

PAY PARITY FOR PART-TIME FACULTY

SMCCD: Where's the equity for part-time faculty? It's time for the 70% to get their fair share!

by a SMCCD part-time faculty member

San Mateo County Community College District is one of the wealthiest districts in one of the most affluent counties in the state, where property taxes consistently provide very healthy revenues. Although it is a very wealthy district, SMCCD does not pay our part-time faculty fairly, and approximately 70% of all faculty in the district are part-time. Our union has been fighting for part-time faculty pay parity at the bargaining table for a long time, but our district is one of the only California community college districts that has not complied with a [2001 state mandate](#) to define pay parity for part-timers and move their faculty compensation to a parity-based system. Last Spring AFT 1493's [petition for part-time pay parity](#) was signed by 640 faculty members and supporters in less than two weeks. As faculty [contract negotiations](#) are about to address compensation issues, it is time for our district to finally accept our union's proposal to set part-time pay rates at 85% of full-time salaries and pay part-timers comparable salaries to neighboring districts.

What is part-time parity? Why is it important and what does it mean? Part-time parity, in a nutshell, is [equal pay for equal work](#): the intention to not exploit part-time / adjunct faculty, in order to enrich instruction and create equitable conditions. SMCCD has long espoused and encouraged taking actions to address serious inequities such as the need for diversity, racial and gender equity, and other social justice issues. However, the district is complacent about an enormous inequity: **the fact that SMCCD does not pay part-time faculty equitably in proportion to full-time faculty salaries. In fact, they pay part-time faculty significantly lower than other districts we've studied.**

Part-time parity is not just about the wages adjunct faculty are paid, but also about the work that goes into preparing classes, grading, and ensuring every class is taught with equity, a lens on diversity, and an understanding of the diverse composition of students attending any one of the SMCCD campuses. However, while full-time faculty are compensated for prep time, grading, etc., part-time faculty are not. In fact, when assessing parity, the assumption is that full-

time faculty are allotted and paid for thirty hours per week--15 hours teaching time plus 15 hours for prep and grading, with the additional hours allotted for committee work, special projects and office hours.

Comparing SMCCD part-time pay to neighboring districts

To understand how [SMCCD's pay for part-time faculty](#) compares to similar districts in the area, we examined the part-time faculty compensation for three neighboring districts--[City College of San Francisco \(CCSF\)](#), [West Valley-Mission Community College District](#), and [Foothill-DeAnza Community College District](#). All three of these districts (like almost all other Bay Area districts)

pay a salary as opposed to an hourly wage, and include office hours and prep hours in the composition of salary. SMCCD does not--our district continues to pay part-time faculty at an hourly rate.

The three districts we used to compare compensation for part-time faculty were selected as they closely neighbor San Mateo County and are in comparable socio-economic areas.

When drawing comparisons, we examined a faculty member with a Master's degree (36 units or less Master's), and with 9 semesters of teaching experience (Step 5 per the SMCCD compensation schedule). Full-time faculty assumptions are an instructional load of five 3-unit classes. These three college districts assume

continued on page 10

How does SMCCD compare to neighbor districts in part-time pay parity?

- **CCSF: 86%**
- **Foothill-DeAnza: 83.5%**
- **Mission/West Valley: 78%**
- **SMCCD: 60% - 73%**

AFT 1493's successful teach-in: "Social Justice Unionism in Practice: From Part-Time Pay Parity to Anti-Oppression Organizing" was attended by over 170 faculty, staff, students and community supporters -- See report on pages 4-6

INSIDE THIS ISSUE

- 3 AFT 1493 endorses Board candidates
- 7 Peralta District fighting for local control
- 8 ChangeSSF seeks community empowerment
- 9 SSF Council candidate for social justice
- 12 Critical propositions on November ballot

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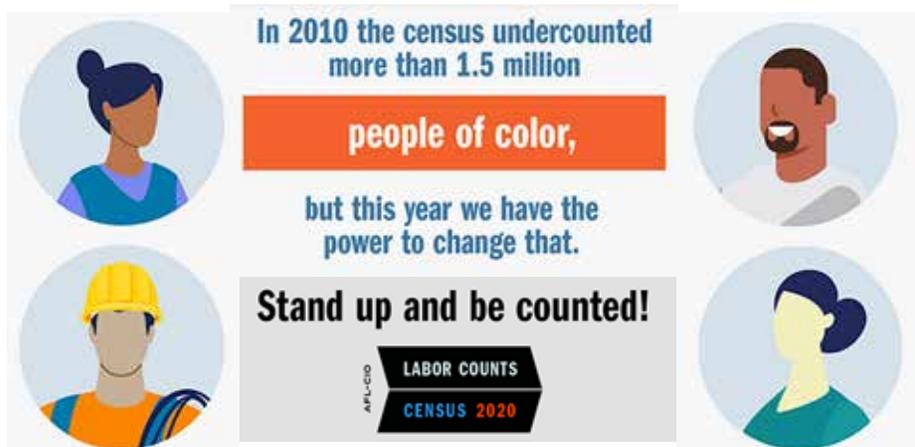
Over the summer, AFT and the District made significant progress on negotiating a multi-year contract. After decades of rejecting AFT’s efforts to quantify the service work of full-time faculty, the District agreed to the union’s proposal for a two-year pilot program in which a points system will be used to set an expectation for service work beyond regular teaching, counseling, and library duties. AFT negotiators are glad that the District recognizes the need to quantify service work, especially given the consistent increases in faculty workloads over recent years.

More recently, a special team composed of three counselors, three counseling deans, one AFT representative, and two District negotiators came to an agreement on a number of issues affecting counselors.

Issues remaining to be settled relate primarily to compensation, including part-time pay parity (an issue on which the District has rejected AFT’s proposal for 85% parity), compensation for full-time faculty, and lab rates.

For more details and updates, see the [AFT 1493 Negotiations Updates page](#).

- Marianne Kaletzky, Executive Secretary



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.**

2020 SMCCD Board of Trustees election: Meet our endorsed candidates!

by Katharine Harer, AFT 1493 VP, Outreach Organizer & COPE Chair

Our faculty union, AFT 1493, is proud to announce our endorsements for the 2020 SMCCD Board of Trustees race. This is a very important election for our district: we have three seats opening up in different areas of the county.

Our AFT endorsement committee spent over 15 months researching, identifying and meeting with over twenty potential candidates. We narrowed down the field and held formal interviews with another ten candidates. After much thought and consultation, our committee brought our final recommendations to the AFT Executive Committee at meetings open to all AFT members on July 29 and August 5 at which our recommended endorsements were approved by our EC. We then held a COPE forum for all members to meet our endorsed candidates on September 3 and a subsequent electronic vote went out to all COPE members at which all four of our endorsements were approved.

AFT 1493 Endorsements for 2020 Board of Trustees Election:

- **Lisa Petrides** in Area 1 (lisapetrides.org)
- **John Pimentel** in Area 5 (johnpimentel.com)
- **Maurice Goodman** (reelectgoodman.com) & **Dave Mandelkern** (votedave2020.com) in Area 3 (Incumbents, Dual Endorsement)

Lisa Petrides is an educator whose life work has been devoted to teaching and working with other educators, students, families and public education districts to expand equal access to quality education for students of all backgrounds and socioeconomic status. One of Lisa's goals is to help local students increase opportunities to earn college credits, certifications, job skills and transfer to four-year universities at a reasonable price. She is also committed to offering tangible support to students facing homelessness and hunger as the cost of living continues to rise in the county. Lisa has pledged to focus her efforts on retaining faculty and staff, and she has stated that she will not decrease salaries or benefits for SMCCD faculty and staff as well as not increasing class size. Lisa has been endorsed by the San Mateo County Labor Council and the San Mateo County Democratic Central Committee.



John Pimentel attended Delta Community College, worked in government in Sacramento, and went on to found



a successful renewable energy company. His top goal is to create equity and access for SMCCD students by launching a new program for a "Tuition-Free SMCCD." His commitment is to ensure that every self-motivated person in San Mateo County, especially those who are from disadvantaged communities and first-generation college families, has the same opportunity he had. Another top priority of John's is reducing the District's past focus on commercial enterprises, such as privately-operated gymnasiums and recruiting international students. Instead, he has pledged to focus on serving our local students. John has been endorsed by the San Mateo County Labor Council and the San Mateo Democratic County Central Committee.

Maurice Goodman graduated from Skyline College and was elected Student Body President. He has served



on the SMCCD board for five years. During his tenure, he has been available to meet with AFT about issues that concern us, and as Board President, he created a special agenda item at the beginning of Board meetings so that the three unions were able to address the Board directly. One of Maurice's top priorities is to improve student outcomes and lower barriers to success. Maurice is committed to helping students from less privileged backgrounds and to make sure they receive the same opportunities as their peers.

Dave Mandelkern has served on the SMCCD Board for four terms. During his tenure on the board, he



was open to meeting with AFT and listening to our issues. Some of Dave's top priorities are to ensure a safe return to face-to-face instruction on our campuses when it is safe to do so and to enhance the skills we have developed in online instruction during the Covid pandemic. Dave is committed to continuing to expand our course offerings, degree programs, and student services to match the educational needs and goals of our community and our students. Dave wants to work harder on the issues of housing and food insecurity that our students face and is committed to improving transportation to our campuses from underserved areas. Dave has been endorsed by the San Mateo County Labor Council and the San Mateo County Democratic Central Committee.

This is what solidarity looks like!

AFT 1493 holds teach-in on “Social Justice Unionism in Practice: From Part-Time Pay Parity to Anti-Oppression Organizing”

by Katharine Harer, AFT 1493 Vice President & Outreach Organizer; Jessica Silver-Sharp, AFT 1493 Secretary; and Marianne Kaletzky, AFT 1493 Executive Secretary

Over 170 teachers, students, staff and community members gathered online on Thursday, September 10 at AFT 1493’s teach-in on **social justice unionism and systemic inequities** to listen, learn and show solidarity with our part-time faculty members, who are consigned to the bottom of the two-tiered system in our district. The inequities experienced by our part-time faculty were described by **Kolo Wamba** (photo below), formerly part-time and recently full-time in Physics at Skyline College, in his Welcome address ([view video](#)) at the opening Plenary session. Wamba connected the dots between the exploitation of part-time teachers and the devouring nature of predatory capitalism.



Wamba was followed by community organizer and teacher, **Gustavo Lopez** (photo below), who told the story of his commitment to social justice from the time he was 11 years old growing up in South San Francisco. ([view video](#)) Lopez is currently working with a group of young activists in the organization, Change South SF, a multigenerational and multicultural coalition in South City which advocates for social justice reforms such as police reform, increased mental health and other community services, and affordable housing.



The third scheduled Plenary speaker, **Sarah Harmon** (photo below), a part-time Spanish professor at Cañada College, made a video for the event which was posted online because of time considerations. Sarah powerfully calls out the unfair treatment of part-timers like herself. This is a must-watch! ([view video](#))



Fired up and ready for more, we dispersed to our three different concurrent sessions.

Session I: Part-Time Compensation as a systemic social inequity / the “two-tier system”

Pete Seeger’s rendition of the strike song he made famous, “Which side are you on?” set a tone of action for more than 50 members in attendance at the Teach-In’s first breakout session.

Skyline College physics instructor Kolo Wamba kicked off the discussion with an explanation of the inequities he’d

realized through his own transition from industry scientist to part-time faculty member to newly hired full-time faculty.

Maryam Khan (photo below), adjunct faculty in Engineering at Skyline, carried the theme forward, calling in particular for immediate reform to District policies that limit access to healthcare for part-time faculty. Explaining the myriad of burdens that fall on part-time shoulders, Prof. Khan told how she’d lost her health insurance after losing her full-time temporary teaching position, then experienced problems that prevented her from receiving benefits from Covered California, and finally found herself ill and without any coverage at all. Part-timers “aren’t treated the same way [as full time faculty].” During the pandemic especially, “they’ve faced the additional burden of transitioning online at multiple colleges using multiple course management systems all at once. Full timers haven’t experienced this challenge. Additionally, “courses might be canceled after we’ve already completed the work of preparing for them. Other courses might be offered at short notice or reassigned at the last minute.” ([view video](#))



Skyline Middle College adjunct faculty member **Timothy Rottenberg** (photo below), facilitating the session, shared a chart graphing salaries of part-time faculty at Bay Area community colleges and questioned why, with our Basic Aid funding model, do salaries in our District rank from the middle to the worst? Why does our District remain in violation of the 50% law? Why does SMCCCD refuse to set a pay parity goal for part-time faculty as required by a 2000/2001 state mandate, one that the vast majority of other California community colleges have complied with? ([view video](#))



Part-time college faculty are one part of that major economic trend of our time—the creation of “the precariat.” So many of us increasingly work and live with minimal or no benefits, low pay, and no stability. I sometimes have really good students who are interested in getting advanced degrees and pursuing a career in higher education, but the practical realities make it hard to recommend.

- Jeff Diamond, part-time Political Science Instructor, Skyline College, teach-in participant

Lyft drivers **Alan Franklin** and **Edan Alva** described the oppressive conditions of gig work and why it is critical to vote “No” on California’s Proposition 22, which would take away job protections, like sick leave, health benefits, and minimum wages.

Students spoke about the real challenges of supporting themselves in the face of limits on student employment. College of San Mateo panel participant Hannah Hersey asked, “Why is there a lack of conversation on our campuses about student work and pay? This prevents students from organizing for better pay and conditions.” They added, “Students should be required to learn about their teacher’s rights.” They concluded with a call for unity.

Shannon, a former Middle College student, asked “Why are [part-time faculty members] treated so differently [from full-time teachers]?” A student named Edward said he was “shocked” by how little part-time teachers were paid compared to other full-time faculty.

During the Teach-In, I realized the severity of the barrier that comes between students and faculty regarding the fairness of work. Most—if not all—students in America are aware that teachers are underpaid and that public education is underfunded, yet this idea is displayed with such certainty that we have largely come to expect it without wondering why or how it can be changed... The knowledge I gained about the disparities between full-time and part-time faculty, along with the interest and passion that was displayed by my fellow students, inspires me to learn more about what I can do to help all the hardworking faculty members on all of our campuses.

– Hannah Hersey, CSM student

Session 2: Organizing in our workplaces and communities

In the second breakout session, a number of young activists discussed how local organizing can make gains against injustice—in the workplace and beyond. From union campaigns in fast food and gig work, to grassroots efforts to defund the police, to insurgent electoral campaigns like the one that sent Alexandria Ocasio-Cortez to Congress, recent years have shown that local organizing can stand up to powerful, entrenched interests. But what makes organizing successful?

“Organizing in Our Workplaces and Communities NOW” began with panelists exploring how they define union and community organizing. **Fiona Marten**, who has organized workers at the Burgerville fast food franchise

in Oregon, defined a union not just as a group that has official recognition or a contract, but above all as a collective of workers willing to fight for one another. At Burgerville, workers organized to win legal recognition of their union as well as a raise. But they also went beyond concerns traditionally understood as labor issues—like compensation and benefits—and leveraged their solidarity to make gains that mattered for particular marginalized communities. In an example of what’s often called social justice unionism, [unionized Burgerville workers](#) successfully pressured their employer to stop using E-verify, a voluntary program intended to single out workers without documentation.



Sam Avila Gomez (photo below), a student at South San Francisco high school and organizer with [community initiative Change SSF](#) (see page 10 for more about Change SSF), similarly defined community organizing as a form of solidarity-building work. Avila Gomez spoke of organizing as

“gathering the needs of your community” and emphasized that it doesn’t require going outside your ordinary activities: organizing happens at the grocery store and at school, as an individual identifies community needs and works to build solidarity around them. Change SSF is currently working in South San Francisco to defund the police, create police-free schools, and improve city health and wellness services.

Although labor and community organizing have often been understood as distinct efforts, a number of participants noted how both forms of organizing can work together. Valarie Bachelor, an organizer with the [California Federation of Teachers](#), described mobilizing teachers, staff, and parents for safe school reopening in Marin County. By facilitating conversations between workers and the community, organizers were able to highlight their shared interest in making sure schools were safe for everyone who spent time in them.

In the last section of the session, participants talked about which demands they see as most pressing and how they envision organizing to win them. James Coleman, a college student who organizes with Change SSF, emphasized the need for universal pre K and rental and mortgage assistance in South San Francisco. He explained how community needs motivated him to [mount a campaign](#) for South San Francisco City Council against 18-year incumbent Rich Garbarino. (See page 11 for more about James’ campaign.)

Other participants spoke of the imperative to take action on the demands of Black students and faculty at the SMCCD, the need for part-time parity, and the need for affordable housing in San Mateo County—a provision that would not only improve the lives of SMCCD faculty and staff, but also of the community as a whole.

continued on page 8

Teach-In

continued from previous page

Session 3: Racial & gender justice on our campuses

Session 3 began with inspiring stories from four panelists: Masao Suzuki, full-time Economics professor at Skyline College; Danielle Powell, Skyline full-time Speech-Communications professor; Dontario Beverly, former Cañada College Black Student Union President and Chris Collins, part-time History professor at Skyline.

Masao Suzuki talked about the importance of having a strong union to protect faculty who fight for racial and economic fairness. He described his own experience when he lost a teaching job because he stood up for a colleague of color and there was no union to defend him. He said he was grateful to come to our District where he knew he could speak up for what he believed in and couldn't be punished because the union had his back. [\(listen to audio\)](#)



Danielle Powell showed a moving video of some of the women in the **Women's Mentoring and Leadership Academy (WMLA)**, a program she founded at Skyline to empower women students. She went on to talk about the "emotional labor" of giving complete and compassionate support to students, labor which is unpaid and often unseen by administrators. She noted that women often perform this type of emotional labor and that it isn't captured in our contract or our evaluation procedures, but it should be. This caring labor makes all the difference for our fragile students, but it takes enormous energy from faculty members. [\(listen to audio\)](#)



Former Cañada student, **Dontario Beverly**, spoke powerfully about the ongoing trauma that exists in the Black community. He made the point that our Black students don't have enough role models among professors on our campuses because the vast majority of the teaching staff is White -- and that this needs to change. He called on the district to put its money where its mouth is and work harder for true equity for students of color. [\(listen to audio\)](#)



The fourth panelist, **Chris Collins**, began by telling his own story. He was taught by his parents to hide his hurt and stuff his feelings about unfairness and discrimination. He showed a slide of himself as a young boy, tender and open. He learned as he grew older that he had to "share the hurt" rather than hide it. Collins recounted an anecdote about his own schooling when



he worked full time while he was a community college student. One of his teachers locked the door on him because he was a few minutes late to class -- late because he had worked the graveyard shift the night before. When he knocked on the locked door, his teacher turned his back on him. At that point, he decided, "higher education wasn't built for someone like me." Collins went on to talk about "the pain inside higher education." [\(listen to audio\)](#)

In the response to the need for real change, AFT 1493 has launched an **Anti-Oppression/Social Justice Committee** to work to address racial and gender injustice in our workplaces and our union. If you are interested in joining or learning more about this committee, please [sign up here](#).

Safe Space for adjunct faculty

After the concurrent sessions, a special session was held for **adjunct faculty** only. This "safe space" for **part-time faculty** to talk about their **lived experiences** and to share their stories was facilitated by **Suji Venkataraman** (photo below), Skyline College Education/Child Development part-time



professor, and **Annie Corbett** (photo below), Cañada College and Skyline College Psychology part-time professor.



Lisa Suguitan Melnick, CSM part-time Kinesiology professor, attended both the third session on race and gender justice and the safe space session and described her feelings about what she experienced:

"Joining the teach-in showed me that the SMCCD community consists of brilliant, like minds who, through sharing our stories, shed light on the fact that our district speaks but doesn't act for its own community. The stories revealing racial and gender inequalities were at once painful and liberating, as I came to know that I was not alone in these experiences and observations. Many mirrored one another's humiliating experiences in the hiring practices and procedures, how, at the end of the day, we don't feel a sense of Belonging. 'We need to belong to feel successful.' Pain--created by a lack of respect, value for, and fair compensation for the Part-timer faculty who comprise 70% of the faculty--brought many of us to tears in the Part-timers safe space sharing. Do I feel hopeful about this district making changes? I will put my trust in those who earn it by talking less, and doing more."

Annie and Suji are planning to hold more safe space sessions for adjunct faculty in the near future. If you are a part-timer and you are interested in attending or have questions, contact [Annie](#) or [Suji](#).

Peralta Community College District fighting to keep local control

by Jenninifer Shanoski, President, Peralta Federation of Teachers

The leadership of the Peralta Community College District Academic Senate, all four College Faculty Senates and the Peralta Federation of Teachers are trying to build support to prevent the California Community Colleges Board of Governors from removing local control from their locally-elected Board of Trustees by assigning a "special trustee" to oversee the district.

Eloy Ortiz Oakley, chancellor of the California Community Colleges, plans to raise the possibility of assigning a "special trustee" to our district at the September 21-22 meeting of the Board of Governors. The appointment of a special trustee would effectively render the elected officials powerless, turning our district into something more reflective of a dictatorship than a democracy.

Democracy has always been at the heart of operations at Peralta Community College District. It is in the relationship between faculty and students, administrators and faculty, and perhaps most visibly in our general elections, where our Board of Trustees is elected by the vote of the citizens of the six cities we serve. The appointment of a special trustee would upend democracy and local control and make our district subject to the whims of an unaccountable outside administrator.

At their meeting in May of this year, the Board of Governors hailed Peralta for its success in addressing the fiscal and accreditation-related concerns, but they noted "board governance" issues and difficult relations between district management and the PCCD Board of Trustees. The state Board of Gov-

ernors members might choose to cite the latter concern in any takeover effort. "Board governance issues," in this case, is a reference to what some might cite as problematic relationships between board members themselves. Yet, this fall, our local democratic processes will have produced two, maybe even three, new board members, thus dramatically changing the composition of the board and the relationships that seem to trouble the state Board of Governors.

Even so, we believe that whatever challenges our district management faces in working with the board are part of the larger democratic challenge of public education. If the district administration can't figure out how to work productively with the duly elected representatives of our neighborhoods, they simply have to work harder--or step down and make way for a team who is ready to engage, collaborate, and compromise, which is exactly what democracy demands of us all.

The Peralta board is composed of seven elected members who are duty-bound to listen to everyone in the Peralta community: residents, students, classified professionals, teachers, librarians, nurses, counselors, and administrators. In essence, a takeover says that the community's will is irrelevant, that consultants and political appointees get to call the shots. The potential assignment of a "special trustee" would not only be a slap in the face to our district and local democracy, but also to the people who truly make Peralta work. They are playing a political game, and we are the pawns, and it is our students who will undoubtedly suffer the most.

Let's pass Prop 15 this November! Join our phone bank happy hour on Sept. 30

As you know, despite California's relative economic strength, our state ranks 41st in per pupil spending. It's no wonder that we feel like we're always in a budget crunch and have to beg for funds.

This is why we're so excited to see Proposition 15 on the November ballot. If you haven't had a chance to dig into it, Proposition 15 would generate \$8 to \$12.5 billion in revenue per year, of which 40 percent would go to school districts and community colleges.

We need to win on this! And you are invited. On Wednesday, September 30, 2020, at 4 p.m., grab a beverage of your choice and join us for a phone bank happy hour! Shelter-in-place has been isolating and this is a fun way to connect with

colleagues. We will be calling teacher colleagues around the Bay to encourage them to vote for Prop. 15. CFT will provide the logistics, we'll provide the heart and humor.

[Please sign up here.](#)

Questions? Contact Jesse Raskin at raskinj@smccd.edu

AFT Membership Meeting:
Wednesday, October 14, 2:30 - 5 p.m.,
Zoom link: <https://us02web.zoom.us/j/7052173089>

SUPPORTING SOCIAL JUSTICE IN OUR COMMUNITIES

“Change SSF” organizing for community empowerment in South City

AFT 1493 has worked with the social justice organization ChangeSSF after supporting earlier student social justice groups in the District, such as SMCCD Rise Up and the SMCCD Solidarity Initiative, which began in 2016 and organized against arming SMCCD public safety officers and then developed numerous demands such as calling for SMCCD to be a sanctuary campus (to offer protections for students and families who are undocumented immigrants), extended library and learning center hours for students without adequate study spaces and technology access at home and free tuition. A number of the student leaders we worked with at our colleges were among the founders of ChangeSSF and representatives from ChangeSSF participated in our recent teach-in on social justice unionism.

By Change SSF members

Change SSF is a multigenerational and multicultural grassroots organization which aims to advocate for community empowerment through education and political action. We are motivated by the work of the Black Lives Matter movement following the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery and many other lives taken at the hands of police violence.

We are composed of students, educators, youth and community members who have ties to South San Francisco. We came together during a time when the COVID-19 pandemic and socioeconomic struggles only continue to exacerbate loss in our communities and lead to detrimental outcomes for our people. Change SSF is rooted in the belief that we as a community have the power to create a future where we can not only get by, but thrive and grow. We center our goals and actions as a group around community care and healing.

On July 5th, we held a march in honor of Derrick Gaines, a 15-year-old boy shot and killed by SSFPD officer, Joshua Cabillo in 2015. Cabillo remains an officer in the SFPD. This march was meant to remind the city of South San Francisco of the community’s demand that the city council be accountable for their complicity in police violence in our community and address the need for the defunding of the SSFPD. Specifically, we demand that funds from the police budget are reallocated into vital community programs for mental health services, restorative justice education and practices, affordable housing

and homeless services, and other programs that can support marginalized members of the South San Francisco community.

On July 14th, we hosted a car caravan to remind our community to keep our educators and students safe by ensuring remote learning.

We have made connections with many community members to hear their stories and dreams for South San Francisco. We continue to advocate for the removal of Student Liaison Officers from schools in the SSFUSD, and we are currently engaged in direct community work such as a voter guide for the upcoming election and a school supply drive for students in the SSFUSD.

Among the various demands and plans we have in motion, we remain rooted in the hope to build a strong community that takes care of one another and to have a community that is not met with police violence, but has resources to meet the many specific and nuanced needs of vulnerable communities.

Having the opportunity to speak at AFT 1493’s “Social Justice Unionism in Practice: From Part-Time Parity to Anti-

Oppression Organizing” teach-in allowed some of our members to talk about the work that we are currently doing and learn from labor organizers. We hope that we can continue to connect and learn how labor organizing is tied to community organizing and the fight for social and racial justice. Our group was honored to share space with other organizers and have the opportunity to speak about the formation of

our group. Some of our members are SMCCD alumni themselves and hold the educators and communities within the SMCCD near to their hearts. In the future we aim to continue to build relationships with the union organizers within SSF and beyond and to learn from their organizing methods.

Change SSF envisions South San Francisco to be a place where our youth have room to explore their creativity and receive education that honors their histories, where our immigrant communities do not live in fear, but can readily access the resources they need, and where families do not have to suffer due to the impact of mass incarceration in this society. We are dedicated to putting in the work so that we and others in the community can learn from one another, keep each other safe, and build upon the work done by organizers and community before us. Change SSF welcomes all community members dedicated to racial and social justice.



Change SSF march in South City on July 5

Candidate for South San Francisco City Council calls for policies for social justice

by James Coleman, candidate for South San Francisco City Council

It's hard to imagine that just under four months ago, our country was thrust into a pandemic, a looming evictions crisis, and likely the civil rights movement of our lifetimes. All this, while climate change and the rising cost of living continue to threaten and displace thousands of our residents. The pandemic did not just cause new problems—it exacerbated existing inequities that have persisted for decades. The fact that 63% of Americans don't have enough savings to cover a \$500 emergency while 3 people hold more wealth than the bottom 50% of Americans highlights the dire need for change in our established political and economic systems.

My name is **James Coleman** and I'm running for city council in South San Francisco. I'm a lifelong resident of South City who attended K-12 public school in my district. After being admitted into Harvard University to study biology and government, I've had the opportunity to organize with various organizations, including the Harvard College Democrats, Harvard College YDSA, and Fossil Fuel Divest Harvard. I've fought for safe and equitable working conditions, affordable housing, action on climate change, and increasing resources and services for our entire community. Now I wish to use the experiences, education, and privilege that I gained at Harvard, and bring it back to South City where I can empower and improve upon the community that I once grew up in.

I will fight to bring the things we know we deserve—a fair wage, real affordable housing, universal high-quality education, a healthy planet—to reality. We've all heard politicians make the same excus-



James Coleman

es... This health care plan is too expensive. That clean energy plan is too ambitious. But, now we find ourselves in a world rocked by a pandemic, many of us in communities devastated by wildfires and unsafe air to breath. What is the alternative?

To win, we must build a diverse coalition to unseat an 18-year incumbent. Our demands for justice and change can only be met through a unified front, not only to gain concessions to our demands or win a single seat, but to build working class power that will last beyond our campaign.

During the 2018 strike in West Virginia, teachers united with school service workers to bring together a broad base of support in an unprecedented fashion, forcing schools to completely shut down statewide. Teachers around the state self-organized with churches and local grassroots organizations to deliver meals to students who depended on free food provided by their schools. It was through this broad coalition that the strike was able to achieve its goals, even in the face of a GOP-controlled state

government, which included a 5% raise for all public employees in the state.

Our campaign is working to build a coalition of educators, workers, immigrants, renters, young people, and grassroots organizations to meet this unprecedented moment in time. As a community, we have the potential to emerge out of this crisis. We can stand with our workers and ensure that they are paid a living wage. We can protect our residents and save our small businesses. We can build a South City that everyone can afford to live in. It's not a question of if we are able to, but if we have the political courage to do so.

Justice and change can't wait.

**James Coleman for
South San Francisco City Council
(District 4) :**
james4ssf.com



by mail or in person by



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It's time for SMCCCD part-timers to get pay parity

continued from page 1

that a part-time faculty member is working the equivalent of 78% to 86% (referred to as “parity percentages”) of a full-time faculty member if they worked an equal load. Included in the compensation are office hours, prep time, etc. All compensation assessed was for the 2020-21 contract year.

- **CCSF functions at 86% pay parity** as defined by their current contract. Testing the data, a comparison was drawn between a full-time faculty member (as described above) and a part-time faculty member teaching 100% (15 units/semester) The full-timer would receive an annual salary of \$76,580. A part-timer would receive an annual income of \$65,858 or **86% pay parity**.
- The **Foothill-DeAnza District** did almost as well. Based on the same education and experience parameters, a full-time faculty member in the Foothill district would earn \$76,679.90 annually, and a part-timer would earn \$64,027.72 for a full-time load, or **83.5% pay parity**.
- The **West Valley-Mission District** pays part-timers at **78% parity**, with an equally-ranked full-timer getting an annual salary of \$84,833 and a part-timer receiving \$66,172 for a 15-unit load.

San Mateo Community College District is significantly below the 85% pay parity goal that our union is currently proposing, while the three nearby college districts are all at or close to that percentage. It's shameful that SMCCCD does not pay close to a commensurate salary.

Calculating SMCCCD part-time pay parity percentages

Because part-time faculty in our district are paid at an hourly rate rather than an annual salary, calculating pay parity is quite tricky. Part-time faculty are allotted an hour paid for each hour actually teaching (3-unit class = 3 hours per week teaching in the classroom; 9 units taught = 9 hours teaching), and one hour per week per 3-unit class for office hours. A few different formulas can be used to calculate pay parity. We used two different methods below and found our part-time pay rates to be **72%** and **66%** of full-time salaries, depending on the formula used.

The California Federation of Teachers [ranks part-time pay for all districts in the state](#) by making the following assumptions, which we can use to calculate the pay parity percentage for a part-timer. (We'll continue to use the same experience and education levels of Step 5/Column 2 on the SMCCCD full-time faculty salary schedule.)

- Full-time workload is 15 units per semester; full-time hours are considered to be 40 hours a week (30 hours per week of class time and prep, 5 office hours and 5 hours for governance and committees). Calculating using this method, a full-time faculty member (at Step 5/Column 2) would receive an

CFT's assumptions used to calculate PT pay parity

- 75% of FT work is instruction, prep and grading
- 25% of FT work is office hours & committee work

SMCCCD FT faculty salary (at Step 5/Col. 2) : \$85,152

75% of \$85,152 = \$63,864

To find **hourly rate for teaching, prep and grading** divide 75% of FT salary by 525 (total annual hours)
 $\$63,864 / 525 = \underline{\$121.65}$

PT hourly rate (for same step 5): **\$88.65**

\$88.65 is 72% (parity) of \$121.65

annual salary of \$63,864 (75% of \$85,152) for instruction and prep/grading only (the other 25% of the salary is set aside for office hours and committee work). The CFT formula divides that number by 525, which is the total number of hours worked annually (35 weeks x 15 units/hours) to get an hourly rate. For the example used, \$63,864 divided by 525 hours equals an hourly rate of \$121.65. This rate compared to the hourly rate of a part-timer, which is \$88.65 per hour, equals **72% parity**. Using this common calculation method, [current SMCCCD parity is on average ~60-73% of full-time faculty, depending on specific salary levels. The more education and experience an SMCCCD part-timer has, the lower the parity percentages between their compensation and that of a similarly trained and experienced full-timer.](#)

Comparing pay per units taught

When we examined the issue from a pay per units taught perspective—comparing a full-timer's and part-timer's pay specifically for in-class teaching plus office hours for a 3-unit class—we came up with a lower parity rate for part-timers. Using the calculations above, the hourly teaching rate of a full-timer at Step 5/Column 2 is \$121.65 (not including office hours or committee work). Since full-timers are compensated the same hourly rate for office hours (not the substantially lower special rate that part-timers get,) we multiply that rate times 4 (hours/week for class time plus office hour) and times 17.5 (weeks) for a total compensation of **\$8516** for teaching a 3-unit class. A part-time faculty member (again, at Step 5) is paid \$88.65/hour for teaching time and \$55.80/hour for office hours. To calculate their total for teaching a 3-unit class, we first multiply \$88.65 times 3 (hours/week) and times 17.5 (weeks/semester) to get \$4654

for instruction; then we multiply \$55.80 times 17.5 to get \$976 for the semester's office hours. If we add \$4654 and \$976, we get **\$5630** for teaching the same 3-unit class. **\$5630** calculates to **66% (parity)** of **\$8516**.

Pay per 3-unit class (FT vs. PT)

Full-timer's pay:

FT hourly rate for teaching, prep, grading & office hours = \$121.65

$\$121.65 \times 43$ (hours/week) $\times 17.5$ (weeks) = **\$8516** total for 3-unit class

Part-timer's pay:

PT hourly rate for teaching = \$88.65

PT hourly rate for office hours = \$55.80

$\$88.65 \times 3$ (hours/week) $\times 17.5$ (weeks) = \$4654 for class time

$\$55.80 \times 17.5$ (weeks) = \$976 for office hours

\$4654 + \$976 =

\$5630 total for teaching 3-units & office hours

\$5630 (PT) = **66% (parity)** of \$8516 (FT)

Since this parity model only looks at instruction and office hours, but excludes grading and prep time, this is still far from an accurate comparison. It's ridiculous to assume any faculty member does not need any time for preparation, grading, etc. The difference lies in the fact that full-time faculty are allotted time in their compensation (15 hours/week) for those duties.

Comparing part-time paychecks between districts

The discussion about parity is challenging to understand by someone not engaged in salary negotiations. To break everything down to the bottom line we decided to compare what a part-timer and a full-timer at the same Step 5/Column 2 level actually bring home in a paycheck (gross pay before taxes.) As mentioned above, the CCSF, West Valley-Mission, and Foothill-DeAnza districts all make compensation easy to calculate, and their part-time faculty are earning decent wages based on a direct percentage of a full-time faculty salary for equivalent loads. But SMCCD makes it extremely challenging. Assuming 9 units taught = 9 hours of classroom instruction per week for two semesters, $35 \times 9 = 315$ instructional hours; 315 instructional hours \times \$88.65 (hourly rate at the part-time Step 5/Column 2) = \$27,924. Office hours = 35

Why should a part-time faculty member with the same education and experience get paid about \$6000 more per year for teaching the same 9-unit load at neighboring districts than we do in our wealthy district?

weeks $\times 3$ hrs/week \times \$55.80 (special rate) = \$5,859. Calculating using this method, the SMCCD part-time instructor working 9 units makes **\$33,783** annually – the actual gross pay amount. A part-time instructor at CCSF at the equivalent step and column, teaching the same units, makes **\$39,515**; at West-Valley/Mission an instructor at the same step and column teaching 9 units makes **\$39,703**; and at Foothill/DeAnza, the same instructor, teaching the same 3 classes would make **\$38,416**.

Comparing part-timer pay for teaching 9 units at local districts (Using Step 5/Column 2)

CCSF: \$39,515

West Valley/Mission: \$39,703

Foothill/DeAnza: \$38,416

SMCCD: \$33,783

(SMCCD part-timers with more education and experience have even lower parity percentages in comparing their pay and that of a similarly trained and experienced full-timer.)

Why should a part-time faculty member with the same education and experience get paid about \$6000 more per year for teaching the same 9-unit load at neighboring districts than we do in our wealthy district?

Looking at it another way, that Master's level part-time instructor, teaching three classes a semester at SMCCD, and getting paid \$33,783 annually, would need to teach **7.5 classes per semester to make the same as a full-timer at the same step and column**, whose salary is \$85,152.

The wages paid by SMCCD completely discount the value of part-time faculty and our need for fair compensation to support ourselves and families. We are severely exploited -- because we love teaching our students and will do whatever we need to in order to continue teaching. We are exploited by our love for teaching, our love for our students, and we are exploited by not receiving equal pay for equal work.

It is reprehensible that we are still fighting for part-time equity in a district that espouses equity as a primary objective. The only assumption we can make is that equity and living wages are not intended for part-time faculty. But we hard-working part-time faculty members deserve it!

Please make YOUR voice known and demand a fair contract and FAIR COMPENSATION!

NOVEMBER ELECTION

Critical propositions on the November ballot

By Jesse Raskin, Skyline, Paralegal Studies, Academic Senate V.P.

Have you ever looked at the ballot and thought, “What are we even talking about here?” I have. But today is not one of those occasions. From the presidential race to local elections, issues of consequence abound on the November ballot, including measures to increase public school funding, expand the right to vote, enhance protections for gig workers, and restore affirmative action. And, as we learned in 2016, elections have consequences. Here is a quick rundown of California ballot measures that are important and could have a significant impact on our schools, families, and communities. You don’t have to take my word on it. [Follow this link to voting suggestions from the California Federation of Teachers.](#)

YES on Proposition 15

A yes vote would reclaim \$12 billion to invest in schools and vital services for our local communities.



YES on Proposition 16

A yes vote would reverse the ban on affirmative action so California can design programs that provide good jobs, better wages, and access to great schools for all.



YES on Proposition 17

A yes vote would restore voting rights to tens of thousands of people currently on parole who have returned home from incarceration yet are unable to participate in elections.

YES on Proposition 18

A yes vote would expand the right to vote to 17-year-olds who will be 18 at the time of the next general election. The expansion applies to primary elections and special elections.

No on Proposition 20

A no vote would prevent California from enacting certain “tough on crime” policies that contribute to mass incarceration.

NO on Proposition 22

A no vote would require app-based companies to provide basic protections to their workers such as paid sick leave, workers’ compensation, and unemployment benefits.



YES on Proposition 25

A yes vote would end cash bail in California and replace it with the risk assessment process. While legitimate critiques of risk assessment exist, cash bail is a hideously unfair system.

I hope you will join me in voting this November. But even if all of us educators vote, it may not be enough because these measures need support from thousands of voters. And to vote, people need to register. As educators, we work with voters and potential voters every day. However traditional college-age students are less likely to vote than any other group by age. It is a cruel irony that students are eligible to vote and will live with these election results for longer than most of us, yet we are more likely to vote than they are. Let’s work together to address this disparity in our democracy. Here is how: please consider using a few minutes of class time to ask students to check their registration status at [registertovote.ca.gov](#). And if you can spare a few minutes more, ask students to research and debate an issue. Not only will this directly lead to learning, but it might just improve our collective futures.

If you want to do more, join us on Wednesday, September 30, 2020, for a **phone bank happy hour!** We’re getting together to call teacher colleagues around the Bay to encourage them to vote for **Proposition 15**. [Please sign up here.](#)

To quote the late great Congressman, John Lewis, “The vote is precious. It is the most powerful non-violent tool we have in a democratic society, and we must use it. And so you must go out all across America and tell young people, and people not so young, tell all of us: Vote. The vote is powerful.”

If you want to talk about any of this, I’m in. Please reach out at raskinj@smccd.edu.