining the colleges' staffing needs, the District is not willing to look at the full universe of work that faculty must perform; class offerings, student headcounts, and accreditation requirements remain the sole determiners of how many faculty are needed. That fact alone guarantees an overworked staff. And, ironically, the District's apparent unwillingness to quantify what non-teaching work is expected of faculty, to codify what "reasonable" means, renders non-teaching work invisible, and therefore uncountable. All the non-teaching work--a collective noun so amorphous that we can barely name it--in the end becomes what we called in the women's movement "reproductive labor"--the invisible work that "just has to get done" but that remains unpaid and unaccounted for: washing the dishes, doing the laundry, preparing dinner, vacuuming the house; it's not glamorous and no one particularly wants to do it. And it never ends.

What's next?

Clearly, faculty workloads are untenable and unsustainable. AFT will soon enter negotiations with both the quantitative and qualitative evidence of what faculty have known for a long time, that over the years, the nature of our jobs has changed in ways that increasingly emphasize administrative tasks at the expense of teaching-related work and time to reflect on best practices. It is now up to the District to finally acknowledge what we all already know and negotiate in good faith for a way to attain a healthier work-life balance for faculty and give faculty more time to fulfill our primary responsibility to our students. □