

## CONTRACT NEGOTIATIONS

# Bargaining moves to compensation, part-time parity

By Marianne Kaletsky, AFT 1493 Executive Secretary

After settling the MOU for Summer and Fall 2020, AFT and the District returned to negotiations for a multi-year contract. Discussions have focused on three issues that have long been major priorities for the union: workload, compensation, and part-time parity. As has been announced earlier and is summarized below, tentative agreements have been reached on a new workload plan for full-time faculty and new provisions for full-time faculty workweeks.

## District's most recent compensation proposal

The parties are currently negotiating over compensation and benefits, including part-time parity. Last Monday, the District presented AFT with its most recent counter-proposal on compensation, which

maintains the current Total Compensation Formula (in which 80% of all newly assessed property tax revenue is divided among employee groups, and each group is responsible for deciding how to allocate their funds to compensation and benefits). In addition to the funds from the Formula, the District also made a one-time offer of about \$400,000 towards part-time parity and a one-time increase in medical caps of \$50 for individual, two-party, or family coverage. The District proposed that labs be loaded at .8 FLC per hour.

## AFT's counterproposal

In response, AFT presented a proposal asking the District for a greater commitment to part-time parity. The union is proposing that the District agree to a **parity goal of 85%** and outline a series of concrete, timely

*continued on page 6*

## Why our part-time faculty need equity now!

For far too long SMCCCD has not paid part-time faculty equitably compared to full-time faculty in our district, and, in fact, they have paid part-time faculty *significantly less* than other local districts do.

The vast majority of California community college districts pay part-time faculty a salary based on a percentage of full-time faculty salaries (referred to as the "part-time parity" rate and adjusted for the number of units taught.) SMCCCD has not been willing to do this. Our district continues to pay part-time faculty at an hourly rate, based on a simple salary schedule: 11 steps (years of experience), but no columns to account for educational levels, while the full-time faculty schedule has 25 steps and 5 columns.

In most other districts, the part-time faculty salary

schedules directly mirror the full-time salary schedules so that the FT and PT schedules have the same number of steps and columns. The only difference is that the part-time schedules reflect the percentage of the full-time schedule that has been negotiated by the union and district at the part-time parity rate. This provides part-time faculty with a much more reasonable and rational method of pay and more equitable salaries.

While SMCCCD is one of the wealthiest districts in the state and SMCCCD administrators' salaries are [ranked the highest of all California community college districts](#), our district's part-time faculty salaries [rank in the lower half of Bay Area districts](#) and significantly below neighboring districts, as shown in the comparison below.

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**VOTE  
by  
Nov. 3!**

- YES ON 15!
- YES ON 16!
- NO ON 22!

See page 12  
for voting  
information

### Comparison of Part-Time Faculty Pay: SMCCCD, College of Marin, CCSF, Foothill/De Anza & West Valley/Mission Per semester for teaching one 3-unit class

|                                     | SMCCCD                            | Marin       | CCSF        | Foothill  | West Valley |
|-------------------------------------|-----------------------------------|-------------|-------------|-----------|-------------|
| <b>Parity<br/>(% of FT)</b>         | District has not<br>agreed to a % | 95%         | 86%         | 83.5%     | 78%         |
| <b>Step 1<br/>w/MA</b>              | \$4553.50<br>(63.84% of FT)       | \$6441.00   | \$5667.40   | \$5321.30 | \$5766.40   |
| <b>Step 5<br/>MA+15</b>             | \$5630.62<br>(64.79% of FT)       | \$7270.92   | \$6815.50   | \$6402.77 | \$6865.40   |
| <b>Step 10<br/>MA+30</b>            | \$6890.28<br>(66.58% of FT)       | \$8709.79   | \$8193.22   | \$7484.23 | \$8459.40   |
| <b>Highest Step<br/>w/Doctorate</b> | \$7097.30<br>(54.87% of FT)       | \$12,967.40 | \$10,030.18 | \$8024.97 | \$10,632.40 |

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**UNION LEADERSHIP**

# **Nominations open for AFT 1493 officers; Postponed elections to take place in November**

In November, AFT 1493 will be holding elections for local officers for the next two years and nominations for our elected offices are now open. (Although elections for union officers usually take place in the spring, the elections were postponed to the fall due to Covid.)

Have you ever considered running for a union position and taking an active role in the organization that represents the interests of all faculty in this district? Would you like to contribute to the process of making some positive changes for faculty in this district?

We are accepting nominations for the offices of President, Vice President, Secretary, Treasurer, a Chairperson for each Chapter, an Executive Committee Member for each Chapter, and a Part-Time Representative for each Chapter. Note that our local has three chapters: Cañada, CSM, and Skyline. Also note that, according to our constitution, each elected position may be held by one or two faculty members (for example, there may be one Vice-President, or two Co-Vice-Presidents). If two faculty members wish to share a position, they must run together for such position and the position (not each faculty member) will have one vote on the Executive Committee.

You may make a nomination by email or by announcing it at our union's November 4th membership meeting, to be held from 2:30 to 5 p.m. at [this Zoom link](#). You can nominate yourself or another union member or members.

To make a nomination by email, please email our local's Secretary, Jessica Silver-Sharp ([silver-sharp@aft1493.org](mailto:silver-sharp@aft1493.org)) or your Chapter Chair. Chapter Chair names and email addresses are as follows:

- Cañada: Salumeh Eslamieh ([eslamieh@aft1493.org](mailto:eslamieh@aft1493.org)) and Doniella Maher ([maher@aft1493.org](mailto:maher@aft1493.org))
- CSM: Teeka James ([james@aft1493.org](mailto:james@aft1493.org))
- Skyline: Bianca Rowden-Quince ([rowden-quince@aft1493.org](mailto:rowden-quince@aft1493.org)) and Rika Yonemura-Fabian ([fabian@aft1493.org](mailto:fabian@aft1493.org))

Please include the name(s) of the nominee and the position(s) you are nominating for. **The nomination period will close at 5 p.m. on Wednesday, November 4th.**

**Our officer elections will be conducted by mail in November. Please be sure that you have an updated mailing address on file with the District in order to participate.**

## *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.**



# Where labor rights and social justice meet: AFT launches Anti-Oppression Committee (AOC)

By Rika Yonemura-Fabian, AFT 1493 Skyline Chapter Co-Chair & Doniella Maher, AFT 1493 Cañada Chapter Co-Chair

[A recent study](#) published in the *American Journal of Political Science* shows that union membership lowers the racial and gender bias among white union members. White workers who belong to a union show a greater capacity to work with racially diverse colleagues and support policies that benefit African American communities.

The struggle for labor rights and the fight for racial, gender and other forms of social justice may be intrinsically connected as this study shows—but only if we are intentional about it. How can we advance the voices and interests of faculty of color? How do we fight the culture of silence toward gendered micro-aggressions? How are the rights of faculty with disabilities to be addressed? How can we equip our union with more robust and intentional efforts and a structure to address these issues that many of our colleagues face in our workplaces?

Driven by these questions, AFT1493 launched the Anti-Oppression Committee. The committee was initially formed at the AFT-organized teach-in, "[Social Justice Unionism in Practice: From Part-Time Pay Parity to Anti-Oppression Organizing](#)." As a team of rank-and-file members, students, and AFT officers, we want to facilitate the recognition among our members that social justice unionism requires going beyond "bread and butter" wage and benefits issues. Labor rights are inextricably linked to social justice and the realization of fair working conditions for all members in our union is only possible if we build our solidarity through active education and conversation on, and actions against, anti-blackness, misogyny, ableism, ageism, cis- and heteronormativity, and other systems of oppression.

## Class size is a social justice issue!

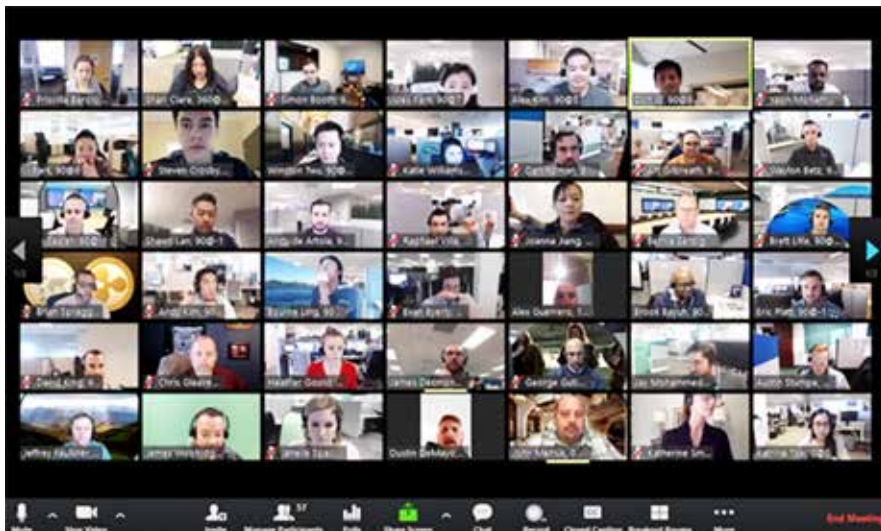
As a committee, we are pursuing our first campaign, **Class Size is a Social Justice Issue!** In response to the wave of BLM protests and uprisings, the District has launched a series of initiatives on social justice. These are all positive efforts, but we believe that they have not done enough about one thing that they have control over: smaller class sizes. It is no secret that connection through regular, meaningful contact with the instructor is one of the most obvious ingredients for the success and retention of our students of color, LGBTQ+ students, working-class students, and students who come from other places of historical and structural marginalization. In the current virtual learning and teaching environment, class size has additional importance as a condition for our students' success.

The committee is organizing to ensure smaller class sizes are addressed in the Spring MOU and beyond. Our first step is to bring a discussion on class sizes and the pedagogical benefits to the District Academic Senate. The issue is on the agenda for the **November 9th District Senate meeting** where we hope to work with the Senate to advance an effective policy for improving pedagogy by reducing class sizes in our District.

Small class sizes make the learning experiences of students more meaningful and our students deserve the best. ([See readings on the effects of class size on online instruction.](#)) The District has been using the rhetoric of access to justify current large class sizes. But at what cost? What are the educational effects on our students who have felt marginalized in higher education systems?

Fighting for smaller class sizes isn't just about the numbers either. It is a recognition that the kind of teaching necessary to close gender, race, and preparation achievement gaps depends on investment in student-centered teaching that incorporates engaging and innovating strategies.

If you are interested in more information or in joining the committee to work with us, please contact Doniella Maher ([maher@aft1493.org](mailto:maher@aft1493.org)), Michael Hoffman ([hoffman@aft1493.org](mailto:hoffman@aft1493.org)) or Rika Yonemura-Fabian ([fabian@aft1493.org](mailto:fabian@aft1493.org)).



*This class is too large to enable the instructor to engage struggling students*

## 50 years ago: Anti-war movement comes to Skyline

*This is the second in a series of three articles looking back at events at each of our three colleges fifty years ago as the anti-Vietnam War movement swept college campuses around the country. The [first article, focused on Cañada College](#), ran in the May 2020 Advocate; a third article planned for 2021 will focus on student activism at CSM during 1967-1969. (CSM student activism during that period was also described in great detail by SF State faculty member Jason Ferreira's article, "[From College Readiness to Ready for Revolution!](#)")*

*by Jessica Silver-Sharp, AFT 1493 Secretary & Skyline College librarian*

As we encourage our own students to speak out and take action for social justice, it seems timely to present a second article about the history of student activism in our district, this time at Skyline College, in the first year of its founding, 1969-70.

Even before the Kent State massacre on May 4, 1970, many Skyline students were voicing their opposition to US involvement in Vietnam, and of course, the draft. The first draft lottery was held toward the end of the college's first semester on December 1, 1969; so male students entering Skyline in 1969 knew that once they graduated--or if they didn't transfer within two years--they'd have to deal with the prospect of mandatory military service.

The killing of student protesters at Kent State had the effect of immediately mobilizing students across the country, including key groups of students across our three campuses, to join the largest student strike in American history at that time. In response to anticipated campus violence, [Governor Reagan ordered classes canceled for four days](#), beginning **May 7** (New York Times, May 7, 1970). Many Skyline students considered this an affront. In fact, defiant drama students continued on-campus rehearsals for *Inherit the Wind*, criticizing the Governor (and former actor) for throwing "the curtain down

on academic freedom in California's state and community colleges and universities." (Skyline Press, May 13, 1970).

The class cancellations mobilized many students and faculty in the district. On **May 6**, according to the [Skyline Press newspaper](#), Skyline students called a mass meeting. Skyline's first president Philip Garlington attended and "Students for a Strike," led by student Dan Tobias, urged the 600 plus students in attendance to begin boycotting classes once they resumed.

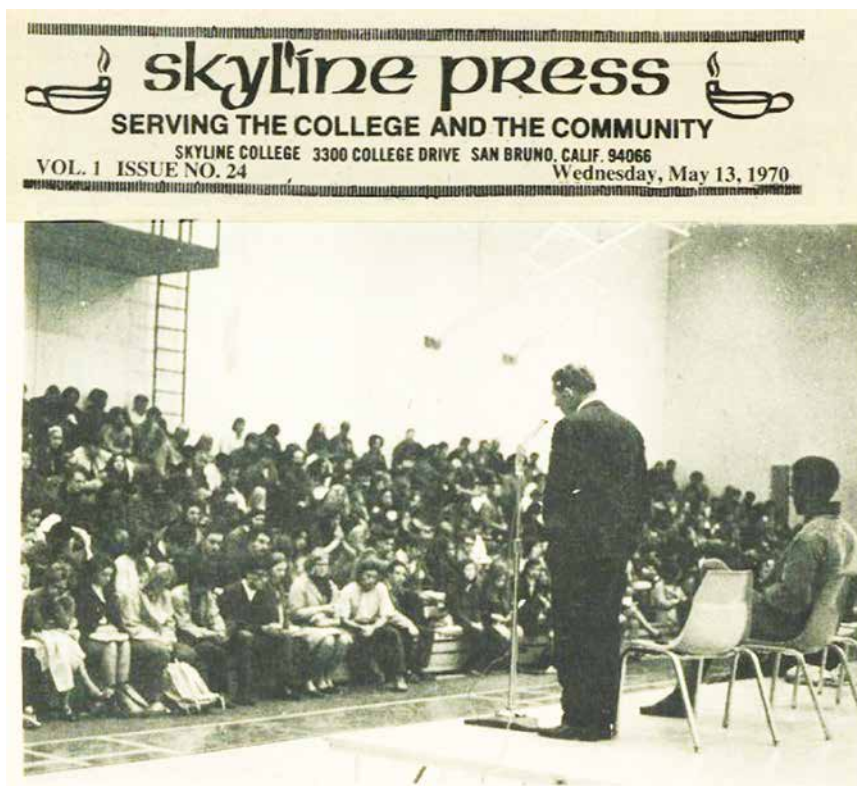
While no signs of pending violence appear in the reports, Garlington announced to the students gathered, "Violence on this campus isn't a viable solution to the national problems facing us today." (Skyline Press, May 13, 1970).

### Anti-war message supported by Trustees and Academic Senate

Later that same evening, a group of "more than 500" students and faculty from all three campuses traveled to CSM where a televised Board of Trustees meeting saw "student and faculty spokesmen...demand[ing] to know what the board "as a governing body" was planning to do." By the end of the evening the BOT presented a resolution, apparently prepared earlier in the day, "denouncing the national government's policies in Vietnam and Cambodia..."

(Skyline Press, May 13, 1970)

On **May 7**, with classes canceled but all three campuses apparently open, Skyline's faculty senate passed their resolution of support: "We therefore support, in principle, the Skyline student strike to end that dedicated action may take place, both on the campus and extending into the community." Students spent the day organizing. The next day, **May 8**, a contingent of Skyline and Cañada students joined a CSM student-organized [peace march](#) that



*A mass meeting called by Skyline students on May 6, 1970, was attended by 600 including Skyline's first president Philip Garlington, who announced that "Violence on this campus isn't a viable solution to the national problems facing us today."*



was also attended by faculty. The march began at CSM and ended at San Mateo City Hall.

Following the weekend, a [May 11 memo](#) by the Student Strike Committee announced their intentions: "We, the striking students at Skyline College DO NOT wish to shut down the college. Rather,

we wish to re-direct it so that it may immediately become an EFFECTIVE INFLUENCE on the pressing international and social problems which are facing us today." During the week of May 11-15, faculty held a teach-in style symposium with a published schedule of lectures taking place daily. An [all-college memo](#) on May 8 announced the schedule including "Mr. Yuman speaks on non-violence" and "A short film, *Viet Nam -- how we got in. How we can get out,*" to be shown "every hour" on Friday.

Notably, the committee of striking Skyline students were respectful of the first ever Black Culture Week, organized by the first Black Student Union and also planned for May 11-15 but postponed until May 13, making sure that their events did not overlap.

### *Skyline students were split on whether to strike*

Local newspapers reporting on this week and the week that followed indicate that perhaps more so than at Cañada College, Skyline students were split on whether to strike. It's unknown how many students decided not to attend classes. The college's Associated Student Body President Morrison Browne, a tall black student and a charismatic leader, urged in his speech that for the council to be successful "next year's student council must fight apathy... and become more oriented towards political issues facing colleges." (*Skyline Press*, May 13, 1970).

While it's difficult to know how college administrators felt about the campus situation without existing interviews to draw from, their main focus was on preparing for the official college dedication on May 17, which appears to have gone off without a hitch.

## More Questions than Answers

What were the effects of this early student and faculty activism at Skyline? To what degree were students influenced by the 1968 [Third World Liberation Front Strike](#) at San Francisco State? How many students and faculty were actually involved?



On May 8, 1970 Skyline and Cañada students joined a peace march organized by CSM students.  
[Courtesy, CSM Photo Archives, Bill Rundberg]

How did these events in the college's first year affect its course or emerging culture? [A San Mateo Times article](#) from November 1970 shows student strike organizer (then Student Body President) Dan Tobias appealing his expulsion from Skyline College. Were others punished as well? As is often the case, this initial research has perhaps raised more questions than answers.

## Student Researchers at Work

At Skyline College, three honors students are examining the events of May 1970 with a goal of putting Skyline on the University of Washington's ["Strike Map"](#) (where you'll find Cañada College) as well as raising consciousness among their peers, and of course, learning to use primary sources for historical research. Perhaps they will draw some parallels to today's protest movements as well. With interviews planned and more sources turning up every week or so, the students will report more information later in the semester in the form of student newspaper articles and research papers.

## What Do You Know?

With libraries and archives closed during COVID, and early Senate records and Board of Trustees minutes not accessible (or location unknown), access to archival sources has been very limited. If you have information or knowledge of sources that can shed light on the Skyline College student strike of 1970, please share. If you have students interested in researching this topic, you may direct them to this [library research guide](#), in progress, where sources and information are being collected. I'm also available to support students from any campus in their research.

## ***Bargaining moves to compensation, part-time equity***

*continued from page 1*

steps to achieve it. In addition, **AFT is proposing that part-time instructors:**

- **get paid by FLC rather than by the hour.** Hourly pay has long resulted in the drastic undercompensation of part-time instructors, since they are not paid for prep time or grading.
- **get paid on a “mirror schedule”** to full-time instructors beginning in the 2021-2022 school year—meaning that the adjunct salary schedule would include every column and step that appears on the full-time salary schedule. Previously, part-time instructors with a terminal degree and part-timers with many years of experience were especially disadvantaged by their adjunct status, since the part-time schedule does not include different columns for education levels and only has 11 steps.
- **for the 2021-2022 school year, earn 80% of the salary paid to a full-timer with the same education and experience teaching the same FLC.** The District would be expected to increase adjunct salaries to achieve the parity goal of 85% over two academic years.

AFT’s current proposal also asks for a recurring increase in medical premium caps for full-timers. Under the union’s proposal, **the amount the District pays in premiums would increase by \$50 per month for individual coverage, \$75 per month for two-party coverage, and \$100 per month for family coverage for three successive years.** The increase would be applied on January 1st of 2020, 2021, and 2022, with the increases for 2021 and 2022 adding to the increases in previous years. **For part-timers, the maximum healthcare reimbursement would increase by \$600 per semester in each of the three years,** for a stipend of \$2105 per semester effective January 1, 2020; \$2705 per semester effective January 1, 2021; and \$3305 per semester effective January 1, 2022.

## ***AFT continues to propose .85 FLC for lab rates***

The union’s current compensation and benefits proposal also **loads labs at .85 FLC per hour across science, art, music, PE, and KAD.**

## ***District negotiators to discuss AFT’s proposal with Board members on Oct. 28***

After receiving the union’s proposal on Thursday, District negotiators said that they needed to go back to the Board of Trustees to get authorization to offer additional “on-schedule” funds. District negotiators will speak with the Board on October 28th, with further negotiations sessions between AFT and SMCCD to follow.

## ***Reviewing tentative agreements on full-time workload and workweeks***

AFT had demanded for decades that SMCCD quantify the service work of full-time faculty so as to establish more

reasonable expectations—and this summer, District negotiators finally agreed. AFT and the District agreed on the terms for a **pilot program that will use a points system to ensure a fair workload for each full-timer.** Various service activities will earn between .5 and 4 points every year, and each full-time faculty member will be responsible for

### ***AFT’s counterproposal on part-time faculty compensation calls for:***

- **part-timers paid by FLC instead of by hour**
- **a “mirror schedule” which provides part-time faculty the same steps and columns as the full-time salary schedule for 2021-22**
- **80% pay parity (compared to full-timers teaching the same load) for 2021-22**

completing a Professional Responsibilities Plan of 6-7 (instructors), 5 (counselors), or 4 (librarians) points per year. (Nurses and faculty assigned to other duties, like instructional designers, will not be responsible for completing a Professional Responsibilities Plan.) The pilot program will be in effect for academic years 2021-2022 and 2022-2023, with faculty making their first Professional Responsibilities Plans in May 2021 for the coming year.

After settling workload, the parties negotiated new provisions for faculty workweeks. The revised version of Article 7 stipulates **fewer required on-campus hours for instructional faculty, even once in-person education resumes:** full-time instructors will only be required to be on campus for their courses and office hours, rather than for 25 hours per week. The revised Article 7 also increases full-time counselors’ non-appointment “prof time” from 5 to 8 hours per week and gives counselors a voice in appointment scheduling practices.



## Why our part-time faculty need equity now

continued from page 1

As [contract negotiations](#) between the union and District turn to address compensation issues, SMCCCD must do the right thing and accept AFT's proposal to set part-time pay rates at **85%** of full-time salaries. As can be seen in the table on page 1, some of our neighboring districts have set and achieved even higher parity goals. As *The Advocate* goes to press, the Peralta Federation of Teachers (Oakland/Berkeley) announced a tentative contract agreement that provides **100% pay parity** to part-time faculty at the lower end of the scale while adjunct faculty at the top of the scale will make roughly **90% pay parity**. Setting parity goal percentages was originally [mandated by our state in 2001](#), but our district is one of the only California community college districts that has refused to define pay parity for part-timers and move their faculty compensation to a parity-based system.

## SMCCCD faculty speak out

Last Spring, in less than two weeks 640 faculty members and supporters signed AFT's petition [for part-time pay parity](#). Part-time faculty also spoke publicly for equity at recent Board of Trustees meetings. And AFT's September 10th **Teach-In: Social Justice Unionism in Practice, from Part-Time Parity to Anti-oppression Organizing**, brought out more than 170 faculty, students and community members to hear and express their ideas on these unfair working conditions.

It's reprehensible that we continue fighting for part-time equity in a district that *espouses equity as a primary objective*. Fair and comparable pay for SMCCCD part-time faculty is long overdue! By continuing to demand equal pay for equal work, *we can effect change for our part-time faculty community*.

## What Would 85% Parity Mean to You?

We asked some part-time faculty members what it would mean to them if the district paid them 85% parity (percentage of full-time faculty salary rates for equivalent loads.)



"85% Pay Parity would show that the district understands that teacher's working conditions are student's learning conditions. By investing in part time faculty, the district would be directly supporting their most important constituents, the STUDENTS, by making material improvements to the working conditions of 70% of the instructors within the institution."

-- Timothy Rottenberg, Part-Time Professor of U.S. Government, Skyline Middle College



"As an adjunct trying to cobble together a living income in one of the most expensive areas of the country, I currently work three jobs, all part-time, and none offer health insurance. For me, obtaining 85% parity means I will be able to afford to keep my current health insurance after seeing a \$200 premium increase effective January 1, 2021. As a high-risk individual during COVID – it's absolutely essential that I am able to keep my current insurance, as decreasing my coverage would cripple my family in the event of an emergency."

—Annie Corbett, Part-Time Professor of Psychology, Cañada and Skyline



"Receiving 85% parity equals receiving respect for the work I do for my students at Skyline College. If addressing my adjunct colleagues and me as the 'backbone' of Skyline College and the District is valuable, then providing 85% parity is indeed the actual proof to be considered as the backbone of the institution."

—Suji Venkataraman, Part-Time Professor of Early Childhood Education, Skyline

"With 85% parity, it would mean that I could reduce my workload across the various districts and colleges where I work—perhaps even letting go of some of my regular assignments—because I would earn a living wage from one district. It would allow me to have deeper engagement with my students and my colleagues here in this district, and more time to spend with my loved ones."

—Anonymous SMCCCD part-timer

**PART-TIMERS**

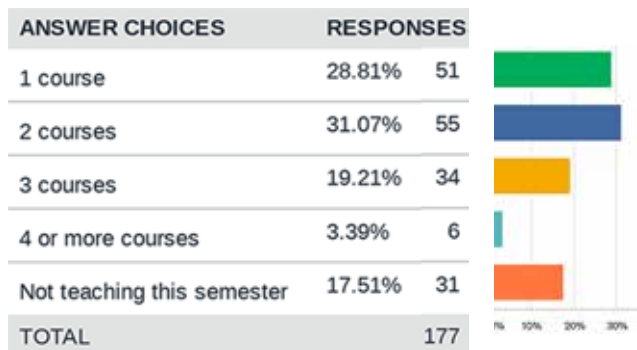
# AFT survey reveals some snapshots of working conditions for part-time faculty in our district

AFT 1493 surveyed district part-time faculty the week of October 12 – 16 to find out more about the working conditions and contexts for SMCCCD adjunct faculty and their experiences and concerns regarding their work. We also asked full-time faculty who had previously worked as part-timers to complete a separate survey that compared their experiences of full-time and part-time work. We received responses from 179 part-time faculty members and 98 full-timers. We are currently analyzing the data and plan to publish a full report from both surveys in the next issue of *The Advocate*, but we want to give readers some initial snapshots of part-timers' responses to key questions in the survey here.

## Number of courses adjuncts teach inside SMCCCD

Almost a third of the part-timers who responded to the survey are currently teaching two classes in SMCCCD. A slightly smaller percentage—29%--are teaching one class in the district and almost 20% are teaching three classes. A little over 3% are teaching four or more classes while 17.5% are not teaching this semester.

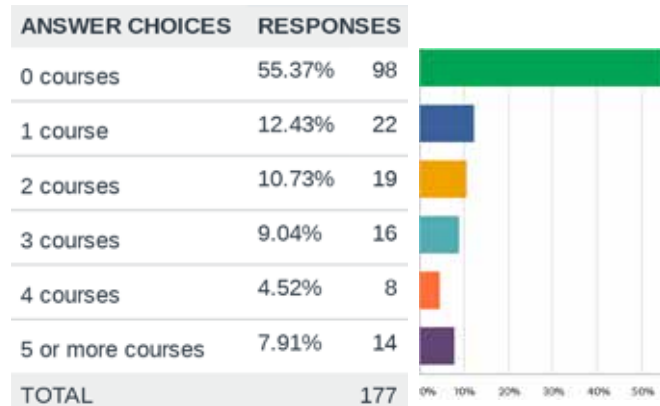
*How many courses are you currently teaching at SMCCCD colleges?*



## About 45% of SMCCCD adjuncts teach classes outside the district

About 55% (98) of the part-time faculty respondents are only teaching at SMCCCD this semester while 45% (79) are teaching at least one class outside the district. Of the 45% who are teaching outside our district, about 28% (22) are teaching one outside class, 24% (19) are teaching two outside classes, about 20% (16) are teaching three outside classes, 10% (8) are teaching four classes outside SMCCCD and almost 18% (14) are teaching five or more courses outside of those they teach in our district!

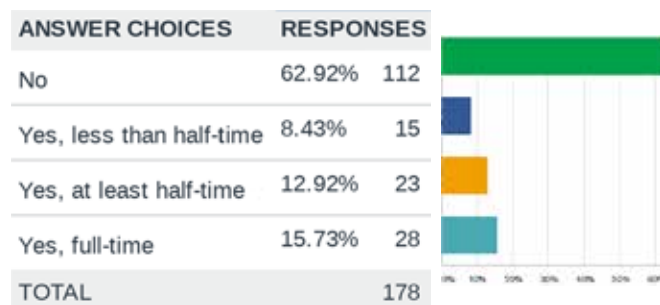
*How many courses are you teaching outside SMCCCD?*



## About 63% of SMCCCD adjuncts do NOT have a regular, permanent job outside of faculty work

While many administrators and community members assume that most adjuncts have stable employment with benefits outside of education, about 63% of the part-time faculty survey respondents do not have a regular permanent job outside of their faculty employment and only about 16% actually have full-time jobs outside of their academic work.

*Do you have a regular, permanent job outside your faculty employment?*



## Over 60% of SMCCCD adjuncts will look for work elsewhere if pay is not significantly increased soon

In response to the question: "How likely would you be to seek employment at other districts instead of SMCCCD if your pay does not change significantly over the next five years?", over 60% said that it was very likely or somewhat likely they would look to leave the district unless there is a significant improvement in their pay from SMCCCD.

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## “Safe Space” meetings allow part-time faculty to share experiences and stories with other adjuncts

by Annie Corbett, Cañada College and Skyline College, Psychology

On September 10 and October 14, **Suji Venkataraman**, Skyline College Education/Child Development part-time professor and **Annie Corbett**, Cañada College and Skyline College Psychology part-time professor, hosted adjunct faculty-only “Safe Space” meetings for part-time faculty to talk about their lived experiences and to share their stories. What became evident fairly quickly was the immense pain and anguish shared amongst the adjunct faculty who opted to participate. Some of the many prevailing themes included: the struggle to afford health insurance, the lack of transparency when interviewing for full-time positions (not being selected-denied feedback), feeling “othered”, and an overall feeling of exhaustion having to cobble together a living income in one of the most expensive areas in the country.

### *Many SMCCCD adjuncts feel frustrated that they haven’t had a fair chance for a full-time position after years of part-time teaching*

Participants vocalized through tears the frustration of being qualified to teach classes as an adjunct for many years, but not getting selected for full-time employment time and time again. The anger, rage, disappointment and hopelessness were a common feeling. Not understanding the process, the complete lack of transparency, feeling as if the person who is going to be hired has already been selected, and that

interviewing other candidates is just a formality. This feeling was very prevalent with adjuncts who had been with the district over five years and had interviewed multiple times for full-time positions. The utter lack of feedback after the interview process was one of the worst aspects of this struggle, as the adjuncts are hungry for information on how they can improve their chances for full-time employment.

### *Most adjuncts at “Safe Space” meetings struggle to pay for health insurance*

Most participants voiced an incredible struggle to be able to afford health insurance privately, and that the \$1500 offered twice annually was simply not enough, and actually did not put a dent into their private health care costs. A few vocalized a complete inability to afford private insurance and were uninsured.

### *Difficulties juggling classes at multiple districts*

Participants expressed exhaustion, by having to travel to different school districts to be able to afford to live, pay rent, utilities, etc., and stated they loved teaching their students, but struggle with having to juggle so many classes to just make ends meet. They mentioned the possibility of having to leave the area for an area more affordable.

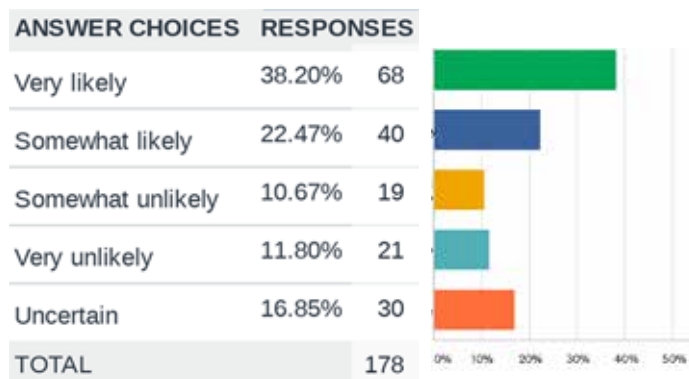
### *Feeling unvalued leads adjuncts to give up on participation*

Another overall theme was feeling “othered”. They don’t feel valued, their input isn’t asked, they can’t get compensated for professional development efforts – and some just give up. They give up going to meetings, give up providing their input, and give up doing anything else but survive. The adjunct faculty in dual-enrollment are left out even more, as they cannot even participate in flex days since the high schools are not closed the same day SMCCCD is for flex days.

At the closing of each “Safe Space”, the adjuncts who came to share their voice stated they felt heard, felt as if they weren’t alone, and that they were united in their struggle for living wages, benefits, and other concerns.

Suji and Annie plan on holding these “Safe Spaces” monthly, so look out for the invitation! The next Adjunct Safe Space will be held Tuesday, November 10<sup>th</sup>, at 3 p.m. For more information, please contact Annie ([corbetta@smccd.edu](mailto:corbetta@smccd.edu)) or Suji ([venkataramans@smccd.edu](mailto:venkataramans@smccd.edu)).

*How likely would you be to seek employment at other districts instead of SMCCCD if your pay does not change significantly over the next five years?*



Look for a more complete report of all of the data and comments from both the part-time and full-time working conditions survey in the next issue.

## Yes on Prop 15!

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An [analysis of the impact on rents from the sale of commercial properties in 12 counties](#), released Sept. 24, concluded that reassessing a commercial property after 20 years could cause a one-time 2% rent increase for an office space renter. “Most claims about Proposition 15’s impacts on small businesses are unfounded,” said Christopher Thornberg, founding partner of Beacon Economics, which conducted the survey. Market prices, not property taxes, will determine rent. Professor Manuel Pastor, director of the USC Dornsife Program, said: “It’s amazing to hear opponents’ argument. Until recently, rents were going up even though no costs were changing, and they’ll likely go down, because that’s the market,”

### Only 10.5% of commercial properties would generate 92% of Prop. 15’s revenue

A relatively small group of corporations with valuable properties will pay most of the tax increases. [Studies](#) have projected that only 10.5% of commercial properties would generate 92% of Prop. 15’s revenue.



By protecting small businesses, Prop. 15 makes a long-needed structural reform to Prop. 13 and forces big corporations to pay a more equitable share for needed services.

### Volunteer for a “Yes on 15” phone bank

It will be up to all of us to do the work to get this critical measure over the finish line. Just a couple hours of your time will make a difference in the campaign. Please [join one of the daily ‘Yes on 15’ phone banks](#) run by the campaign and encourage your friends and family to **Vote Yes on 15**.

## Final reminder: Please complete the AFT faculty survey on the new Covid MOU

Our AFT Negotiating Team is preparing to bargain a new MOU for Spring 2021. This is the final reminder to please fill out [our anonymous faculty survey](#) by 5 p.m. this Tuesday, October 27th. By completing the survey you’ll provide AFT with valuable information to help improve the new MOU so that its provisions will better support you and your students.

We would especially like to know if there are specific issues you have faced since the pandemic began. Examples of significant concerns we are aware of include: excessive workload in online instruction due to technological issues or to [excessive class size](#); extra time required to address individual students’ technical, socio-economic or emotional issues; lack of adequate work time due to dependent care and schooling responsibilities; and the impact of virtual learning on student engagement.

We want to hear how these and other pandemic-related issues have affected you, and to gather your suggestions for addressing these issues as we create the new Spring 2021 MOU. Your participation will allow AFT to present an accurate, detailed and timely picture of faculty working conditions during Covid-19 to our district negotiators.

Almost all questions in the survey can be answered with yes or no. We have also offered space to provide further explanation if you want to. Please feel free to provide explanations for some questions and not others, or to skip the explanations.

Thank you for taking the time to respond to this survey.

**AFT Membership Meeting:**  
Wednesday, November 4, 2:30 - 5 p.m.,  
Zoom link: <https://us02web.zoom.us/j/7052173089>



## No on Prop 22!

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workers by California's Assembly Bill 5, signed into law in September of 2019, which guarantees gig workers sick leave, workers' comp, and an actual minimum wage. As researchers with Partnership for Working Families (PWF) and National Employment Law Project (NELP) [wrote](#), "the benefits contained in the initiative pale in comparison to what workers are entitled to under state law." Up to now, Uber and Lyft have failed to honor AB5, meaning that they are subject to litigation by the State of California. In this light, the new protections Prop 22 offers are, in fact, protections for companies that continue to flagrantly and illegally exploit their workers—not protections for the workers themselves.

But what about the tech industry's other two claims: that Prop 22 preserves "flexibility" and saves jobs? To respond to these, we need to look at who benefits from the gig economy's flexibility—and why workers are compelled to seek gig economy jobs in the first place.

### AB5 does not require drivers to work set schedule

To back its claims that workers want flexibility, gig companies have highlighted the cases of single parents who want to squeeze in a few hours of driving while their kids are at school, or full-time workers who need extra cash to make ends meet. Yet nothing in AB5 requires drivers to be full-time or work a set schedule: it simply requires employers to provide them with basic protections.

The flexibility Prop. 22 guarantees, then, is not flexibility for workers but flexibility for employers who want to adjust their business model at a moment's notice—including reducing wages below the legal minimum and terminating workers without having to pay unemployment benefits. Unlike a traditional business, Uber doesn't have to worry about making payroll, at least where drivers are concerned. Rather, any decrease in demand is instantly passed on to drivers as a decrease in wages. In other words, workers bear the full burden of the risks inherent in their employer's business model—all while earning less than ever.

### Adjunct faculty know gig worker model first-hand

This model—in which an organization fails to take responsibility for the unpredictability of its industry, and instead passes that responsibility onto underpaid workers—should be familiar to those of us who work in higher education. We all know of instances in which administrators have canceled courses days or even hours before the start of instruction, with dire consequences

for part-time faculty and their students, all while protecting their own healthy salaries. And those of us who have ever been part-time are familiar with not just the emotional turmoil but the extra labor necessitated by such a precarious employment situation. When I was an adjunct, I remember not only pouring

countless hours into applying for jobs—never knowing whether the job I had would get renewed—but also putting in overtime at the start of almost every semester pulling together classes I had been assigned at the last minute. Uber, Lyft, and other gig economy companies, who pay (eu-

phemistically speaking) "flexible" wages, take a similar toll on their workers, who must be available more and more of the time in case opportunities for decent paying work arise.

What these two gig sectors have in common is their insistence that there are no guarantees. Workers must be available to take any assignment, at any time, under any conditions. And by systematically underpaying their employees, both higher ed and app-based companies ensure an ever-growing supply of individuals forced to turn to them for work. The less one gig economy job pays, the greater the likelihood that a worker will have to take on another to make ends meet—with the result that [some adjunct professors now also work as Uber drivers](#).

### If Prop 22 wins, it is likely the gig model will transform many other stable jobs into piecework

In other words, the gig economy has found in underpayment and instability the mechanisms to continually increase its workforce by creating a framework in which individuals must seek more jobs and work longer hours to make ends meet. If Prop 22 wins, it is likely to accelerate even further the gig model's transformation of once-stable, decently paying jobs into exploitative piecework. As a recent [column](#) published by the non-partisan, nonprofit *CalMatters* notes, "other industries are watching" the outcome of Prop 22. Someday, "Every nurse, janitor or construction worker in America could be hired by an app like Uber and Lyft's, dispatched to a job and be told that they are performing their work as an 'independent business,' not an employee."

This is not the world we want ourselves, or our students, to live and work in. Creating a better one—a world in which work provides a stable livelihood and an enduring connection to one's colleagues and community—requires that we organize, unionize, and fight, both within and across industries, prioritizing the interests of the most precarious and exploited among us. It requires that we defeat not only Prop 22, but also the entire gig model that ensures an ever-growing labor pool by providing workers with ever-shrinking wages and benefits. Let's deliver a resounding No on Prop 22—and let's build a world that works for workers.



# One week left: Vote by Nov. 3! Yes on 15 & 16; No on 22

If you haven't voted yet, you have until next Tuesday, Nov. 3 to cast your ballot. As we learned in 2016, elections have consequences! For a full set of ballot recommendations (and your polling place) based on your address, go to the CFT's [EDUCATORS CHOICE VOTERS GUIDE](#). Be sure to vote on the many critical propositions on the ballot: [YES on 15!](#) [YES on 16!](#) [YES on 17!](#) [YES on 18!](#) [No on 20!](#) [NO on 22!](#) [YES on 25.](#)

## Corporate attacks on Prop. 15 are tightening race; Volunteer for phone banks!

Proposition 15, which would reclaim an estimated \$12 billion annually for California schools and communities by reassessing commercial and industrial property to current values, has slipped below the hallmark 50% level in a [new statewide poll](#) from the Public Policy Institute of California. The measure now holds a 49% to 45% lead among likely voters, with 6% undecided. That four-point margin is down from 11 points in the institute's September poll, when the lead was 51% to 40%.

## Corporate commercial property owners using unfounded scare tactics to oppose Prop. 15

The No on Prop. 15 campaign, funded primarily by large corporate and real estate groups, is using the specious argument that small businesses will be hurt by Prop 15 because they would have to pay increased rents created by the higher property taxes. In fact, business owners whose properties are assessed at less than \$3 million would be exempt from the new rule and the proposition would create a large tax cut for small businesses by exempting all personal property of businesses with fewer than 50 employees. Those who own properties valued less than \$3 million comprise 90% of all commercial property owners in the state, according to researchers for the USC Dornsife Program for Environmental and Regional Equity, which conducts research on social and environmental justice and immigration issues.

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## Prop 22 would allow Uber, Lyft, other gig corporations to gouge workers' rights

by Marianne Kaletzky, AFT 1493 Executive Secretary

If you've opened your mail, turned on the TV, checked your texts, logged into social media, put in a food order for delivery or pickup, or hailed a rideshare car recently, you've likely seen a message urging you to vote yes on Proposition 22. In addition to pouring \$200 million dollars into their Yes on 22 campaign, Uber, Lyft, Instacart, and Doordash have also repurposed their own apps as campaign platforms, so that ordering a burrito now also necessitates navigating around, or reading through, tech industry talking points.

Instacart has even mandated that all drivers spend time placing Yes on 22 stickers inside every grocery order they

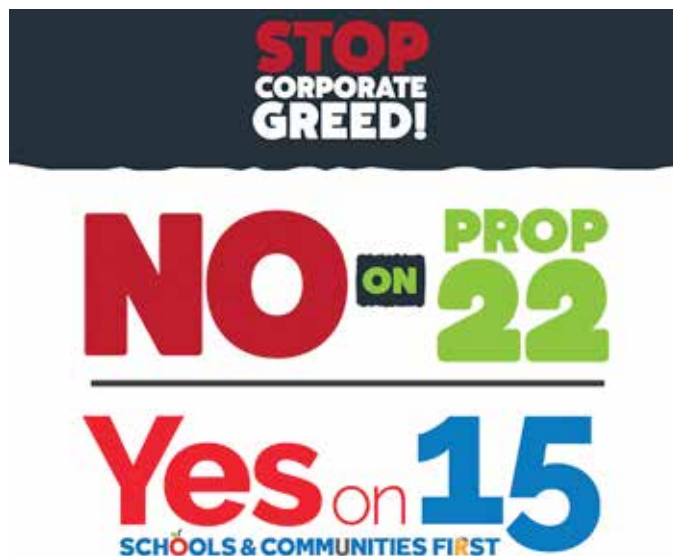
deliver, whether or not they personally agree with the proposition. Because gig economy workers are paid only for an individual job, and not for their time, Instacart shoppers are not receiving any compensation for the work of distributing their boss's campaign material, even as they're required to do it. Many workers have questioned whether this—ahem—sticky situation is legal.

**Prop 22 guarantees a wage of only \$5.64/hour**

Even as Prop 22 backers use a variety of novel means to distribute their message, the message itself is astoundingly consistent. Prop 22 is said to preserve gig workers' "flexibility," save app-based jobs, and offer drivers "new" protections. This last claim is easy to debunk: gig companies claim their proposition will guarantee drivers 120% of minimum wage, but this wage applies only to "engaged time" giving rides or delivering food, and not to time spent getting gas, cleaning and disinfecting cars, or waiting for clients or food orders. When these hours are taken into consideration, a [recent study by UC Berkeley's Labor Center](#) found, Prop 22 guarantees a wage of only \$5.64/hour.

Not to mention that the supposed "benefits" of Prop 22 to workers are not new at all: rather, they represent significant rollbacks of the protections already provided to gig

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