

PROFESSIONAL DEVELOPMENT

Lucky 13: Superstition & reality in professional development funds

By Paul Rueckhaus, AFT 1493 President, Leigh Anne Shaw, District Academic Senate President & Jeremy Wallace, District Academic Senate President-Elect

Intent of Article 13 Funds

The intent of Professional Development in Article 13 of our contract is to provide dedicated funds for faculty to identify needs and desires to improve their teaching practice, refresh their education in their discipline or the art & practice of teaching, and pursue professional goals (e.g., leadership, publishing, etc.). Currently, professional development funds are comprised of a District matching fund that is equivalent to 1% of faculty salaries from full-time tenured faculty and 3rd and 4th year tenure-track faculty. However, all faculty are eligible to apply for and receive PD funds (whether they are adjunct, or early in their tenure track). These funds are distributed proportionally across the three campuses according to the amount of full-time equivalent faculty on each campus.

In December 2018, a joint study session by the District Academic Senate and AFT reviewed all of the PD protocols from across the District to understand how PD committees were functioning and to look for improvements to the process. Some of the key findings of that study session included the need for:

- More standardization of the workflow from college to college (how a PD application moves from applicant to committee to approval)
- Greater distinguishing of the guidelines for short-term projects, long-term projects and extended leave requests.
- Greater clarity delineating which types of continuing education and trainings are appropriate for the Article 13 fund and which types should be paid for by other sources.

It was clear to the participants at the December 2018 study session that a prioritization of types of PD is needed, and it needs to be applied consistently across all three campuses.

What is and isn't Professional Development?

The fund created by Article 13 should be used exclusively to fund projects that are faculty-driven. Being a professional means that we can exercise the indepen-

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FACULTY CONTRACT NEGOTIATIONS

Slow progress in contract negotiations

AFT and District negotiators met on April 11 in the most recent contract bargaining session. Following is a report of the session:

Negotiators present: **AFT:** Joaquin Rivera, Monica Malamud, Paul Bissember; **District:** Mitch Bailey, David Feune, Joe Morello, Charlene Frontiera, Max Hartman (by phone)

Scheduling upcoming bargaining dates

During this round of bargaining, we began by establishing upcoming bargaining dates. We agreed on the following dates for our next negotiations sessions:

- Wed., May 1, 1:00pm-5:00pm
- Tues., May 7, 12:00pm-2:00pm
- Thurs., May 16, 9:00am-5:00pm

District responds to AFT proposals

For the rest of the session, the District's bargaining team presented a document responding to our initial bargaining proposals. Firstly, the District requires more time to respond to several of our initial proposals. They indicated that they should be able to offer counter-proposals to the following items by May 3:

- 1.7: Communication with members
- 8.8: Part-Time Salary Schedule
- 8.14: Large Class Pay
- 11.9: Maternity/Child Bonding Leave
- 17: Grievance Procedure
- 18: Summer Session Employment
- Appendix G: Evaluations
- Class Assignment – Class Cancellations (new language)

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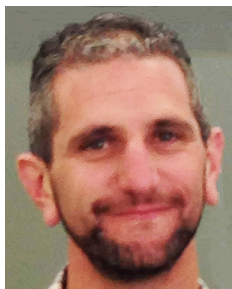
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PRESIDENT'S PERSPECTIVES

So long SMCCD colleagues & friends!

by Paul Rueckhaus, AFT 1493 President



Although I'm only halfway into my term, I profoundly regret having to inform you that I will be ending my term as AFT 1493 President and my time at SMCCD at the

end of this semester. It pains me to write these words. For the past eight and a half years, the Skyline, SMCCD and AFT communities have not only been part of my daily routine but such an integral part of my existence--beyond the paycheck. I've truly been nourished and nurtured in this District and this union.

Until occupying the role of President, I've not led anything bigger than a classroom. Serving as your union President has been the most gratifying, challenging (sometimes near torture-level challenging), enriching experience of my career thus far.

In our Union and the labor movement overall, this has been a truly remarkable year. Across the state and country, teachers, hotel workers and now supermarket workers are standing up for their rights

as workers... and winning! All this in the context of Supreme Court decisions and legislation we thought would weaken the labor movement. Locally, this has been a year of transition in the Union. Working with this Executive Committee (EC) and our dynamite Executive Secretary, Paul Bissember, over this last year has been tremendous. This EC strikes an impressive balance of institutional memory and fresh thinking. You have members with deep expertise in grievances and negotiations as well as members with broad experience in other areas of campus life, particularly Academic Senate with 6 of your 15 EC members also serving on their campus AS bodies.

When I ran for President, I was pretty sure I'd only be available for one year. As an adjunct professor teaching at 3 campuses, I've not been able to do justice to this office in the way that a full-time resident faculty member could. You deserve a President who is laser focused on maintaining and improving working conditions while addressing your labor needs in a complete, undivided way. Unfortunately, the nature of adjunct employment demands that my attention is divided. It grieves me that leadership, and the attendant responsibilities that come with it, is out of reach for so many of us instructors trying to broaden our careers and influence the conditions on our campuses, but find ourselves caught in an adjunct labor pool that diminishes our capacity. I thought I could handle it, but I know it's not fair to my students, to the union of faculty (you), and to myself.

I will continue to teach at City College of San Francisco and San Francisco State. I do and always will cherish my many years at Skyline and in the union and most of all this last year that I've had the privilege to represent such a dedicated, talented, spirited group of educators like yourselves.

Farewell.

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.

Adjunct faculty should be paid for non-instructional work

A January 29, 2018 email from Human Resources to all Deans reminded them that, except in rare cases, adjunct faculty should be paid for any non-instructional work they do. Since that time, however, divisions and colleges have not been consistent or uniformly clear about their policies for paying adjunct faculty for non-instructional work, such as attending division or department meetings, working on program review or SLO coordination or other division or campus initiatives. To get a better sense of whether, and how, adjunct faculty across the District are being compensated for their non-instructional work, AFT reps conducted an informal poll of Deans at all three colleges, asking about their policies around compensation of adjunct faculty for non-instructional work.

Although a few deans reported that adjunct faculty *can* get paid if they attend a division meeting *as a flex activity* or on the same day they are scheduled to teach, our informal survey found that the majority of divisions *do not pay adjunct faculty* to attend meetings. And discussions with some adjunct faculty revealed that many are unaware of their division's policies regarding compensation.

Some Deans reported that in adjunct-only departments, the adjunct faculty are paid for work on activities such as program review, the annual plan, curriculum updates or

other critical department work. Some Deans also let us know that for specific major division initiatives or trainings, in which it's critical to get adjunct participation, they try to find funding – such as funds from BSI or ZTC/OER – to pay everyone. Some CSM Deans specifically emphasized their use of the [BSI Adjunct Faculty Fund](#) to pay adjuncts for qualifying basic skills-related activities.

One of the few Deans who reported regularly paying part-time faculty who attend division meetings stated: "Adjunct faculty are invited to attend and are compensated for our Division Meetings. We do important work related to teaching and learning, as well as engaging with campus initiatives during our meetings. Having adjunct faculty participate in this work is beneficial for our students, while supporting alignment with our division and college goals." We applaud this perspective and we believe it should be standard practice in all divisions across the District. As the HR message from January 2018 stated: adjunct faculty should be paid for all non-instructional work they do. *Not* compensating adjunct faculty for the work they do for their departments, divisions, or colleges is *not* acceptable policy. We need clear and consistent contract language to insure that adjunct faculty are compensated for non-instructional work.

Part-time faculty are eligible for unemployment benefits; Come to an AFT workshop on May 6 to learn how to apply

All part-time faculty members should remember that you are **eligible for unemployment compensation benefits over the summer break and between semesters**, unless you are working another job and you are earning more than your unemployment grant would be. As soon as you give your last final exam, you should contact the local Employment Development Dept. (EDD) office and file a claim, or reactivate the one you have from last winter (if you applied between semesters). If it is a new claim, you will have a one-week waiting period before benefits start, so do not delay. You can also claim for the period between regular terms and summer school.

When applying, tell them about all your jobs, since your benefit is based on all your income over the previous year. When they ask if you have a job to go back to after summer break, you should answer: "Not with reasonable assurance. I only have a tentative assignment contingent on enrollment, funding and program needs." Do not just tell them that you have an assignment for Fall or Spring or you will be disqualified. According to the Cervisi decision of the State Court of Appeals, part-timers, as a class, do not have "reasonable assurance" of a job and hence are eligible for benefits between terms. If questioned further, mention the Cervisi case.

Be sure to fill out all job search forms correctly, and appear as directed in person or by phone or mail. You should

not have any problems, but if you do and are denied for any reason, call the AFT office (650-574-6491) as soon as possible and the Union will advise you on how to file an appeal. Don't be reluctant to file. This is your right, not charity.

Join AFT for a workshop to demystify the process of applying for unemployment benefits. Learn about requirements of the EDD and the step-by-step process when applying for benefits. This workshop will benefit part-time faculty, and anyone with a reduced, cancelled, or unscheduled teaching load. On **Monday, May 6th** we will be holding these workshops on all campuses at the following times and locations:

- College of San Mateo - 11:30-1:00pm, Building 16-209
- Cañada College - 2:00-3:30pm, Building 13-117
- Skyline College - 4:30-6:00pm, Building 1-311F

We've been hearing from part-time faculty about issues from the EDD asking for more interviews regarding unemployment claims. While this can increase the hoops to jump through in the process and, unfortunately delay your payment, this by no means should be seen as discrediting your claim to benefits. Our union has notified the District about these issues and we will continue to work to support faculty with EDD claims. Please let us know if you can join us at one of these workshops by emailing Paul Bissember at: bissember@aft1493.org.

Why FLCs for lab courses need to be reallocated: Statements from the Music and Art faculty

Faculty Load Credit (FLC) for laboratory classes in the Sciences, Music, Art and Physical Education/Athletics have been paid at less than 1.0 FLC per hour (e.g. 0.8 FLC/hour for science labs and 0.7 FLC/hour for music lab courses.) The historical reasons for these allocation rates vary, but analyzing the time and work required to teach lab courses in these disciplines shows clear inequities faced by the faculty members who teach these lab courses. AFT 1493's [contract proposals](#) (see Appendix F for FLC allocation rates), which are currently being negotiated, call for allocating lab courses in these disciplines 1.0 FLC per hour. On this page and the following page, statements from the district's entire Music and Art faculty provide explanations for why their lab FLC rates need to be reallocated. In addition, CSM Music Professor and Band Director, Mike Galisatus, explains how the increased workload for the District's music faculty due to the past reduction of FLCs in music courses has contributed to his decision to retire from SMCCCD. -Ed.

How past reductions in FLCs for Music courses have led to excessive workloads for faculty

Statement from the SMCCCD Music faculty

Several years ago, due to the necessity of articulating with CI-D descriptors for our AA-T in Music, Ensemble (Band, Choir, etc.) and Musicianship courses had to be reduced to 1-unit labs for the courses and degrees to be approved (due to unit caps and the number of semesters of ensemble needed to match the UC and CSU requirements.) This change did not reflect the actual workload for instructors or students because the coursework did not change. Because our "lab" units are only paid at 0.7 FLC instead of 1.0 FLC like a lecture unit, music faculty are forced to teach 6 sections per semester to have a full load. This is not a fair workload on top of all of our other institutional duties.

Ensemble/performance courses meet 3 hours a week and are entirely faculty-led classes. An ensemble course is actually MORE work for the instructor than a lecture course because every moment is instructor-led, and the course material changes every semester with new repertoire (music.) Every semester involves preparation work such as:

- researching new repertoire and arrangements
- composition and arranging by instructor
- ordering music
- score study
- creating practice files for students
- language/diction and performance practice research
- cultural/historical context research that corresponds with the repertoire

Ensemble/performance courses require students to work outside of class time to learn their music and for performances:

- campus events (e.g. graduation, President's breakfast)
- community events
- competitions and festivals
- creation & distribution of PR materials & concert programs

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Increased workload factors into CSM Band Director Mike Galisatus' decision to retire

by Mike Galisatus, CSM Music Professor and Band Director



I began teaching at CSM in the fall of 1989 as director of the CSM Repertory Jazz Band. I was hired as a full-time tenure track faculty member in the fall of 2005, with the hopes to revive a once robust instrumental music department.

Through recruiting efforts, school visitations, holding positions on Bay Area music education boards, attending music educators' association conferences as well as staying active as a free-lance musician, our program grew from a single evening jazz ensemble, adding two large jazz ensembles, four jazz combos, and symphonic band.

Perhaps the event that brought the highest visibility to our music program around the community was the College of San Mateo Jazz Festival, which brought twenty high school jazz bands (approximately 400 students) to our campus each year to perform, attend workshops, and receive constructive critique from collegiate jazz educators. This event required a range of 50-75 hours of preparation, the details of which are too long to list here.

In 2014, CSM implemented the Transfer Model Curriculum (now AA-T), which reduced the unit loads of all performance and musicianship courses to become one-unit lab courses, which went from 3.0 to 2.1 FLC's. Music faculty District-wide were mandated to teach an additional course in order to meet the minimum load requirement.

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FLC assignments for Art lab courses do not reflect faculty workload

Statement from the SMCCCD Art faculty

The Art faculty at Skyline College, College of San Mateo and Cañada College are requesting that Art lab sections of their courses have equal FLC to Science labs.

Studio Art course labs have responsibilities and workload equal to a science lab. We want our lab units to be assigned at the same FLC factor as science labs and to be recognized distinctly in our contract for the work we do.

- We perform specialized laboratory demonstrations that typically require extensive material preparation in advance, including construction of samples representing multiple stages of an artistic process. These samples are further developed in hands-on technical demonstra-

tions during the lab period. Multiple sampler series are needed for stacked classes, which include different demonstrations for various student levels.

- Materials, equipment and finished works can be numerous and massive, so that processing assigned work is very labor intensive.
- Like science lab, we must maintain chemical inventory, safety data sheets, and hazmat information.
- We operate and teach students how to use specialized equipment that needs to be maintained, supervised and operated under specific guidelines and conditions. Equipment must be regularly maintained, often on a weekly basis, requiring additional work hours outside of class.
- We must perform grading and evaluation of assignments, portfolios, and reflections that require extensive additional time in the lab.
- We have TBA hours that are attached to our courses and require additional hours spent without compensation.
- Skyline College and Cañada College have no lab technicians, and without the same staff support as the science lab, faculty are working even more in lab than in lecture.
- We have many outside-of-class events related to lab work that are not compensated, including on- and off-campus art shows, assisting students in documenting art work for applications, and community events.

Mike Galisatus to retire

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Applied (studio) lessons were added to the curriculum as a requirement for the TMC/AA-T. For my "extra" course, I was now required to administer the applied lesson program at CSM, which involved delivering weekly lectures, hiring and communication with eleven instructors, scheduling independent lessons, grading and monitoring weekly progress of the students, and 8 hours of the final "jury" audition at the end of the semester.

Each performing ensemble requires concert preparation and performance. For the past three years, CSM has not employed a theatre manager. Our faculty were now required to arrange sound and lighting, theatre set-up, equipment transportation, all of the duties typically performed by theatre managers at our sister campus facilities.

Our groups have performed at various music festivals in and out of the area. All arrangements for transportation, lodging, performing, and food were the responsibility of the faculty.

I was brought onto the faculty to build an instrumental music program, then became penalized for doing so with the reduction of our FLC's.

The load changes are a catalyst for me to consider retirement. I approached the administration and was directed to our contract which is clear about load. The rules were changed for us, and I feel that the college should absorb the FLC discrepancy and not put it on the backs of the faculty involved, since we had nothing to do with this change.

After 30 wonderful years at the College of San Mateo, I am opting to end my tenure in good health with nothing but fond memories of my incredible colleagues and students. It is my hope that music and the arts will be allowed to thrive in our district for generations to come, as art speaks to the soul of the human spirit.

Music faculty statement on FLCs

continued from previous page

- coordination with theater technicians, accompanists, and guest artists
- dress rehearsals
- sound checks

We are not compensated for any of this time. Festival performance tours can require anywhere from 2-7 days of additional instructor time.

We were also forced to change the lab/lecture ratio of our Musicianship, Performance (piano, voice, strings and guitar) and Electronic Music classes last year which resulted in a pay DECREASE for adjuncts for the same amount of work. Only the lab/lecture coding was changed. The hours of instruction and student workload (homework, assignments, practice hours) remained the same. The "lab" and unit values do not match equivalent courses at the UCs, but we were forced to make these changes due to the AA-T unit caps. For example, Musicianship at Skyline College is 1 lab unit but 3 lecture units at UC Berkeley, although the coursework is equivalent.

CFT CONVENTION

California Federation of Teachers celebrates 100 years

By Katharine Harer, AFT 1493 Vice President

The California Federation of Teachers celebrated 100 years of advocacy for teachers and school staff on March 22-24 at its annual convention in Los Angeles. Six members of our union attended the three-day event: Paul Bissember, Nina Floro, Katharine Harer, Monica Malamud, Joaquin Rivera and Jessica Silver-Sharp. From large assemblies to smaller workshops and committee meetings, we were inspired, exhorted, educated and given the knowledge and tools we'll need to continue the fight for education in California.

Changing of the guard

At the convention, we bid goodbye to CFT President, Josh Pechthalt, who led the union for eight years, and elected former Secretary Treasurer, Jeff Freitas, to be the new CFT President, along with Luukia Smith, as incoming Secretary Treasurer. Smith comes from the ranks of classified workers



Luukia Smith & Jeff Freitas

and currently serves as President of the Council of Classified Employees. The election of a classified colleague to the top leadership of CFT is a first, and it was met with clamorous approval. Another big change was ratified at the convention: going forward the California Federation of Teachers will have a new name that encompasses all of its members: *CFT: A Union of Educators and Classified Professionals*.

Report on Radical Right

During the Saturday general session we heard from Guest Speaker, Nancy MacLean, historian and Professor of



Nancy MacLean

light on those who want to "enchain democracy and discredit government so the market can rule and undermine collective policy." She laid out the frightening story of the Koch brothers' influence: funding hundreds of organizations around the

History and Public Policy at Duke University. MacLean talked about the dark campaigns bubbling just under the surface of our country's political landscape. Her new book, *Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America*, sheds

country, establishing right-wing centers at over 400 universities and controlling local political campaigns, such as Scott Walker's devastating election in Wisconsin in 2010.

"The ultimate Koch end game is the radical transformation of our government and legal systems." They want to impose total personal responsibility (think charter schools) and ultimately destroy public education and social security, privatize public resources and advance voter suppression. "They want an America like 1900 with no regulations, no social security or Medicare. They want to roll back the 20th century." As grim as this scenario sounds, MacLean ended on an optimistic note: "Why do they use stealth? Because the radical right knows the majority of this country won't support their vision."

Story of the L.A. teachers' strike

So what's the solution? The same as it's always been -- as Joe Hill famously told us: Don't mourn, organize! It was exciting to hear about the recent L.A. teachers' strike from Alex Caputo-Pearl, the President of UTLA. L.A. joined



Alex Caputo-Pearl

the wave of teachers' strikes that have rolled across the country in the last couple years, but it wasn't quick and it wasn't easy. It took their union four years of focused organizing to get to the point where they could pull off a successful strike and bring their members and community along with them. According to Caputo-Pearl, "Parent and community

work was at the TOP of our organizing strategy. They were involved from the beginning." The union's three biggest issues: underfunding, privatization and racism.

L.A. parent and strike supporter, Janae Tyler, took the stage with Caputo-Pearl to talk about her involvement. She said in the past, when she would speak up about conditions at her child's school, teachers would stick notes in her pockets because they were afraid to speak up: "The L.A. school district has



Aryana Fields

a history of dividing parents and teachers," Tyler said, but the recent strike unified them and proved that they could create positive change if they worked together. Fifth grader, Aryana Fields, left many of us with tears in our eyes and big smiles on our faces when she stood up with her guitar and sang "Strike Song." She wrote the song during the teachers' strike and it went viral on

social media. “This is a strike song,” she sang in her beautiful young voice. She asked that her teachers be treated fairly because they do so much for her everyday.

National AFT President provides the big picture

It wouldn't be a CFT convention without a visit from national AFT President, Randi Weingarten, who flies without a net when she speaks – no discernable notes, lots of positive energy and the ability to see the Big Picture. Here's a fun fact: Weingarten told us that after the Janus decision came down, AFT removed 84,000 members who were signed up as fee payers off their roles. Today, not even a year since Janus, AFT has 100,000 new members! Still, she reminded us that only 7% of the U.S. is unionized, an all-time low. Although Weingarten said we are in “a new Gilded Age” where the 400 richest Americans own more wealth than the bottom 150 million adults, she told us that unions are the “carrier pigeons for a better life.”



Randi Weingarten

How to improve school funding: Reform Prop. 13

One of the ways we can improve the lot of education in California is to reform Proposition 13, and the CFT is working hard on a new initiative titled, Schools & Communities First, which would fix the commercial property tax system and raise \$11 billion a year for schools and communities. One half of the revenue gained would go to K-community colleges and the other half to local governments, cities and counties. This is not a new tax; it restores the pre-Prop 13 rates and exempts homeowners. It's all about commercial property tax reform. Huge corporations like Disney and Chevron, for example, have been under-taxed since Prop. 13 by hundreds of millions of dollars while California ranks 41st in per-pupil spending. This is an even more shocking fact when you consider that California has one of the richest economies in the world. To learn more about the initiative and to get involved, go to www.SchoolsAndCommunitiesFirst.org.

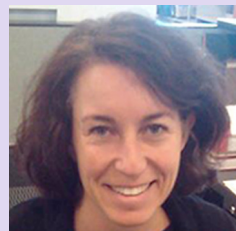
Taking to the streets

Our group of six spread out and attended different workshops and committee meetings during the three days, but I have to confess that one of the most inspiring events for me wasn't on the agenda of the convention. I received a text from Paul Bissember, our union's Executive Secretary, on Friday afternoon inviting me to go with other community college folks to join a protest in front of a nearby hotel. UNITE HERE Local 11 has been at the negotiating table fighting for better working conditions for hotel workers, and that afternoon they were gathered to protest the firing of one of the hotel staff at the Freehand, a boutique downtown hotel. Clara was fired because she spoke out about the unfair condi-

A few impressions from my first CFT Convention

By Jessica Silver-Sharp

AFT 1493 Secretary, Jessica Silver Sharp (in photo below) attended her first CFT Convention this year. Below are a few of her impressions. -Ed.



Being part of the process was new for me. First AFT 1493's Monica Malamud's higher education committee proposal was presented in session. Proposal wording, syntax and grammar were tediously analyzed by folks who were clearly

English professors. The proposal was then debated (and re-haggled by more instructors) before hundreds of members on the convention floor, who finally and unanimously adopted the resolution to be brought to California legislators. It was like School House Rock in action!

I was able to catch most of an UndocuAlly session for instructors interested in working as allies for their institutions' Dreamers. The session was led by a group of energetic counselors from Rio Hondo College. From comments from audience members I learned about an informal group of librarians, including adjuncts, doing exactly the type of activist work I've been involved with at Skyline's Dream Center. While I knew I couldn't be the only librarian doing this, now I can connect with a specific community of librarians using their libraries as safe spaces and information platforms for supporting California's thousands of college Dreamers.

tions at the Freehand. Paul and I, along with union leaders from Peralta Federation



L.A. hotel workers protest

of Teachers, walked over to the hotel, grabbed skillet and drum sticks, and began pounding and chanting with the hotel workers and their supporters: “Bring Clara Back! Bring Clara Back!” Hotel workers spoke in Spanish and English about their situation and the protest was well attended and wonderfully loud. The energy was amazing and it felt great to lend our support to their struggle. I returned to the teachers' convention ready for action!

Negotiations Report

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- Complaints against a unit member (new language)
- Just Cause and Progressive Discipline (new language)

District accepts some AFT proposals

Next, there were some proposals which the union proposed clarifying edits, or updated language due to changes in state/federal law that the District found acceptable. To review [these proposals](#), visit: aft1493.org. These proposals include:

- 2.4: List of unit employees and job information
- 7.2: Definition of Academic year
- 8.5.1: Pay and Allowances – Two years of service at Step 23 are required for advancement to Step 25
- 11.14: FMLA and CA Family rights act (CFRA) Benefits
- 4.1: Layoffs

In addition, there was a positive response from the District regarding our proposal around Article 7.11.2.1 which would grant part-time faculty pay, at the special rate, for attending flex day activities that fall on days that a part-time faculty member is not scheduled to teach.

District rejects numerous AFT proposals

There were a number of AFT proposals that the District rejected altogether and offered no counter-proposals at this time. See below for those articles relating to the AFT proposals, along with brief notes to provide context, which the District rejected:

- 7.5: Workweek for Full-time Instructional faculty – AFT proposed removing the hourly requirement for faculty to be present on campus. Currently, full-time faculty are required to be on campus for 25 hours per week.
- 9: Health and Welfare Benefits – The union proposed language for faculty teaching in the District Study Abroad Program to receive medical insurance that goes beyond emergency care. In the discussion on this issue, the District made it clear that this was not a question of money, as there are not many faculty who teach in this program. They argued that teaching a study abroad course is a choice that faculty make, not a requirement, and, therefore, the District should not have to provide this additional medical coverage for faculty.
- 11.6: Public Service Leave – The District rejected this proposal indicating that it represents a limited scope (only 2 members affected) and that the District receives no direct benefit from and has no interest in this “personal, elective employee activity.”
- 19: Part-Time Employment – In an effort to strengthen part-time faculty seniority and load rights, and to follow

recent California state law (AB 1690/SB 1379), the union proposed edits in Article 19 to base part-time faculty’s class assignments on the highest load ever assigned to them. The District rejected this proposal.

- Appendix F: Faculty Load Credit (FLC) Allocation – Our union has heard from many members from the Sciences, Art, Music and Physical Education/ Athletics to prioritize increasing the FLC for these classes. While the District disagreed with the AFT proposal, citing that “it is not consistent with the Carnegie Unit allocation for such assignments,” AFT bargaining team members responded that the Carnegie unit is not relevant to this issue; it’s a question of parity and compensation. Additionally, there are several other community college districts that already have language like this in place.
- XX: Additional Faculty Rights – Evaluation of Administrators – The District responded to our proposal that it “finds no compelling rationale for including additional language relating to this matter as it does not relate to traditionally-bargained issues such as employee wages, benefits, hours, or working conditions.”

District counter-proposals

Next, there were additional AFT proposals that the District disagreed with, but provided counter-proposals. See below for these counters along with a brief explanation:

- 2.8: Employee orientation – The District proposed the following additional language to our proposal – “the union will participate in these new employee orientations in a structure, time and manner agreed to by the District and the Union prior to such orientation.” We discussed the need to review current practices around new faculty orientations. Additionally, we discussed ways to involve new part-time faculty employees (i.e. through flex days, online orientation, etc.) who do not currently participate in District orientations.
- Compensation – The District proposed to maintain the current total compensation formula for one year – if we do not reach an agreement by the expiration of the contract. We have sent out a survey to get feedback from members on how our union should allocate compensation (i.e. salary, benefits, part-time parity, etc.)
- Article 13: Professional Development Funding - The District rejected our proposal to increase funding from 1% to 2%. In addition, they proposed language to change the composition of the Professional Development committees to 3 members appointed by the Academic Senate and 3 members appointed by the administration. This change would increase the number of administrators on these committees and decrease the number of faculty members.

California Part-time Faculty Association holds annual conference

by Sue Broxholm, Skyline, Math faculty

The California Part-time Faculty Association ([CPFA](#)) was founded in 1998 by a hearty band of more than 60 part-time faculty for the purpose of improving the lives of part-time faculty.

Over the years, CPFA has been involved in advancing an agenda which includes issues such as equal pay for equal work (pay parity), paid office hours, job security, health benefits, retirement benefits, and a fair advancement process that includes a real path towards a full-time position.

CPFA has put on annual conferences in order to educate part-time faculty about part-timer issues and lobbying for specific legislation to help part-time faculty. I went to the Spring 2019 conference held at Fullerton College in Fullerton, California, on Saturday, April 6th, for the purpose of sharpening my knowledge about part-time issues and how to improve the circumstances of part-timers.

The conference began with introductions by John Martin, Chair of CPFA, Kent Stevenson, President of AdFac (the adjunct union at Fullerton), and Greg Schultz, Ed.D. President of Fullerton College who welcomed the attendees to Fullerton College and the CPFA Annual Conference.

Assemblymember Sharon Quirk-Silva from the 65th California Assembly District was a special guest who took several questions from the audience and listened to our concerns. She then expressed comments on policies presently being discussed in the California Assembly.

Where Does the Money Go?

We then had a choice of two breakout sessions: "Where Does the Money Go? Analysis of North Orange Community College District Salaries" by David Milroy or "What Academia Gets Wrong about PT Faculty" by Leticia Pastrana. The analysis of the North Orange County CCD salaries

made it clear that the lion's share of funding is going to the top 1/3 of the district's employees and that the PT faculty are sharing the little which is left over. According to Milroy, this is basically the same in every district in the state.

After lunch, Adam Wetsman, President of Faculty Association of California Community Colleges (FACCC), representing 9500 members across California was Keynote Speaker. Mr. Wetsman spoke on "Part-Time Equity: Long-Term Strategies".

After a break, there was a session on "How to Get from Here to There with Knowledge and Confidence" that was about planning for retirement for part-time faculty with CalSTRS.

What Are Good Working Conditions?

The last session was a panel discussion about "What Are Good Working Conditions?" The panel speakers were members of the unions for part-time faculty at a number of community colleges, CSU, and UC: John Sullivan, San Bernardino CCA/CTA; Meghan O'Donnell – CSU-CFA; Alexis Moore, Pasadena CC, CCCI; Mia McIver – UC-AFT; Kent Stevenson, Fullerton AdFac/CFT; and Veronica Miranda, Cerritos CCFF/CFT. For me, it was one of the most eye-opening sessions. For example, CSU offers life-time health care benefits even for part-timers if they have been working there long enough. CSU and UC also have pathways to more stable positions and full-time employment.

I found this conference to cover quite a wide range of issues that impact part-time faculty. I especially appreciated learning about lobbying efforts and what other colleges are doing.

I recommend the CPFA and attendance of their conferences for anyone who is vitally interested in improving the conditions of part-time faculty. I invite faculty out there to get involved so we can further improve the conditions of part-time faculty. One way is to contact CPFA at [cpfa.org](#) or contact your local union, [AFT 1493](#).

AFT 1493 wins 8 CFT communications awards

AFT 1493 won the following 8 statewide communications awards for 2018 at the annual CFT convention on March 22-24:

Best Newsletter: *The Advocate*, [Eric Brenner](#), Editor, 2nd Place

Best Website: [aft1493.org](#), [Eric Brenner](#), Website Manager, 2nd Place

Best Single Effort: Local organizing in response to Janus v AFSCME, [Monica Malamud](#), Past President; [Paul Rueckhaus](#), President; [Katharine Harer](#), Co-Vice President; [Robert Bezemek](#), Attorney, 2nd Place

Best News Writing: "Yosemite Community College District faculty go on 2-Day strike", [Paul Bissember](#), Executive Secretary, 3rd Place

Best Original Art: "Part-Time Faculty Appreciation Celebration", [Michelle Kern](#), Part-Time Faculty, Creative Arts & Social Services, 3rd Place

Best Electronic Newsletter: *The Advocate*, [Eric Brenner](#), Editor, 3rd Place

Best Feature Writing: "Interview with Jane Hundertmark, CFT publications Director", [Katharine Harer](#), Co-Vice President, Honorable Mention

Best Flyer or Poster: "Part-Time Faculty Appreciation Celebration" Flyer, [Michelle Kern](#), SCI Organizer and Part-Time Faculty; [Katharine Harer](#), SCI Organizer, Honorable Mention

Lucky 13: Superstition & reality in professional development funds

continued from page 1

dent judgment needed to determine what opportunities we need and desire to seize in order to enrich our teaching practice and pursue our professional goals. In an environment of State-mandated initiatives and ever-increasing systems for collecting and managing student and program data, it's hard to parse out what is an activity that is professional development for the enrichment of teaching and learning and what are skills necessary to comply with regulations and implementation initiatives.

Occasionally, we must receive training to stay current with new initiatives and systems implemented by the District or the State (think: guided pathways, acceleration/ AB705, SSSP, etc.). So, we can think of professional development in five broad categories:

- 1. Improving teaching (classroom strategy, pedagogy, etc.)**
- 2. Keeping current in one's discipline/specialty (maintaining licenses, industry or professional workshops, etc.)**
- 3. Personal growth, retraining and rejuvenation (leadership development, original research, etc.)**
- Maintaining compliance with District and State initiatives (AB 705, Guided pathways, etc.)
- Participating fully in the governance of campus life (committee work, SLO assessment, accreditation, etc.)

Items 1-3 are bolded as those are the types of activities that Article 13 dollars are meant to pay for. As a result of the December 2018 study session, we have compiled a list of initiatives and activities that would fall outside of the Article 13 funding mandate. In other words, these activities should be paid for by other funding sources. A short list includes:

Implementation of state mandates and campus initiatives	Training on software and data management programs	Participatory governance
Campus redesign Guided pathways/ Metamajors General Education Redesign Learning Communities Basic Skills and similar initiatives (e.g., acceleration) Dual Enrollment initiatives Adult Ed. Initiatives Promise scholars	Canvas (See MOU for teaching in Distance Ed.) Student Management System (e.g., Salesforce) TracDat SPOL Banner AdAstra WebSmart Curricunet Any software program essential to the management of a classroom, department or program.	Any activities related to state or regional meetings of mandatory governance committees (e.g., Academic Senate, Curriculum Committee). Any training having to do with program and institutional assessment, reporting and tracking; accreditation; or other administrative processes that faculty may carry out.

Volunteering vs. Voluntelling

Professional Development funds are our dollars. While they do not come from our paychecks, they are contributed by the District for projects, conferences and learning opportunities identified by faculty as valuable to our continuing education. A major concern of both AS and AFT is that with all of the state mandates, campus initiatives and new software programs, our PD dollars could easily be gobbled up just trying to keep faculty up to speed and in compliance. Put simply, Article 13 dollars are there for projects that faculty volunteer to do because they have deemed it enriching to their professional life, not projects they are implicitly or explicitly expected to do in order to meet new requirements or implement a new initiative.

Let's take a quiz!

Are you volunteering or being voluntold?

Choose the best answer for how to apply Professional Development dollars:

A. You're a full-time math instructor and your entire department has decided to send you and 3 other faculty to a workshop to bring your department up to speed with new state requirements to transform our pre-transfer Math & English sequences so students graduate faster and to think through strategies to implement the reform. Your Dean expects all attending faculty to apply for PD through Article 13.

B. You're a part-time English instructor who has taught both transfer level and basic skills English. Your department has cancelled and replaced most of the transfer level and basic skills offerings with an enhanced, extended English class that counts toward transfer, while simultaneously providing remediation. Any faculty member who wants to teach this class must take a voluntary training in student-centered

pedagogy. You will be attending the 5-session training with colleagues from your department on campus. The cost is \$500 per faculty member that you apply for funding through the Article 13 committee.

C. You're a part-time math faculty. Your colleagues have just returned from an awesome training all about math acceleration. You've been to two department meetings about the changes in the curriculum and you're super excited to learn more about how to support students in an accelerated class. Your colleagues shared a flyer for a workshop in San Diego on Secrets to Success in Acceleration. You really want to go to the training, so you ask your Dean if she would sign off on your application to the PD committee to attend.

If you answered A.), sorry no points for you. If we were to expend all of our Article 13 dollars

toward complying with AB 705 or other such mandates, we might not have anything left for the occasional art history or radiology technology conference--much less a sabbatical.

If you answered B.), still no points for you. Despite how the workshop series is pitched, the workshops are not voluntary. If the majority of traditional sections are being cut, the adjunct must take the training if she wants to teach any sections of English that will actually be offered. Whether she is excited to take the training or not is irrelevant. The campus or Division must reciprocate the expectation that faculty train to teach the class with a budget for training them. That's not what our PD funds are for.

If you answered C.), ding ding ding! This is precisely what short-term PD funds are intended for. That the training is connected to a State initiative is neither here nor there. The important piece of information is that the faculty member deemed, in her professional judgment, that the training would enhance her teaching practice.

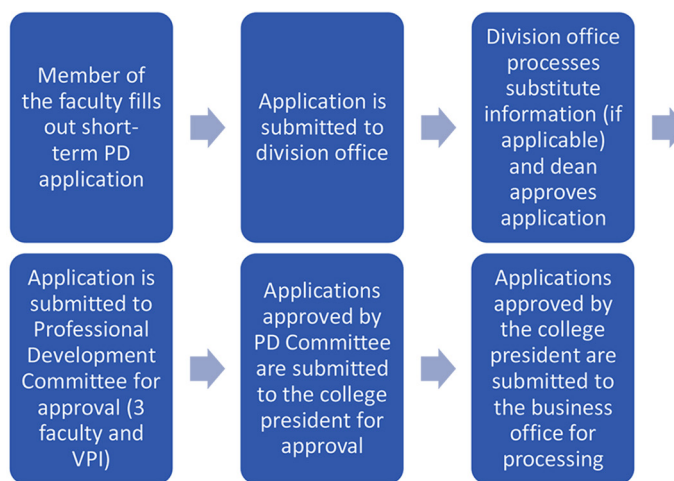
Role of the Committee

All three campuses have professional development committees comprised of Senate appointees, AFT appointees, and administrators. The committee is in place to distribute funds to qualified applicants. The committee is the arbiter of professional development funding requests--meaning that as a collective, they exercise the final judgment to approve, deny or request revisions to an application. A majority vote of 4 out of the 5 members is required to approve or deny any application. Article 13 currently stipulates that the college President exercises the final judgment before the funding is approved (13.11.4), though this was intended to be more of a quality assurance check (assuring that the request is consistent with the college mission) rather than a veto.

In December, the joint study session revealed that inconsistent processes of applying for and approving professional development funding exist across campuses. The participants saw that only CSM's committee followed the contract in their workflow (see chart at top of next column). Skyline and Cañada's processes allowed excess levels of administration in the process. In the PD approval process, each party gets one shot at reviewing the request:

- The applicant applies for funds
- The Dean signs off advancing the application to the committee
- The Committee reviews and deliberates
- The President reviews the decision

There should be no other players and no party should get multiple swipes at the PD application.



CSM Professional Development Committee's workflow chart

It is recommended that all three campus PD committees follow the contract in the same manner. PD committees are charged with reviewing and aligning their processes so that faculty across the district have equal access to professional development.

Funding distribution

Currently the 1% of PD funds is split between short-term projects (e.g., conferences, workshops, etc.), long-term projects (e.g., semester-length classes that may require release time, but not leave of absence), and extended leave projects (i.e., sabbaticals). Currently, the bargaining team is exploring ways to not only increase PD funds, but reserve funding for specific types of PD so that requests for sabbaticals are not competing with those for conferences and vice versa. (See [the negotiation proposals on the AFT website](#)).

Conclusion

The December 2018 joint AS/AFT meeting is a testament to the complexity and importance of this issue, and all district faculty should remember that their representatives in the Senate and in the union are in agreement about the policies and processes outlined above. We will continue to work together to streamline the application and approval procedures to create consistency and fairness across the district. In the meantime, should you experience any issues while applying for professional development, do not hesitate to speak to your campus union representative or a member of your local Academic Senate.

Finally, we appreciate the feedback and discussion from all who attended the joint meeting.

EDUCATION FUNDING

Day of Action for Public Education on May 22 in Sacramento

CFT, CTA, and education activists and students from around the state are organizing a Day of Action for Public Education in Sacramento on May 22. Join educators, students, and allies to support our students and protect our neighborhood public schools. We are demanding increased funding for Public Education through progressive taxation, public accountability and control of charter schools, and racial and social justice within and beyond school doors.

Starting at 10 am, meet on the West Side Capitol lawn to join a lobbying group. Midday actions will include a rally at CCSA (California Charter School Association), a march to the Capitol, and filling the rotunda to chant and take an iconic photo & video. At 4:00 pm there will be entertainment and then speakers from 5:00-6:30 pm.

Most public education funding comes from the state

Educator union locals in California negotiate with their school districts over salary, benefits and working conditions. Yet, those districts are financially dependent on the state, which provides 90% of their funding. Since California ranks 43rd in per-pupil funding and 48th in class size nationwide and since districts don't have the power to raise taxes, local school districts don't have the funds to meet union demands for the schools their students deserve. We have to go to the state for additional funding.

We need to tax corporations and billionaires to pay for high-quality public education

Even though California is the 5th largest economy in the world, it has never recovered from the passage of Proposition 13 in 1978, which sharply reduced commercial and residential property tax contributions to fund public education and other social services. The Schools and Communities First initiative, which has qualified for the November 2020 ballot, would eliminate an unfair corporate property tax loophole and raise \$11 billion annually for schools, community colleges, and vital community services. The legislature is now considering two funding bills -- SB 37 which would bring in an additional \$5 billion annually for pre-K, K-12, and communities colleges by raising taxes on the most profitable corporations, and AB 39 which would bring California up to the national average of adjusted per pupil spending.

Charter Schools Need to Play by the Same Rules

The unregulated growth of corporate charter schools by billionaires has been draining resources from our neighborhood public schools for many years. In response to the widespread public outcry over charters, four important bills are now being considered by the legislature (AB 1505, AB 1506, AB

1507, SB 756) which would give local districts sole authority over charter school authorizations, allow districts to consider economic and educational impact on students in neighboring public schools, establish a cap on the growth of charter schools, prevent charters from operating outside the district that authorized them, and place a 5-year moratorium on new charter schools unless reforms are passed by January 1, 2020.

Only Collective Action Gets the Goods!

In 2018 and 2019, the incredible strikes of teachers in West Virginia, Kentucky, Oklahoma, Arizona, Denver, Washington, Los Angeles, and Oakland demonstrated once again the power of mass labor action. This #RedForEd movement is taking on the twin enemies of public education: pervasive underfunding and privatization. A new Governor and legislature are in office, preparing to sign into law an annual budget and, potentially, charter school and funding bills. Let's come together in Sacramento -- educators, students, and communities -- in this historic fight to ensure education for all over profits for a few.

**AFT 1493
Executive Committee/
General Membership
Meeting:**

**Wednesday, May 8, 2:30 p.m.
Cañada College,
Building 3, Room 104**

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.**