

FACULTY CONTRACT NEGOTIATIONS

AFT and District begin bargaining on new 3-year contract; current agreement expires June 30th

AFT and District negotiators had their first bargaining session for the 2019 AFT faculty contract negotiations on February 7th, 2019, at the District Office. The meeting consisted of AFT Chief Negotiator, Joaquin Rivera, presenting the union's proposals point by point while engaging in questions and answers from the District around specific proposals. Our bargaining team emphasized our union's goals of addressing issues around workload, part time equity, salary and benefits, class size, leaves of absence, professional development, grievance procedures, faculty load credit allocation, evaluations, class assignments, academic freedom, investigations, and disciplinary procedures. All of [our initial proposals](#) can be found online at our AFT 1493 website, aft1493.org.

Following our bargaining team's presentation, the District's Chief Negotiator, Mitch Bailey, then presented their one-page initial proposal (which can be found on [p. 42 from the SMCCCD Board of Trustees agenda from the Dec. 12th, 2018 meeting](#).) While they offered nothing specific, they indicated that they are willing to hear and discuss our proposals and priorities, and importantly, they did not propose any takeaways from the current contract. Bailey stated, "We value faculty. We want to have a collegial relationship. We have limited resources. We want to follow our student-centered mission."

February 28th Meeting

The bargaining teams met again on February 28th. During our second bargaining session, the District began by addressing workload. Firstly, they recognized that workload is a big, ongoing issue for faculty. Mitch Bailey indicated that they would like to invite members of the Workload Committee, both faculty and administrators, to the following bargaining session to answer questions around workload and share ideas on how to resolve this issue.

The rest of the bargaining session included some preliminary responses to AFT's proposals. For the most part where contract language needed to be updated to follow new state laws (i.e. new employee orientation, elimination of agency fees etc.) or clarified to incorporate current practices, the District made general indications that they could agree with our proposals. These include proposed language changes in the following articles:

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Workload Equity Update

by Anne Stafford, AFT Workload Committee rep.

AFT and Senate representatives from the District Workload Committee met on Flex day (March 6) to work on drafting a concrete proposal defining a "reasonable workload" and establishing a process for compensating full-time faculty who perform work in excess of what is determined to be reasonable. We made progress, but still have work to do. The challenge, of course, is to find the sweet spot: a definition of "reasonable" that is truly reasonable and that is not overly prescriptive in identifying the broad range of faculty duties and responsibilities. The same group will meet again later this month to wrap up an initial draft, one that will need some additional input from faculty before being put forward in contract negotiations.

Doniella Maher and Anne Stafford, AFT Workload Committee reps., attended the March 7 contract negotiations session to provide a brief summary of, and answer questions about, the Committee's work and the 2018 survey results. District negotiators had reviewed the [Committee report](#) but had not yet had the opportunity to read faculty's written responses to the open-ended survey questions, responses that highlight the stress, exhaustion, and disillusionment experienced by so many faculty on a near daily basis.

We are inching closer to a proposal our AFT negotiators can take forward in our struggle for workload equity. Stay tuned.

[View the final Workload Committee Report and Survey Results on AFT 1493's website at AFT1493.org](#)



AFT 1493ers support Oakland teachers strike: pages 4-5

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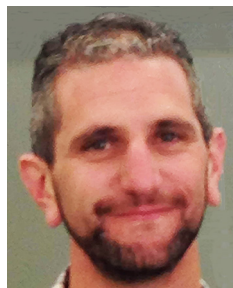
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PRESIDENT'S PERSPECTIVES

Spring shines more daylight on contract negotiations, teacher activism

by Paul Rueckhaus, AFT 1493 President



My favorite part of Spring is the extra daylight. Daylight isn't only good for our spirits, skin and bones. It's also good for our institutions and democracies. As

more daylight creeps into the day with the changing season, my perspective opens up, wanting to see more daylight in other areas as well.

As a bargaining unit, one of our main activities is, well, bargaining. Every three years we have this opportunity to open up our contract. In this opening, we illuminate elements of our work environment that are overlooked or need attention. Beyond compensation and benefits, issues such as workload, professional development, family medical leave, pay equity for laboratory units and pay equity for part-time faculty are

all examples of burning issues concerning you, our membership, that can hide in plain site in the midst of the day-to-day grind.

Another illumination has come from the recent wave of labor activism, including strikes, from teachers and other public and private employee groups. Schools are institutions. And institutions can hide themselves from the very public that they are there to serve. As our teacher partners in Los Angeles and Oakland have both successfully ended strikes, they not only got "wins" for teachers and students. They shed light on numerous conditions from pay to class size to support services that are otherwise hidden from public view.

This light-shedding business will not end with the month of March. Be on the lookout for more reporting in this newsletter on class cancellations and the state of Professional Development funding in future issues.

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.**

Concerns raised about dual enrollment programs being investigated by AFT and Senates

In response to concerns raised by faculty teaching in or impacted by our district's dual enrollment programs (see [article in December 2018 Advocate](#)), the AFT's recently-formed Dual Enrollment Task Force, Cañada Academic Senate and the District Academic Senate have begun gathering information and investigating the issues voiced. (Dual enrollment programs, which are governed by [AB 288](#), allow high school students to take college courses and earn both college and high school credit simultaneously.) The short list of concerns includes poor communications between our partnering colleges and high schools, missed opportunities for paid professional development due to overlapping academic calendars, inadequate working conditions, cumbersome enrollment processes, lack of student readiness, and more. That's really only the beginning, with all signs pointing to hastily decided contracts that sought little or no faculty input.

On March 6, AFT emailed a detailed survey to faculty currently teaching dual enrollment classes, the majority of whom teach at high schools around the Peninsula. (If you received a survey, it's not too late to respond! You'll need about 15 minutes). While only a third of responses are in, initial results show widespread confusion by faculty about which rules to enforce -- the high school's or the college's -- and a serious lack of information being provided to dual enrollment faculty about special contracts or MOU's that govern their off-site work. *The Advocate* expects to report on the full survey results in the next issue.

At a March 11th District Academic Senate study session, Aaron McVean, Vice Chancellor of Educational Services and Planning, presented at a discussion on the District's various dual enrollment programs. The discussion was guided by Jeramy Wallace. The leadership raised a wide variety of questions and proposed a handbook be compiled. McVean emphasized that many of the programs were new and aspects needed to be worked out.

They noted, among other things, the need for special training for dual enrollment faculty. Where training funding should originate is one issue of dispute. From comments made at the study session and elsewhere, administrators lean toward the argument that faculty (the majority of off-site teachers are adjuncts) should rely on professional development funds, since faculty who enlist in dual enrollment teaching arrangements do so optionally or by choice. Senate and AFT leadership will continue to stress that the District must take responsibility for training and associated costs, noting that, in reality, selected adjuncts whose courses may have been cut may not have alternative options other than teaching dual enrollment courses off-site.

The Academic Senates and AFT are continuing important discussions on the topic with a hopeful outcome being a resolution and MOU aimed at improving working conditions for our dual enrollment faculty.

For more background on dual enrollment, see the [January 9th Board Report by Aaron McVean on AB288](#)

LETTER TO THE ADVOCATE

Confusion about why Skyline kept campus open during power outage

There has been a great deal of confusion regarding the power outage at Skyline College on Wednesday, February 27, 2019.

If my memory serves me, the Health and Safety and Emergency Preparedness Committee has addressed some aspect of campus closures and/or evacuations in every meeting this academic year.

What occurred during this last power outage was a departure from past practices. We have always evacuated all persons on campus and closed the campus. There have been several power outages since the start of the Spring 2019 semester. In fact, we experienced this on Thursday, January 24, 2019, when no one was allowed back on campus until 5pm when power was restored.

On February 27, however, in addition to the text alert regarding the power outage and the cancellation of classes, a separate email was sent from Marketing and Communications that faculty and staff were expected to remain on cam-

pus. Some people did not receive this email and some did not notice it until much later. I have talked with other employees who were turned away from their buildings and told to go home and others were turned away while still in their cars.

There was no precedent for keeping employees on campus so it's understandable that people would notice a text alert and not know to search for an additional message giving alternate instructions.

Our buildings are not uniformly safe for employees. Some employees require functioning elevators and/or other electronic devices to complete their tasks. The Emergency Lighting, at last report, may not be fully functioning in all areas of the campus. To my understanding, this is "Evacuation Lighting" which is designed to operate for 20 minutes... long enough for people to safely evacuate the building. Last but not least, electronic toilets do not flush...

I am an active member of the Health and Safety and Emergency Preparedness Committee and if I am surprised about these new expectations I am certain that I am not alone.

- Lori Sliction
Anthropology, Skyline College

Oakland teachers strike for schools students deserve; win significant victory; next step is at state level

On Sunday, March 3rd, teachers and educators in the Oakland Education Association (OEA) ended a seven-day strike by voting to ratify a tentative contract agreement. After negotiating for 18 months, they went out on strike for reasons nearly identical to the historic [L.A. teachers strike](#) in January—a living wage, smaller class sizes, and more support for students. The new [contract](#) is a significant step forward, providing educators an 11 percent pay raise over four years plus a 3% bonus, and it also includes some gains on issues like class size and support-staff ratios.

Thousands of teachers energized

Although it fell short of many members' high hopes, especially in a limited five-month moratorium on school closures and the reduction in workload for counselors and

in 2020 to end Proposition 13's commercial tax loopholes and to pass a statewide [charter moratorium](#). A [recent study](#) found that Oakland's nearly 40 charter schools (that enroll almost 13,000 students—about 30% of the district's enrollment) cost the district over \$57 million annually.

AFT 1493ers donate funds & join picket lines

AFT 1493 members supported the Oakland strike by donating to OEA's Membership Assistance Fund, which provided financial support to help their most vulnerable members, and to [Bread for Ed](#), a coalition effort that provided food for students and teachers who needed the resources. (The vast majority of the 37,000 students in the district depend on free or reduced priced lunches.) A number of AFT 1493 members also showed their solidarity with the Oak-

land strike by going to walk picket lines with the striking teachers. They found spirited teachers, students and parents who were united and determined to fight for "schools that students deserve." AFT 1493 Vice President Katharine Harer, who was out on the picket line on three different days, [stated](#): "I support what the Oakland teachers are struggling to achieve, not just being paid better...but also lower class sizes, and getting more counselors and nurses and resources to help their students...Teachers are standing up for their rights and making sure that public education doesn't die!"

The recent strike wave among K-12 faculty and staff—from West Virginia to Arizona, and Los Angeles to Denver to Oakland—is invigorating the labor movement, energizing teachers, and fueling a new national conversation that identifies chronic underfunding and privatization as the cause of the crisis in public education.

Higher education faces similar threats and challenges. Most public colleges and universities—whose budgets are balanced on the backs of underpaid and under-respected contingent faculty (as of February, 64% of total faculty in our District are part-time)—are constantly pressured to narrow their mission and to shape curricula to meet "productivity" goals and market demands instead of students' interests and needs. Despite reduced course offerings, higher education still leaves many of our students saddled with a lifetime of debt. It is critical to continue the fight for adequate funding of public education—from pre-K to higher ed.



AFT 1493 members joined striking Oakland teachers on the picket line at United for Success Academy on Thursday, February 21st, the first day of the strike

nurses, "Oakland's walkout has energized and transformed tens of thousands of teachers, students, and community members to fight for more. Educators have felt their own power... Though the war to save Oakland schools is far from over, after this strike, the city will never be the same," [observed](#) journalist Eric Blanc, author of *Red State Revolt: The Teachers' Strike Wave and Working-Class Politics*.

OEA leaders hailed the strike as a victory, but just a first step: "This contract lays a solid foundation for the challenging fight ahead to ensure that all Oakland kids have access to fully-funded, well-resourced public schools in their neighborhood." Union leaders know that the next phase of the fight for quality public education will need to be a statewide movement to approve the [Schools and Communities First initiative](#)

Horns & warm Kleenex: A personal view of the Oakland teachers' strike

by Katharine Harer, AFT 1493 Co-Vice President

I joined the picket lines in Oakland on three different mornings. On the first day of the strike, teachers brought a boom box and we danced and sang on the line. Another day, at a different school, a parent brought a folding table and fed us tangerines, string cheese, mountains of cinnamon and chocolate croissants and hot coffee.

At every picket site, every school, I met teachers, parents, grandparents, children and people like me, teachers from community colleges, as well as students from UC Berkeley. I met a retired Oakland teacher who was happy to be done with teaching but excited to join the strike. I met an unhappy man with a dog who, as we peeled tangerines over a garbage can together, told me he just wanted to get back to his students. He just wanted to teach.

Children visit their teachers on the picket line

On the corner of Telegraph and Alcatraz, near Peralta Elementary, a mom brought her son to visit his teacher on the picket line. The teacher's face melted when she saw her student walking toward her. When he spotted his teacher, he grinned, showing all his missing teeth. A little later I saw nearly the same thing with another teacher and another child. This boy had a mouthful of braces that glistened when he smiled. When his teacher saw him, she stopped chanting and waving her sign and sang out his name: "Joshua!"

I saw a group of fourth grade girls standing in a tight circle with their teacher chanting: "Oakland teachers love their students! Oakland students love their teachers!" I had forgotten how much raw love exists in elementary school between good teachers and their students. As a community college teacher, I can tell when my students like and appreciate me, but their smiles are more careful, they have all their adult teeth, and most of the time they keep their emotions tucked inside.



A wide variety of supportive horns

During the Oakland strike I became a connoisseur of horns. Vehicles, big and small, honked their horns when they saw us holding our signs. Trucks honked. Buses and maintenance vehicles honked. Ubers and Lyfts honked. School bus drivers and garbage trucks honked. The rhythms of honks varied like jazz riffs: one quick toot, a series of sharp toots, the exciting hand-hard-on-the-horn blare, and the mightiest of all, a succession of long, loud blares.

There were fog-horn-deep horns that reminded me of the low barks of big dogs and squeaky beep-beeps like the yaps of Chihuahuas. My favorite horn was from a complicated looking maintenance vehicle – a big thing with more big things hanging off it. Its horn was long and loud and had a faraway sound, almost like a freight train. I smiled and cheered. A woman standing next to me said, "Now that's a great horn!"



The people honking for us were a multitude – old, young, all colors and cultures: women in veils and women in suits; working guys in overalls; young parents and grandparents; cars with children in them, honking and waving. Nearly everyone showed their support, and we'd raise our arms in the air to wave or make a fist and shake our strike signs up and down. And then they'd do it again, and we'd wave some more. It was a conversation, a community chorus, call and response.

The first day of the strike was especially cold, and my nose was running. I imagine many noses were running that morning. A neighbor who lived across from the school we were picketing offered her house for bathroom use, and my friend, Jessica, went across the street to use the facilities. She emerged from the lilac colored house holding a big box of tissues, and when I reached in and grabbed a few, they were warm. "Her house is so warm," Jessica said. "You should go. She'll make you tea." I never did go to the lilac colored house, but I treasured the woman's gift, her kindness, and stuffed my coat pockets with her tissues. I learned that solidarity can be the music of horns and a box of warm Kleenex.

PART-TIMERS

What do we mean by part-time parity?

by Paul Rueckhaus, AFT 1493 President

Parity refers to equity in pay. For part-time faculty members, that means getting paid comparable to similarly educated, similarly experienced full-time faculty for the same labor. When you compare part-timers to full-timers in our District, the average part-timer with a Master's degree earns anywhere from \$0.62- \$0.66 for every \$1.00 that a full-time faculty member earns. Indeed, full-time faculty members have greater responsibilities and higher expectations to participate in non-instructional work (e.g., committee work, program coordination, etc.). One could reasonably expect that a part-time faculty member would not earn 1:1 on an hourly basis that a full-timer would. However, the difference between the two salary scales is dramatic.



Identifying the disparity

Some important differences between the formulas for the adjunct faculty and the regular full-time faculty salary schedules make the precise disparity hard to pinpoint. For starters, the part-time schedule is listed as an hourly wage while the regular full-time faculty schedule is listed as an annual salary. So any comparison has to either annualize the adjunct wage to a salary or disaggregate the full-time salary to an hourly wage over 10 months. Secondly, adjuncts do not advance by column. So, an adjunct with an Associate's or Bachelor's degree is paid equivalent to an adjunct with a PhD. Finally, adjuncts "step out" at 11 steps, whereas regular faculty advance up to 25 steps. So, a part-timer with over 12 years of experience hits a pay ceiling in a case that a full-timer continues to advance up the schedule. This actually means that the more education and experience an adjunct has, the more severe the pay disparity.

A look at the numbers

Imagine a typical faculty member. They have a Master's degree and about 7 years of teaching experience in the District. If this faculty member were full-time, they would earn

\$81,720 per year. If they had 60 units of credit on top of their Master's, they would earn \$86,016. In contrast, if the faculty member were adjunct, their annual salary would

come out to \$53,693.50 if their hourly wage were annualized for 30 units (equivalent of 10 3-unit courses, including office hours). This faculty member makes 34% less for teaching with the same education and the same amount of experience. If this adjunct had the additional units beyond their Master's, the disparity would be 38%.

Now, let's imagine a seasoned faculty member with over 20 years of teaching experience and a PhD. In this scenario the pay discrepancy between Step 25 on the full-time PhD salary schedule and the highest step on the

adjunct scale is 45%. So the more education and more experience an adjunct has, the greater the distance between their compensation and that of a similarly trained, experienced full-timer.

Is this a lot?

As previously stated, 1:1 pay equality is not the gold standard for part-time pay parity. It is understood and expected that full-time faculty pull much more weight than teaching their classes alone. The question, then, is how much of a difference is standard or acceptable. To provide some comparison, our neighboring district to the south, Foothill/DeAnza has about a 16% difference between full-time and similarly trained part-time faculty. City College of San Francisco part-timers earn only 12% less than their full-time counterparts. Our part-timers' pay is lower than a number of other Bay 10 community college districts. An adjunct at Step 7 would make \$14,240 more on an annual time basis at CCSF and \$11,800 more at Foothill/De Anza than one in our District. It is up to us as a collective faculty body to figure out what is an acceptable amount of disparity between our very hard-working full-timers and our very hard-working adjuncts and make that case to the District negotiators and trustees.

Supporting our colleges' undocumented students

by Jessica Silver-Sharp, AFT 1493 Secretary

Every semester I update our members on the important work being done by our campus Dream Centers on behalf of our hundreds of undocumented students. And every semester I struggle with having simply too much to report. What follows relates mostly to Skyline College with a promise to focus my next article on important work being done by Cañada and CSM.

What's been happening?

October 10th, faculty and staff packed the Multicultural Center for Skyline's first undocumented student panel session held as part of Flex Day. Responding to questions from moderator Pamela Ortiz Cerda, students spoke candidly on their widely varying experiences of being undocumented at college. Their testimony was both so poignant and so inspiring that audience members again and again stood up to voice their appreciation and amazement at our students' courage to speak out.

Skyline's October 15th kick off of our first ever UndocuWeek followed. This series of events included a student mixer with campus allies, a Know Your Rights workshop, and film screening of Resist: Documenting the Undocumented with producer/professor Oscar Guerra and several other events.

More recently, all three Dream Centers updated their training and outreach work to help undocumented students meet March 2nd California Dream Act and SMCCCD financial aid deadlines.

What's coming up?

Conferences geared toward undocumented students are springing up around the state. On March 23rd, Dream Center staff will bring SMCCCD students to the 3rd annual UndocuSTEM Conference at Sonoma State University. The Dream Centers have also organized the first ever whirlwind Bay Area university tour specifically for undocumented students preparing to transfer. The Skyline Dream Center Task Force will be meeting on March 19th and April 16th at SparkPoint, Building 1-214, from 1pm-2pm. All are invited to hear Ms. Ortiz Cerda discuss a newly published report detailing a CCC survey of 114 community colleges' responses to questions on how they

provide services to their undocumented students. Ms. Ortiz Cerda, who sits on the California Community Colleges Undocumented Student Advisory Committee (CCCUSAC), will present highlights and the Task Force will dive into discussions on best practices and services they might recommend/adopt for Skyline and/or the District. Finally, on May 18th, CSM will host the 2nd annual Migration Celebration, a graduation ceremony for undocumented students from all three colleges. We'll be seeking many volunteers to make it happen.

Issues for faculty to be aware of

CSM continues to hold its UndocuCircles support and issues student group, and Skyline and Cañada students

bring their concerns to Dream Center staff. Some undocumented students have raised issues that faculty should be aware of:

- Some undocumented students have reported being "outed" by professors in front of classmates unaware of their legal status.
- Faculty who lead discussions or give assignments

related to students' voting habits should not assume that all students have voting rights.

- When classes include debate and discussion on immigration topics, instructors should be careful to try to avoid conversations that may leave undocumented students feeling that their existence is debatable and/or resulting in strong feelings of exclusion.

This year, the undocumented student clubs which can offer welcome camaraderie, have struggled to stay afloat, as frequent graduation of student leadership or other leadership challenges have impacted the groups.

Strong faculty support still needed

This semester I strongly encourage you to drop by your Dream Center and find out how you can help. The more faculty attend Task Force meetings, the better the Centers can accomplish their goals. You can drop in on a Task Force meeting, donate books for the student collection, food for an upcoming meeting, or ask about any scheduled training opportunities. Invite Dream Center staff to speak in your classroom, or even help distribute flyers for upcoming events. Email any questions to myself <silversharpj@smccd.edu> or Pam Ortiz Cerda <ortizcerdap@smccd.edu>.



Contract negotiations report*continued from page 1*

- 2.4 List of Unit Employees and Job Information
- 2.7 Agency Shop
- 7.2 Definition of Academic Year
- 8.5.1 Pay and Allowances
- 9 Health and Welfare Benefits
- 14.1 Union will be notified of potential layoffs

There were other AFT proposals that the District indicated a willingness to consider but wanted to continue to discuss and/or do more research. These included demands around reassigned time for union business, flex day pay for part time faculty, tuition reimbursement, extended sick leave, maternity / child bonding leave, professional development funding, full time temporary faculty evaluations, and complaints / investigations.

Finally, there were several AFT proposals that the District either expressed concerns about or did not want to consider at this point (although AFT negotiators will continue to raise these proposals in upcoming bargaining sessions.) These included proposals around:

- 1.7 District Communication with Members
- 7.5 Workweek for Full-time Instructional Faculty
- 8.14 Large Class Pay
- 11.16 Public Service Leave
- Article 17 Binding Arbitration
- Appendix F – Faculty Load Credit (FLC) Allocation
- Academic Freedom

Our bargaining team expressed a willingness to engage in discussion and review any counter proposals around any and all of these issues to work towards a resolution. During that negotiations session, the District had not prepared any contract language in response to our initial proposals.

March 7th Meeting

In the most recent round of bargaining, which was held on March 7th, faculty and administration members from the District Workload Committee--Anne Stafford, Doniella Maher, and Aaron McVean--provided a presentation on their [workload report](#) and answered questions from the bargaining teams. The Committee members shared the history and formation of the Workload Committee and described the two major challenges of how to determine what is a reasonable workload and how to compensate faculty who exceed a reasonable workload. Following the hour-long discussion with Workload Committee members, the District's bargaining team proposed ending the meeting citing the need to work with their team to work on the union's proposals.

Highlights from the Workload Committee presentation:

- Workload committee received a high response rate after surveying the faculty indicating a strong interest in this issue.
- The committee operated in a consensus model. Due to diverging perspectives within the committee, the workload report's recommendations were not as specific as committee members would have liked them to be.
- Many faculty have reached a breaking point due to workload with many feeling demoralized, discouraged, and others talking about moving and retiring early.
- AFT and Academic Senate members are working together to try to identify specific recommendations of how to resolve issues relating to workload.
- The District currently does not have any proposals on how to remedy workload issues.

Key priorities/suggestions from the faculty members on the Workload Committee:

- Faculty need more time to do their work. Suggestion that compensation for excessive work can be made through release time and/or banking time.
- Contract expectations are vague which have led to new tasks being included as part of a faculty's workload. Need to clarify faculty responsibilities.
- Suggestion to increase in FT faculty hires to help redistribute workload, especially tasks coming from state mandates. (District rejected this suggesting citing low enrollment).
- Use Dean's assessment of non-teaching responsibilities to document issues of faculty who do not participate in division work. Faculty evaluations are related to teaching and the Dean's assessment is about other duties. However, faculty not participating is not a major issue. We were informed that Kathy Blackwood from the District acknowledged that this is a small problem.

While there are many important issues to resolve through these negotiations, there is limited time until our current contract expires (June 30, 2019). We have been actively working to schedule as many bargaining sessions as possible between now and then. Please stay tuned and reach out to us to learn more and get involved! We'll need your voices, feedback, and active support to win a contract that can make improvements to these many challenging issues.

AFT 1493 Executive Committee/ General Membership Meeting

**Wednesday, April 10 , 2:30 p.m.
CSM, Bldg. 10, Room 401 (City View)**