

CAMPAIGN FOR A FAIR CONTRACT

We are waiting: Over 90 supporters pack Board meeting to hear nine faculty tell Trustees how contract issues affect teaching and learning conditions

by Evan Kaiser, CSM ESL

On Wednesday, November 20, SMCCCD faculty members met at the AFT union office at CSM to advocate for

better faculty working conditions which lead to better and more equitable student outcomes. These priorities include a reasonable workload for teaching faculty and counselors, parity for part-time employees, a transparent progressive discipline policy, laboratory load credit equity, and fair compensation that would allow faculty to survive in one of the most expensive areas in the nation.



Some of the over 90 faculty members who attended the November 20th Board of Trustees meeting

to the Board of Trustees about how these unaddressed concerns have impaired their abilities to serve students and achieve a fulfilling work life.

Little progress has been made despite months of

bargaining and, in the case of workload, over a year of committee research that led to concrete recommendations. (See page 8 for the most recent bargaining update.) The fact that SMCCCD administrator salaries are

ranked #1 in the state and the number of administrator positions has increased 55% from 2012 to 2018, while the number of faculty has increased just 14% shows

that it is not only urgent but quite feasible that the district utilize these contract negotiations to invest in full-time and part-time faculty.

I joined my colleagues at the meeting because I

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Michael Cross, Skyline College English Professor, declared: "I have never seen so many talented humans hammered to the ground by work, desiccated by compassion fatigue... I've never worked this hard in my life, and frankly, I'm afraid it's killing me... I can't sustain this workload for another twenty years..." He asked the Board members: "What if we approached our faculty with the care and concern we afford our students, creating the conditions of possibility to foster an attitude of self-care and wellness?"

Workload & compensation issues undermine faculty work life and student success

Marching to the District Office dressed in "Red for Ed" T-shirts, we were met in solidarity by Foothill/DeAnza and Cabrillo College faculty. In sum, over 90 faculty members from SMCCCD crowded the District Board Room to hear nine faculty speak passionately

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CENSUS 2020

Help counter the Feds' efforts to undercount; Unions working to get all residents counted

*By Bradley Cleveland, San Mateo Labor
Council Census Project Manager*

Labor unions, community and faith-based organizations are working with San Mateo County and state Census officials to count all county residents—regardless of immigration status—during the 2020 Census.

The Trump administration, on the other hand, seems intent on ensuring an undercount. While the Census form will not include a citizenship question, the Administration's anti-immigrant rhetoric in California, where over a quarter of its residents are foreign-born, has sown fear and confusion in local communities when it comes to who is supposed to fill out the Census. In addition, the Census Bureau does not have an experienced director, and funding and staff have been cut.

Finally, the 2020 census will be the first in which most Americans will use

the Internet to complete an online census form. The Census Bureau's reliance on the Internet will be a problem for lower income households without a high-speed Internet connection.

The Labor Council is working with its member unions, including AFT, to ensure a complete and accurate count

next April. For example, public school teachers can integrate a Census curriculum into their fifth, eighth, eleventh and twelfth grade lesson plans. At Skyline College, SparkPoint, in partnerships with faculty and student leaders, plans to disseminate Census information as part of its programs on financial self-sufficiency.

To get involved in efforts to reach out to students at our community colleges, through the classroom or in partnership with student organizations, please email Bradley Cleveland, the Labor Council's Census Project Manager, at bfcleveland@gmail.com, or text him at 650.235.4969.



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.**

Adjunct faculty: Don't forget to claim your medical insurance stipend by the end of the semester

by Jessica Silver-Sharp, AFT 1493 Secretary

You may not be aware that every SMCCCD adjunct faculty member who will complete 40% or more of a full-time load (6/15 FLC) in the District can receive reimbursement for as much as \$1,505.00/semester for medical insurance premiums paid out of pocket to California licensed health plans. The most important caveats are that you must have purchased health insurance yourself (not through your spouse or partner's plan) and these premiums cannot have been paid or reimbursed by another employer.

In recent years, with plenty of hard work, AFT has been able to increase this stipend by an impressive 300%. While adjunct faculty still cannot participate in the district's health care benefits program, the stipend should make a considerable difference. For this reason, AFT wants to make sure all eligible adjuncts are aware that the process for filing a claim for reimbursement is very straightforward. Officially, we are talking about the Adjunct (Part-Time) Faculty Medical Reimbursement Program, which is also the name of the form you'll submit to HR by December 31st. You can [download the form from the District SharePoint site](#).

If you're new to the lingo of FLCs and even health benefits, you're not alone. Many of our new part-time instructors are. HR representative George Sampior will patiently explain what you need to know. He responds to inquiries in a timely manner. He even answers his phone! Your AFT chapter chairs and reps can also support you if you have questions or run into an obstacle.

To make sure I understood the process clearly, I called Mr. Sampior for answers to common questions:

Q: Which months are applicable?

A: For this semester, it's July 1 - December 31.

Q: Do I need to work 40% at just one campus?

A: No, multiple assignments in our District can total 40%.

Q: How do I know if I'm at 40%?

A: Mr. Sampior will calculate the total for you if you're unsure.

So here's what to do:

Mark your calendar to submit your form by December 20th. (In case anything goes wrong, you still have until December 31st!)

Fill out your [Form](#) and dig up, request, print or download your canceled check or paid insurance statements for any months between July and December, 2019.

Drop by your campus library and use the free scanner to submit your form and proof of payment documentation to sampior@smccd.edu.

If you don't receive confirmation, check in with Mr. Sampior at (650) 358-6744.

To receive reimbursement through direct deposit, complete the [ACH form from the District SharePoint site](#) and submit to Victoria Lin in Accounts Payable at linv@smccd.edu. (If you already submitted one in the past there is no need to submit another one. Please note, Payroll Direct Deposit and ACH Direct Deposit are NOT the same.) ☐

Part-timers eligible for unemployment benefits between semesters

All part-time faculty should remember that **you are eligible for unemployment compensation benefits during the winter break and over the summer**, unless you are working another job between semesters or over the summer 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 Department (EDD) office and file a claim, or reactivate the one you have from summer (if you applied then). 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 term and summer school. When filling out your weekly forms, don't forget to claim paid flex days.

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 or winter break, answer: "Not with reasonable assurance. I only have a tentative assignment contingent on enrollment, funding and program needs."

This is important: Do not just tell them that you have an assignment for next semester or you will be disqualified. According to the Cervisi decision of the State Court of Appeals (and the Ed. Code), 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 are denied for any reason, contact Paul Bissember in the AFT office (bissember@aft1493.org) 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! ☐

Waiting for a contract that addresses our concerns

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wonder if I will be able to sustain this endlessly fascinating career. In many ways, I am lucky. I come from a middle-class background and I receive unearned social benefits from being White, cisgender, and male. Having worked various jobs since my early teens, including teaching and tutoring positions in college and graduate school, I had lower than average student debt when I graduated with my M.A.



Timothy Rottenberg, adjunct Government and Economics instructor at Skyline Middle College, pointed out that adjunct faculty in our District make about 35% less than full-time faculty, while part-timers in the Foot-hill/DeAnza district earn only 16% less than their full-time peers and adjuncts at CCSF earn just 12% less than full-timers.

of control, and I haven't been to the gym in a month. This Fall semester, not counting professional development activities, I have had three weekend days fully off – three. I am 29 years old. I want to work smarter, not harder, but I am too tired to be smart. In his presentation to the Board at the November 20 meeting, Skyline College English Professor **Michael Cross** correctly observed that such a workload is the rule, not the exception.

The payoff of this labor is evident in the district's

many accolades, yet faculty compensation is not commensurate with our workload. For example, in her speech to the Board, CSM Accounting professor **Rosemary Nurre** pointed out that "CSM was recently recognized as one of the top 150 community colleges in the country" which is "in large part... due to the efforts and accomplishments of our overworked faculty." Nurre wondered, "Will faculty have the time to

Commuting two hours, working 8-4 & 6-10

With a lot of hard work and some good fortune, I landed a full-time, tenure-track position teaching ESOL after working part-time for only two years. Shortly thereafter, I was able to finance my first car, and so began my life as a commuter. The one-way drive from my room in San Francisco to San Mateo is 45 minutes at peak hours. Since I carpool with my partner, who works in Foster City, and occasionally other colleagues along my route, my commute often takes an hour in each direction. The money my riders give me helps offset the costs of gas and car maintenance.



Rosemary Nurre, CSM Accounting Professor, described how "faculty across the district work tirelessly," but she questioned "whether our excessive workload is sustainable." She asked the Board to imagine faculty who feel trusted and respected.

do the right thing for students and the college without additional compensation?" In response, I can only think of the students who left my class or who didn't pass because they needed more guidance. I know academic success has many determinants, but I do take responsibility for my students' success. Sometimes I feel that I have failed them despite my best efforts. With more time, could I have helped them succeed? Would they have used their skills and knowledge to empower their communities? Would their success have reverberated and inspired their community members to succeed in college as well?

How can our younger faculty ever imagine buying a home and raising a family?

Concerned about the long-term sustainability of district institutions, Nurre also asked, "How can our younger faculty ever imagine buying a home in San Mateo county without having a second job? How can they imagine raising a family if their commute is more than an hour in each direction?" This one's easy: I can't. Once upon a time, considering an investment in real estate,

Nearly every day I work from 8-4 then from 6-10. I teach courses, hold office hours, answer emails, build relationships with students, serve on two committees, spearhead initiatives, engage in professional development, revise course outlines, assist with program review, help navigate AB705, develop curriculum, and respond to volumes of student writing. I do not do much laundry, my beard is out



Arielle Smith, CSM Counselor and Academic Senate President, asked for recognition and support for the extensive range of counselors' work that is so much more than what is written in the contract. She asked the Board to work with counselors "to make our job feel more humane but also meet our students' needs."



Joaquin Rivera, Skyline College Chemistry Professor and AFT 1493 President and Chief Negotiator, [explained](#) that the compensation formula proposed by the District does not address the fact that faculty salaries and benefits compare poorly to other Bay 10 college districts and the cost of living in San Mateo County is the highest in the state. He also pointed out that the District has plenty of money to pay for faculty's proposals if they make it a priority.

I crunched the numbers with a financial advisor. It was a very short meeting. But I don't say this to elicit sympathy; I am simply being realistic. Many folks of my generation, saddled with unmanageable student debt and rising costs of living in large urban areas, have realized that the traditional markers of adulthood are out of reach and have shifted their expectations accordingly. While the economic

pinpoint and eliminate equity gaps. I would develop culturally sustaining, high-interest curricula to share with my department. There's no limit to what I could do.

I'm grateful for the work I get to do as a teacher, but I've stopped thinking about luck and have turned my attention to concrete solutions. During my cabinet interview with the college President, when I was asked what role I see myself taking at CSM in 30 years, I felt a sense of gravity and purpose flood through me. The institution was bestowing upon me a monumental amount of trust. But now I wonder whether I will be able to meet those lofty expectations of the teacher-citizen as equity champion and fixture of the local community. I fear I won't be able to sustain this workload for another ten, let alone twenty, years. For me, workload is the problem. The solution is, as my students sometimes tell me, to seize this crucial moment in order to make change. I urge the district and the Board to listen to faculty, build trust between parties, agree to a fair contract, and help me and others fulfill our missions as champions of high-quality, relevant public education. ▣



Jesse Raskin, Skyline College Paralegal Professor, [expressed](#) how "economic justice for faculty members is justice for students because when you invest in us, we invest even more in our students."

impacts of this shift remain to be seen, the personal impacts are clear; immediate financial worries prevent people from visualizing new possibilities, from innovating, from hoping and from dreaming. Perhaps I am not so lucky after all.

Money is time

Compensation and workload are inextricably linked – money is time, if I may invert the truism. With adequate pay and a better work-life balance, we can buy more time and invest it in our students. With more time, my colleague **Jesse Raskin**, professor of Paralegal Studies at Skyline College, described to the Board how he would turn his conversation with Stanford professors about how to help students expunge their criminal records into a structured working group and perhaps a formalized program. With more time, I would create more appointments with struggling students. I would take a deeper dive into our department data in order to



Patty Dilko Hall, Cañada College Early Childhood Education Professor, [shared](#) the extreme and long-lasting effects she experienced due to the lack of investigations, due process and progressive discipline language in the contract.



Michelle Hawkins (left), Skyline College Music Professor, & Bridget Fischer, Skyline College Art Professor, [told the Trustees](#) that they have the opportunity to affirm their "principles of equal treatment and fairness by removing the current tiered system of lab FLC allocation."

DISTRICT ISSUES

Acting Chancellor Mike Claire answers faculty questions at CSM Townhall meeting

Acting Chancellor Mike Claire held a Townhall meeting on November 12 at CSM, hosted by the Academic Senate, to answer faculty and staff questions about current issues in the District. Below are summarized highlights of Claire's statements on important issues and his answers to significant faculty questions.

Q: What changes do you want to make from the previous chancellor?

MC: Focus on this year's goals:

- Student food insecurity--we want to set aside \$1 million to address this.
- Student housing insecurity--we need to do more research on this.
- Student transportation--we need to continue working on this.

We also need to improve relationships and increase transparency.

On workload

Q: When will the district make a commitment to faculty around hiring and issues of workload?

MC: "I understand that faculty are being asked to do more. We are looking at full-time faculty hiring, which right now is at 70% full-time to 30% part-time (FTE). I have goals to get to 75/25 ratio of full-time to part-time faculty. We need to look at the work we are asking faculty and staff to do and think of taking work off of faculty."

Q: Is there a limit to the number of commitments one can take on?

MC: I think people have to let go of things. Part of faculty's role is to mentor new faculty / staff. Working through deans, how do we spread the work around to find a balance?

On Galatolo investigation

MC: This is a closed process in the hands of the DA. We are fully cooperating. Galatolo is officially on administrative leave, respecting the due process. The salary he has is still being paid...The irony is we are coming out even at the end of the year because we haven't filled hiring for VP positions. The total budget for this year is \$426 million. As a percentage of the budget, 1/10 of 1% of the whole budget [is on the chancellor salaries].



Acting Chancellor Mike Claire

On part-time parity

Q: There is a cost, part-timers are facing issues. I can't make it, the \$400k would go a long way towards pay parity for part-time faculty. I want to hear a commitment from the district that part-time faculty make a living wage.

MC: We have to go through negotiations.

On low-enrolled classes

Q: How come the district cannot run low-enrolled classes but we can pay for two chancellors?

MC: My philosophy is, if we have the money, keep it flying straight and level. Load isn't everything. We can run low-enrolled classes especially when we have the money. I'll commit to send this message to the other college presidents.

On dual enrollment

MC: I'm in favor of dual enrollment serving students. It's about a balance. (MC expressed an openness to having an MOU on dual enrollment, and orientations for faculty at the high schools, and release time for faculty coordinators.)

On diversity of hiring

Q: We are an HSI (Hispanic Serving Institution) with only 3 Latinx faculty. How are we going to ensure that we are diversifying?

MC: We have had finalists who are Latinx; we lost a few to other colleges. We need to look at the adjunct pool. Key to diversify faculty is to also diversify the adjunct pools.

On evaluation of administrators

MC: We have a 360 evaluation process. Administrators do have a choice of who would evaluate them. If this is an issue, we should look at the evaluation process and not have it be punitive.

Q: Faculty get evaluated by every student on a regular basis. I don't understand why administrators are not evaluated in a similar process. You should trust faculty. We do this with students. There's a lot to be gained.

continued on next page

CSEA supports AFT speakers, raises concerns about Chancellor search process

At the November 20 SMCCCD Board of Trustees meeting, following the faculty members who spoke about how contract issues affected teaching and learning (see page 1,) **Juanita Celaya**, CSEA Chapter 33 1st Vice President, made a public comment to the Trustees about the Chancellor search process.

Faculty and staff keep colleges running

Before she began reading CSEA's prepared statement, she said, "I would like to ask the following question: What does everyone think would happen if all of the execu-

continued from previous page

MC: The danger is you don't want it to be a popularity contest. We do climate surveys. If it's really that bad, there are mechanisms. It needs to feel like a safe process giving people the opportunity to improve. Let's make it be a humane process. It's a lot harder to be an administrator than you all think. We can formalize what has been an informal [evaluation] process.

On District housing - Questions of accessibility and how many administrators are in housing

Q: We've heard from folks waiting for 4 years and then new administrators/managers arrive and they are then given housing over others who have been waiting.

MC: Mitch Bailey handles this. There is a complexity in the wait list because of different housing types. It needs to be more transparent. We also have more employees who need housing than what we have. New units are being built at Skyline.

On full-time temporary faculty hiring

Q: Has there been any progress around full-time temporary faculty hiring?

MC: Agree to establish a more formalized hiring process, which would allow for the tenure process to start sooner.

On taking on Acting Chancellor position

MC: I only took on the chancellor role because I know all of you at CSM were here doing the work you do that I could take on this role. □

tives, administrators and supervisors called in sick, or just weren't here? Nothing. The campuses would continue to run, students would be in their classrooms and the offices would still be open because it's your front line workers – the union workers – who keep the day-to-day operations of these campuses going. We hope you keep that in mind, and with that said, CSEA stands in solidarity with our AFT brothers and sisters."

Controversy in selection of previous Chancellor

In her prepared statement, Celaya raised concerns about the Chancellor search process. She described a major controversy resulting from the selection process of the previous Chancellor: The Board of Trustees at the time tried to pass a resolution which would throw out the established selection process for executive management and give the Board exclusive authority to hire or appoint a Chancellor. That resolution led to the State Chancellor's office threatening to withhold funding from the District during a time when the SMCCCD was in deficit and facing cuts. After months of negotiating, a settlement agreement was finally reached in which the District was reportedly subject to a 3-year program to monitor its selection procedures and a possible 2-year extension if they failed to comply.

Questions about current selection committee reps

Celaya then discussed the current Chancellor Search process. She first addressed a unilateral change to the selection process made several years ago by the former Chancellor, which allowed hiring managers on the first round of selection committees. She stated that CSEA "believes this has resulted in cronyism, favoritism and nepotism within our District" and she pointed out that "the Board is in fact the hiring manager of the Chancellor and therefore we agree with Trustee Nuris who initially suggested no one from the Board should serve on the first round of the selection committee."

Celaya next raised a concern about the selection of a classified employee who will serve on the selection committee, reminding the Trustees that Board policy states that the selection of classified representatives to serve on District and/or College committees, task forces, or other governance groups shall be made by CSEA, the exclusive representative of classified employees.

The full text of Celaya's statement appears on the [AFT 1493 website](#). □

DISABILITY RIGHTS

Faculty with disabilities: Creating a culture of inclusion

By Lori Slicton, Skyline College Anthropology

"Out of Order" read the sign taped to the problematic Bldg. 2 elevator. It remained inoperable for eight weeks. Building 2 houses the pulse of our campus including Admissions and Records, Financial Aid, Transfer Center, Counseling, Health Center, Veteran's Resource Center, Middle College, among other services. During its inoperation, those who relied on the elevator for safe transport were forced to take the stairs or stay out of the building. The elevator resumed operation September 30, 2019, the day before the Accreditation Site Visit. It has broken since, one time with a disabled person stranded inside.

Nearly thirty years after the signing of the Americans with Disability Act, our District lags behind in implementing crucial policies and procedures. Challenges around a disability, whether temporary or persistent, may impact any of us at any time. If not mitigated, these challenges may jeopardize our employment so we must stay informed of our rights.

I have talked with a number of colleagues who have requested reasonable accommodations and were either under-served or completely denied their accommodations. The glacial pace at which administrators may respond has forced some colleagues to leave the District out of frustration and exhaustion. Meeting the ADA needs of faculty must be a District priority.

To promote a culture of access and inclusion, the following is a proposed series of four actions we can take to support and protect faculty under the Americans with Disabilities Act.

1. Identifying Disabled Faculty Needs

Faculty may feel stigmatized by their disability and may be reluctant to express work challenges to their employer. They may fear retaliation for not meeting their "essential functions." These are valid concerns and need to be brought out into the light in a spirit of advocacy and mutual support.

In compliance with Human Subject Protocols, data needs to be collected from disabled faculty based on their first-hand work experiences and needs within our District. Confidential faculty interview(s) and or confidential District survey(s) could be utilized with allowances for faculty to write and describe their experiences and needs.

2. Faculty Education: ADA Essentials: What Every Employee Should Know

Workshops conducted by outside community organizations, forums and FLEX activities would be excellent opportunities to become better informed on these issues. Some topics could be:

- a) What constitutes a disability?
- b) What are essential functions?
- c) What is a reasonable accommodation?
- d) If I need an accommodation, what do I do?

3. Advocacy

The District should establish an ADA Ombudsperson who would act as a representative to mediate and settle complaints. The creation of a Faculty Disability Resource Center would be an important centerpiece for implementing ADA services. We have wonderful resources for our students but faculty do not have any

such resource. Employees need ready access to forms for example: requests for general work accommodations, accessibility/accommodations for meetings, trainings, retreats, FLEX activities among others

The Request for Accommodations needs to be transparent, with published process(es) available on the District website, Employee Handbook and other District media. The administration needs to routinely engage in direct and meaningful consultation with impacted faculty regarding location(s) of offices, classrooms and access to campus services and other relevant ADA needs. The American Anthropological Association (AAA) recently established an Accessibility and Accommodations Coordinator position that oversees accessibility and ADA for their conferences. The [AAA webpage](#) includes brief and helpful explanations of terms and resources.

4. Contract Language

Despite the ADA, a federal law, our District has fallen well short of effectively supporting faculty with disabilities. We need to better identify all areas of Unconscious Bias and fully celebrate our diverse faculty. It is imperative that the language in our AFT Union Contract reflect and support Faculty accommodations, advocacy and education under the ADA. □



Union-sponsored scholarships available to AFT members and their dependents

The California Federation of Teachers (CFT) offers scholarships--through the *Raoul Teilhet Scholarship program*--to high school seniors and college students who are children or dependents of CFT members in good standing. Students enrolled in four-year courses of study are eligible for \$3000 scholarships; those enrolled in two-year courses of study are eligible for \$1000.

High school seniors' deadline is December 15

The union is now accepting applications for the 2020 Scholarship Program. For high school seniors, the deadline is **December 15, 2019**. For continuing college students, the application deadline is **June 15, 2020**.

Scholarship eligibility

Award selection is based on academic achievement, special talents and skills, participation in extracurricular activities, community service, financial need, and a 500-word essay on a social issue of the applicant's choice.

Scholarships are awarded for any one year of higher education. Students must be listed as a dependent on their parents' or guardians' tax return. Parents or guardians will be asked to have their local union president verify union membership.



Applications and more information

Applying for the Raoul Teilhet Scholarship is now done fully online. For more details and to access the online application, go to: <https://www.cft.org/scholarships>

Robert G. Porter Scholarship Program

The AFT awards four-year \$8000 scholarships to four high school seniors who are dependents of AFT members, as well as 10 continuing education grants of \$1000 to members. Application deadline: **March 31**

To learn more, go to aft.org/member-benefits/education-scholarships.

Union Plus Scholarship Program

The AFL-CIO and AFT team up to offer scholarships ranging from \$500 to \$4000 to members (and their spouses and dependent children) who have one year of continuous union membership. There are also scholarships for graduate students.

Application deadline: **January 31**. Learn more at union-plus.org/scholarships □

Responses from our members on "Equal pay for labs"

The following messages are in response to the article, "Equal pay for labs: SMT faculty members share their thoughts," in our last issue.

Thoughts on equal pay for lab hours

I apologize for the short email, but I just wanted to voice my support for this important issue. I completely agree that lab hours should be awarded the same pay as lecture hours. There are several reasons for this. As you have already pointed out, for me lab often takes the same or more prep as lecture. Additionally to provide a quality and safe educational experience for my students, I find lab hours to require more focus and attention than my lecture hours. I 100% support this cause and hope that the district agrees!

Thank you for advocating on our behalf!

Jose A. Gutierrez
College of San Mateo, Engineering

Lab load credits

Auto has a balancing act. We feel that the work by faculty members to plan and execute a successful and productive lab takes as much if not sometimes more work than lecture. Changing our load factor would reduce our contact hours with our students. Auto is a highly technical field that requires extensive in-depth labs that take a lot of time. Changing our load credit from .7 to 1.0 would severely impact our contact hours and the depth of education we provide to our students. We support our colleagues whose lab courses could be taught with less hours or at a higher FTEF by implementing a 1.0 load credit.

One thing I would love to see changed is the inequality of hourly pay between lab and lecture classes for adjunct and overload classes. Why is the lab hourly rate less than the lecture hourly rate? That should be negotiated and changed.

Tom Broxholm
Skyline College, Automotive Program

CONTRACT NEGOTIATIONS

Minor movement in latest round of bargaining

by Paul Bissember & Monica Malamud, AFT Negotiating Team members

The November 26 bargaining session focused on workload, progressive discipline, investigations, part-time pay parity, and we also presented information about the district budget.

Investigations, just cause and progressive discipline

AFT presented a counter proposal on investigations, focusing the need for the union to be notified about any complaint about a faculty member with specific information about the complaint. Next, we explained the need to have clear language and policy around just cause and progressive discipline that would apply to any discipline a faculty member may face. The district's bargaining team expressed general agreement with this sentiment and will review our counter to discuss at the next session.

Workload

On workload, the district has agreed to put in writing that part-time faculty will be compensated for work they are directed to complete by their supervisor.

On the workload issue for **full-time faculty**, the district has proposed that division deans and faculty assign faculty to committees and other professional responsibilities -- thereby ignoring the role of the Academic Senate. The district's most recent proposal also requires faculty to submit a workload report each year, which the dean will review in order to determine if each faculty member's work has met (still unspecified) expectations. Faculty who serve on a third tenure-track hiring committee or a third tenure review committee, "above and beyond what is expected of a reasonable workload", will earn a 0.05 FLC.

The district's workload proposal fails to define a "reasonable workload" or what "meeting expectations" means, while

maintaining punitive measures for faculty who do not submit a newly-proposed report or do not fulfill an unspecified workload. It only offers a meager fraction of FLC for working on a third tenure-track hiring committee or a third tenure review committee within the same year, while providing no mechanism to address any other workload issues.

Compensation

Our discussion then focused on compensation by reviewing an analysis of the district budget. Through our presentation, we demonstrated that over the past 10 years, the District has been overestimating expenditures, while underestimating revenues. From 2011 to 2018 the revenues have increased 83% and the expenditures have increased only 58%. Last year alone, the difference between overestimated expenditures and underestimated revenues was around \$32 million. In particular, in 2018-2019 the district estimated academic salary expenditures at \$72,668,634, but only spent \$61,572,227, resulting in over \$11 million that was actually set aside for academic compensation but not spent on faculty.

Part-time pay parity

Finally, on part-time faculty pay parity, our analysis indicates that, depending on where an instructional adjunct faculty is on the salary scale, they are paid anywhere from 54.87% to 71.71% of a full-time faculty members' salary. We have proposed that part-time faculty be paid at 85% of full-time salaries, considering the same number of steps and columns in the salary schedule. We are still waiting for the district to cost out this proposal. We know that our proposal will have a cost, but we have also shown that the district has ample resources that can be allocated to faculty compensation. ▣

**AFT 1493
Exec. Committee /
General Membership
Meeting:**

**Wednesday,
Dec. 11th, 2:30 p.m.
Skyline College
Room 6-203**



Over 90 faculty supporters crowded the November 20th Board of Trustees meeting to hear nine faculty speakers describe how limits on faculty workload, parity for part-time employees, a transparent progressive discipline policy, laboratory load credit equity, and fair compensation would improve their work lives and their students' learning conditions. See story on page 1.