

## CAMPAIGN FOR A FAIR CONTRACT

# AFT & District to discuss agreement on measures during crisis; faculty input on working conditions needed at town hall and on online survey

by Katharine Harer, AFT 1493 Vice President & Eric Brenner, Advocate Editor

We hope you are getting through this very difficult time as best you can. We're all in this together, and your union is working as fast as we can to protect all our faculty members.

## District hires new Chief Negotiator

First, a piece of important news: Because of our members' activism and unflagging support for a fair contract, the Board of Trustees and the District decided to change the composition of their bargaining team. They've brought in a new Chief Negotiator, and we hope that will change the dynamics of negotiations. It's a new playing field that we achieved together -- and just in time.

## AFT, District to work out agreement on emergency measures

Putting aside our long-term contract negotiations for a moment, the Chancellor has agreed to the AFT's request to bargain over the effects on faculty of the District's COVID-19 measures.

## Faculty input needed at Town Hall and on online survey

Our AFT Contract Action Team has planned a virtual Town Hall meeting in order to hear from you, our members for Thursday, March 26, from 1-2 PM. Here's a Zoom link for that meeting: <https://us04web.zoom.us/j/110238377>. Our negotiating team will give a brief report-back followed by hearing from you about what you're experiencing.

Also, in order to make our upcoming bargaining session around the COVID-19 effects as comprehensive

as possible, we are asking you to list specific issues you are currently facing by [completing this online survey](#).

## AFT continuing to protect faculty working conditions

Our success in changing the District's approach to bargaining was a critical win and even more so in these uncertain and difficult times. **The union is the only legal body that can bargain for faculty working conditions** and, because of our efforts, we are in a stronger position to continue to ensure your rights.



Coronavirus pushes faculty & students worldwide online using tools such as Zoom

## Negotiations on long-term contract to continue

Once we reach an agreement on COVID-19 measures that will provide adequate protections and flexibility for faculty, we still need a fair long-term contract (for the

next three years.)

## Unions' action at Board of Trustees gets big turnout and good local media coverage

Here's a brief update on where things stand, or stood, before the emergency restrictions hit:

After a successful [action at the Board of Trustees on February 26th](#) (read speeches to the BOT by Kolo Wamba on page 6 and EJ Unisa on page 7), we were happy to receive very positive press coverage from the

*continued on page 10*

## INSIDE THIS ISSUE

- 2 A viewpoint on how to respond to the crisis
- 3 District needs to pay part-timers equitably
- 4 Thoughts, feelings on teaching in a pandemic
- 8 Faculty, students address Board of Trustees
- 10 Become a union leader! Run for office in AFT!

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**VIEWPOINT**

# A labor movement perspective on how to respond to the pandemic

The following is excerpted from: [“Solidarity Is Our Only Chance.” Labor Notes. 3/16/20:](#)

This crisis demonstrates the need for a fast, coordinated, well-funded response from a government that puts human lives above profit. We don’t have that government. So it’s up to us to demand what we know is feasible: government intervention to make it possible for everyone—not just the rich—to do the right thing:

- We need universal paid sick days so that workers can stay home, and cancellation of employer policies that penalize workers for even using their sick days. The bill passed by the House of Representatives last week, and reluctantly agreed to by President Trump, excludes employers of more than 500 (which is 54 percent of the workforce), and it allows small employers to opt out of family and medical leave.
- We need universal free access to health care for the length of this crisis—and as soon as possible, Medicare for All. Without this, health care is triaged for those who can afford it. (If Congress had passed the Medicare for All bill introduced by Rep. Pramila Jayapal and Senator Bernie Sanders, and people weren’t unable to go to the doctor because of cost, we would be in far better shape right now.)
- We need expanded, federally paid unemployment benefits for those laid off and for those who live from tips and gigs.
- We need a freeze on evictions, foreclosures, and utility shut-offs. Keep people in their homes, not crowding into shelters. For the suddenly un- or underemployed, we need rent relief.
- We need to protect health care workers with the equipment that will enable them to keep working for all of us—and to survive this disaster. We need to nationalize factories that can produce masks, gowns, and ventilators—not to mention test kits and eventually vaccines—and produce for human need rather than for profit.
- We need protections for and solidarity with Asian Americans, who some numbskulls have targeted as if they were responsible for the virus.
- We need international cooperation to learn from countries that are doing a better job than the U.S. is.

## 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.**



# SMCCD stands alone in refusing to equitably compensate adjunct faculty members

By Timothy Rottenberg, Adjunct Instructor, Skyline College

Since the expiration of the most recent contract between AFT 1493 and SMCCD over one year ago, faculty members have had plenty of time to mull over the existing inequities in their expired contract. One of the most significant is the need to define and work towards part-time faculty pay parity. Although part-time adjuncts make up roughly 70% of the total number of faculty employed by SMCCD, and therefore provide the vast majority of instruction to SMCCD students, we are compensated with only a fraction of the resources of our full-time counterparts.

This unfortunate state of affairs does not need to be permanent. Inspired by recommendations from the California Education Code, as well as compliance efforts from each of our neighboring community college districts, AFT 1493 requests that the District meaningfully engage with our negotiators at the bargaining table to recognize and affirm the points in the following resolution:

Whereas, [Part Time Faculty Pay Parity](#) defines the [specific policies](#) and compensation needed to achieve pay equity between part-time and full-time faculty for similar work;

Whereas, SMCCD part-time instructors are paid significantly less in relation to full-time faculty than their [Bay 10 counterparts](#), and current SMCCD parity (part-time vs. full-time pay) is on average [~60-70%](#);

We, the faculty members of SMCCD and AFT 1493 are hereby resolved that:

- We support our union, AFT 1493's [proposal to the District](#) to define part-time pay parity in the new contract and to establish parity at **85%**;
- We emphatically reject the District's proposal to maintain the total compensation formula as is;
- We recognize the relevant California state mandates encouraging the District to define part-time parity and to increase the total funding for instructional faculty including:
  - [The 50% Law](#) (Education Code Section 84362), which dictates that no less than 50% of the District's general expenditures go towards classroom instruction, and that [SMCCD has been in violation of for the last 5 years](#), and for 2018/2019 was only at 42.24%;
  - In response to a [2000/2001 mandate](#), all California Community College districts were asked to determine through the collective bargaining process the definitions, policies and amounts needed to achieve parity for comparable pay between part-time and full-time

faculty for similar work - and almost all districts state-wide, *except SMCCD*, have defined Parity,

- We recognize the success of each of our neighboring districts at establishing part-time faculty pay parity goals, including:
  - [Peralta Community College District](#) - 75%
  - [San Francisco City College](#) - 100%
  - [De Anza Foothill Comm. College District](#) - 83.5%
  - [College of Marin](#) - 95%
  - [West Valley Mission](#) - 88%
  - [Cabrillo Community College District](#) - 100%
- We affirm that as part-time faculty compose ~70% of the instructional faculty within the SMCCD, part-time faculty are an [essential part of the SMCCD's mission and vision](#), whose well-being is essential to the success of the District as a whole.

By refusing to define part-time faculty pay parity and set a goal for the equitable compensation of all instructional faculty, SMCCD is setting the precedent that part-time adjuncts are quite literally worth less than other faculty members. If the District wants to live up to its mission statement and "provide the occasions and settings which enable students to develop their minds and their skills," then it is time to give adjunct faculty members equal pay for equal work so they can most effectively support their students. If the District truly wants to "actively participate in the continuing development of the California Community Colleges," then it is time to join the majority of community colleges across the state and define part time faculty pay parity.

One aspect of adjunct working conditions was noted by the *Skyline View* student newspaper's editorial board, "A more favorable state of affairs would be one in which our passionate part-time instructors are treated with more respect by being allowed to have the time, space, and resources they need to grade papers — thereby not leaving them in a situation in which they're forced to complete too much work outside of the classroom. This would make it easier for instructors to be invested in teaching and in their classrooms."

Students, faculty, and community colleges across the state agree: part-time faculty pay parity is a necessary step towards a fair and equitable contract. SMCCD, when will you step up and agree to treat part-time faculty fairly?

# District faculty express their thoughts, feelings about teaching and surviving during a pandemic

*How are SMCCCD faculty dealing with the COVID-19 crisis? Are the measures being instituted by the District helping faculty do their jobs more effectively? What are faculty feeling as they go through this extraordinary period? We asked faculty at all three colleges these questions and below are anonymous excerpts of many of their comments. We have also included some initial comments we received on our [online survey](#) that asked faculty about issues they are currently facing. The Advocate would like to hear from other faculty about how they are coping with continuing to teach and support their students while dealing with the pandemic conditions deeply affecting all of our lives. Please either complete our [survey](#) or send your thoughts, feelings, stories, anecdotes to Advocate Editor Eric Brenner at: [brenner@aff1493.org](mailto:brenner@aff1493.org).*

## I feel a little like Alice in Wonderland

I feel a little like Alice in Wonderland and the rabbithole is WiFi and online teaching. Students on the other end of the digital divide are struggling and since campus and most libraries are closed, they're not able to get a Chromebook or computer access to get to where they need to be with the onlining of all of our classes. Also, many students (who work in grocery stores, especially) are being asked to work overtime because demand is so high. Thus, due to connectivity issues or work demands, I am missing students in my classes and worry for them.

However, my dean is being very generous with his time and assistance and I feel like it's made a rough situation a bit easier to handle. I appreciate his calm and empathetic demeanor as well as helpfulness in helping me understand what we should and can do with helping our students maximize their learning with the least amount of stress in these strange times. Am feeling so very appreciative of our entire Skyline community!

## It's like "life during wartime"

We have to keep teaching, we have to keep serving our students, we can't let them down... I get that and respect it. But I also feel like, actually, focusing on finishing classes seems like the last priority for the welfare of our students: they need to stay healthy, take care of family, survive this crisis - aren't we maybe adding to their stress by expecting them to finish our classes? They need to not get sick, do everything to avoid infection and have enough food and money... I'm also thinking about equity: some of my students may be able to continue just fine online; but many may not, for all kinds of valid reasons, given these extreme circumstances. That doesn't seem fair.

...It's like "life during wartime"—maybe that's an exaggeration, but not really, to me. Yes, we want to do whatever we can to help our students complete their courses. But let's not lose sight of what really matters. What's more important: whether a student can transfer; or whether a student (or a student's grandparent) lives or dies based on overwhelmed health care facilities because we did not "flatten the infection curve" enough, because we did not focus more on the impact of this pandemic?? Faculty too – all district employees – yes, we should continue to do our jobs as best we can, but the new priority, seems to me, should be combating the pandemic: staying healthy, avoiding (spreading) infection, caring for loved ones, following the "mitigation" protocols.

I commend district administration under Mike Claire's leadership; on most fronts, they've done an admirable job dealing with an extreme emergency situation. But that doesn't mean we shouldn't speak up about gaps or missteps—in the spirit, not of judging, but of helping each other through. They don't know all the answers – we should be listening to each other.

## Why do I feel so anxious?

Of course, we want to continue instruction to the degree that we can do so reasonably (for our sake and our students). And we want to provide them with some structure and continuity. But for me, the cumulative effect of the encouraging messages from administrators (at all levels) about the need to carry on remotely after 3 days of training have left me feeling more stressed out, not less. I read them and think, "What's wrong with me? Why do I feel so anxious? The Chancellor and my Dean seem to think that 3 days is enough, but there is no way I am going to be 'ready' on Tuesday." Even when they acknowledge that all will not be perfect, I still get the feeling they are expecting much more than I am going to be able to deliver. I'm just not getting the feeling that most of our administrators really get what they are expecting of us.

I am definitely one the faculty members Jeremy is referring to when he mentions, "fear of remote teaching and learning." Honestly, even some of my dearest, most helpful and well-meaning colleagues leave me feeling somewhat anxious when what seems to them like "keeping it simple" flips me out. And then I am embarrassed to admit that such "simple" things flip me out. And, yes, I do feel some despair about COVID-19, more that I realized at first.

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## Zoom Meeting Bingo

Hi, who just joined?	Can you e-mail that to everyone?	X? Are you there?	Uh, X, you're still sharing!	Guys, I have to jump to another call.
(Sound of someone typing... ...possibly with a hammer)	(Loud painful echo)	(Child noises)	Hi, can you hear me?	No, it's still loading.
Next slide please.	Can everyone go on mute, please?	Sorry, I was talking on mute.	Sorry, go ahead...	Sorry, my dog is really excited about this call.
So (fades out) I can (cuts out) by (unintelligible) ok?	Sorry, I am double booked.	X, your screen just greyed out.	Sorry, you cut out there.	Can we take this offline?
I'll have to get back to you on that.	Can everyone see my screen?	Sorry, I was having connection issues.	Sorry, I think there's a lag.	Sorry, the other call ran over.

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I know that I can only do what I can do. And I will do what I can. I love my students and am committed to helping them be successful this semester, but I'm not sure that what I am offering is what all of them need most. And I worry about the unavoidable educational inequities that are going to manifest throughout the remainder of the semester.

### **What about online pedagogy?**

We have received very little guidance in the content that actually matters --- PEDAGOGY. What are best practices in teaching online? Should faculty hold synchronous or asynchronous class meetings? How do we transfer in-class activities into an online format? What about issues of access and equity? All of these very important questions have not been addressed thoroughly, so each faculty member must put in the time to discover this information on their own.

### **Part-timers have spent hours that we aren't getting paid for**

Part-timers have spent hours that we aren't getting paid for developing online-appropriate instruction for classes that were not offered as such. Students also have a right to get the class they thought they enrolled in, since they pay for it.

### **We need to hear immediately about what happens after April 5 and beyond**

I am concerned that the District parties (faculty, staff, and administration) are taking too long to decide on the state of the colleges--specifically, that there has been no announcement as of yet about whether we are meeting in-person or online-only come 5 April. Given all that is currently known, it is not safe for us to meet in person at that time--the district needs to announce that we are staying online-only for the

*continued on page 6*



## Thoughts, feelings about teaching and surviving during a pandemic

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remainder of the spring semester. Additionally, we all now have to think about summer, and the likelihood that we may not be able to get back on campus through most of the summer. These decisions need to be made immediately--they should have been made by now--and the continuing delay only adds to the anxiety of all parties involved.

### Reopen health benefit issue for part-timers

We need to reopen the health benefit issue for part-timers. Even pters who get health coverage through a partner are at risk now because many other industries are firing their workforce and those benefits are at risk. And people who don't even have that are forced to rely on thin public county coverage in a time of a pandemic.

### Childcare issues are massive

Childcare issues are MASSIVE. I just don't even understand how faculty who suddenly have no schools for our children and no childcare are expected fully to meet job expectations. Then there's the relationship between my privacy / safety concerns and the childcare issues: My children sometimes become visible on zoom. Students' children and siblings also are visible on zoom. This seems potentially problematic, and we've had no guidance.

### Workload of transitioning online is insane!

The workload of transitioning online has been insane! It is so much. I am spending hours preparing for each class and after each class, just trying to move students along, communicate with them, find students and support students. I'm happy to do it for my students (because I care about them), but this is absolutely exhausting..

### I keep reading: "it's what our students need"

I have felt lousy (to put it mildly) by the whole situation--coronavirus and the impact it's having on our work and our students. Not only did I feel that 3 days to prep was simply not enough, but the three days didn't even include what was

originally scheduled... On Friday the workshops that had been scheduled at Cañada disappeared; I ended up going to the "district" workshops (posted on the instructional continuity page), which were hosted by folks at Skyline, and they did not feel like workshops to me. My perception was chaos, although it was not chaotic really, it was a Q&A session where faculty were asking questions about stuff that seemed cool but was way over my head. I needed structured workshops - I didn't even know what questions to ask.



*"Unavoidable educational inequities"*

I've been worrying about ALL of our students, because everyone is affected by this crisis to a different degree, but unfortunately the "unavoidable educational inequities that are going to manifest throughout the remainder of the semester" are a reality which administrators, and some faculty too, do not seem to acknowledge and worry about. And I find it disgusting that I have to do what I have to do because I keep reading that "it's what our students need / deserve".

### Some suggestions for online teaching

I am fortunate enough to be an online instructor but I can imagine how difficult it must have been for my colleagues who did not go through the online training series. Here are some recommendations:

1. The online training series, taught by our wonderful CTTL, is great, but is so time-consuming. Very few instructors can complete the training with a full load plus committees. Instead, I propose that everyone take a pared down version of Canvas training, with the basics. Give instructors time to do this. We have many mandates, but this one is important. It is an equity issue.

2. Have a simple module template for all online classes. I can imagine the confusion of students having to face different instructors with different module arrangements.

3. Decide which features are essential and have us really learn them. Zoom? Screencastomatic? More complicated features can be introduced in separate workshops.

4. The CTTL staff are our heroes. Give them a lot of TIME to make these changes and don't saddle them with so much other work.

### ***Inconsistency in leadership***

On March 11 our Dean canceled our division meeting by email with a very short note that it was rescheduled for April. The only instructions were to let him know if we had questions or concerns. As rumors of campus closures swirled, there was nothing more that day, no messages of support or promises of more information coming soon. This was in stark contrast to my other college assignment where leadership was reporting specific details relating to my department to us days before this. The inconsistency in leadership within a single district felt confusing, baffling really.

### ***Adjuncts with no health benefits...in a pandemic***

Adjuncts do not receive health benefits. I am maxed out in units but have no health benefits. Not a good place to be in with a Pandemic....or anytime.

### ***Using Zoom on the computer in my basement***

In the past week we suddenly had to go from being on campus meeting students, having meetings and working in labs to, well, using Zoom on the computer in my basement. This week I was supposed to be at a conference in downtown SF mixing with scientists and engineers from across the nation. Next month, I was going to fly to Austin to get training and bring back an exciting method. Grants were getting written, reviewed and accepted. Part of me is relieved; I was tired, feeling like I was more falling forward than walking... The first thing I did with this new time off was get sick. No not COVID -19, who knows I haven't been tested, but just to remind you that it is still the flu and cold season, I got pretty sick last year at this time as well... During this time I had these vivid nightmares of being helpless and woke myself up screaming a couple nights in a row...

I am lucky to have at this point housing security... My son was supposed to be in his senior year, prom and graduation are basically out... Another child is in another country and hopefully she is safe. The Internet helps make a connection and I hope connecting with my students on Zoom helps, like it soothes my family. I have to remind myself that this situation is on top of the life that would be going on anyway, both the good and the bad.

I saw an interesting cartoon of a person sitting in their pajamas saying "wow that meeting really could have been an email". While I am getting more emails, Zoom has taken up my schedule with vigor. I like Zoom but I have some major problems for both meeting and students and families. My students need to develop online etiquette. They are civil to one another and everything, but when I am talking, giving a lecture or a demonstration: Nothing. I made one of them turn on their camera just so I could see something and get some feedback... I find it very hard to give a talk without feedback.

In this day and age I realize that my students and colleagues have lives and problems that are greater than mine... Everything takes longer at home, in school you get the scissors, at home you need to find the drawer that has the scissors, etc. A colleague told me that their students are going nocturnal, doing their work at night so as to not get interruptions like they get during the day... I guess by the end of this, we will get really good at talking to blank screens without the murmurs, looks, coughing, tapping that normally adjusts our lecture pace, content and probing questions.

I also know that I am greatly affecting our students' lives. Many have made great sacrifices to be in my class. If the class fails, is canceled or put on an incomplete, it will greatly affect what they do. I react viscerally to colleges who say that students who do not have labs cannot do x... This hopefully is a once in a one-hundred-year thing. They will do like they always do, they will learn on the job. The UC and CSU's have thankfully put out statements saying as much. I am not into canceling class/lab either... While the labs, simulations and scenarios may not be perfect in this iteration, they and I will get better. That being said, a contract to purchase a set of lab simulations is being held up at the district office, rather than being used by hundreds of students. I resent having to confuse students with going to Smithsonian, National Geographic and other sites, where they will get lost, be asked for several donations and probably give up.

Take pride in what you do, do the best that you can do and take care of yourself and family because if you are healthy you can carry a load for your students and your workmates.



## Faculty and students address Board of Trustees to explain why faculty deserve a fair contract

Over 80 faculty and student supporters packed the February 26 Board of Trustees meeting to hear passionate speakers explain to the Trustees why we need a fair contract that addresses excessive faculty workload and provides pay parity to part-time instructors. Kolo Wamba, Skyline College part-time physics instructor, spoke about how climate change relates to excessive workload for faculty and part-time equity. You can read Kolo's speech below or [watch it online here](#). EJ Unisa, Skyline College student, spoke about the impact of faculty's excessive workload on students. You can read EJ's speech on the following page or [watch it online here](#).

### Connecting climate change to excessive faculty workload and part-timer pay parity

My name is **Kolo Wamba** and I teach physics part time at Skyline.

I came to the Community College system having spent a little over a decade as a California tech worker, using my knowledge of physics to help millionaires become billionaires. I was an unwitting cog in the carbon industrial complex. I'd been doing this for about 4 years when the Deep Horizon disaster happened, and I started to become intensely aware of the dangers of fossil fuels. Then I started to learn more about climate change, which gradually turned into an obsession. Like most technologists, I initially assumed that climate change was merely an engineering problem. If only the right group of the right technologists could invent and deploy the right carbon capture systems and green up our infrastructure, everything would turn out fine, right?

Plus, it would mean that people like me, who were technologically inclined (but not environmental engineering experts), could make a real contribution by helping to provide a solid STEM education to the generation of tech folks who actually become those experts and get it done. At least, that was where my head was at back in 2012, so I took a part time job teaching math at DeVry University, which at the time was only place that would take me without any prior teaching experience. I taught at DeVry off and on for the next 4 years while continuing to work in industry. Finally in 2016, I followed my spouse, who was relocating for a job, back to the Bay Area, and found a part time physics teaching gig at Gavilan for myself.

Trying to make it in the Bay Area after having been gone for almost a decade was a rude reminder that when you find yourself spending all your free time sitting in traffic and most of your money on housing and gas, something is seriously off. I started to notice a strong correlation between how much the Bay Area economy grew and the number of tents I would see pitched under overpasses around where I live. And it became clear to me that this was all deeply connected to the rate at which carbon is being added to the atmosphere. You see, about half of carbon emissions come from the top 10% of income earners. These are the folks who zip about in carbon-vomiting jets and have multiple homes, and many of these people are our very own Silicon Valley tech folks. That's when it hit home: the carbon industrial complex is the inequality industrial complex, and the fight to stop and reverse climate change is really the fight to stop inequality in all its forms.



Kolo Wamba

It is the fight for gender justice, and racial justice, and disabled rights, and LGBTQ rights, and indigenous rights, and immigrant rights, and, yes, labor rights. For me this came to a head last year, which is when I resolved to actually do something about it. You could say that this was when I became radicalized, although I hate that word-- to me the radical idea is that it's normal and acceptable for homelessness to skyrocket whenever the local economy heats up. By that time I was working a full-time engineering job at a Silicon Valley tech company and teaching one or two physics labs at

Skyline on the side. But I also realized that I could actually fight back. I could withhold my labor from the inequality industrial complex, and instead apply it to a fully unionized, low-carbon industry, which is what community college teaching is.

And so, last fall, I became a full-time adjunct and I took on a full teaching load (between Skyline and Gavilan College), and I changed my industry job from full-time to part-time (to help pay the bills). I am so glad I made this decision-- next to marrying my wife, it ranks as one of the best I ever made. I love teaching, and I'm almost good at it. Physics is a fun subject, and I have great colleagues, but above all it's really about the students. I love working with students-- after all, they are ultimately why we are all here.

Still, as I've said, the fight to stop climate change is a fight against inequality, and we can start by fighting right here in our own district! Part-time faculty still, at best, earn

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## How students are impacted by faculty's excessive workload

Good evening Board Members, members of the community, and all who are present. My name is **EJ Unisa**. I am a student, Campus Ambassador for Outreach at Skyline College, and a future educator. I am here in solidarity with the American Federation of Teachers, Local 1493 and students of SMCCD.

As a first-generation student, I am deeply grateful for the many educational opportunities that Skyline has provided for me. Programs such as the Promise program, Kababayan and CIPHER Hip Hop Learning Communities, Forensics Speech and Debate Team, and even with employment under the Outreach Department have all served to enhance my growth as a student and global citizen. I hope you believe me when I say that from the bottom of my heart, that I am grateful to Skyline and the San Mateo County Community College District.

Now it is said not to bite the hand that feeds you, but I think we can all agree that we have been fed lies about our educational system. With SMCCD as a student-centric institution, how can I feel confident in my own success and for the success of my peers and community knowing that my professors and counselors are fighting for fair treatment?

Like many of my underserved peers, the ability to navigate through college all starts with the relationship you build with your professors and with your counselors. And I have personally experienced great care and inspiration from both at Skyline. But if they themselves do not have the capacity, energy, nor time to help students because of their excessive workload, because of their fatigue, it fosters an environment in which students are being set up for failure rather than success; thus creating a rippling effect, affecting not only the student as an individual, but our schools as an institution, and the community as a whole.



*EJ Unisa*

As students— first-generation, international, adult— we are all trying to swim and stay afloat the harsh sea that is higher education. If our lifeline: our professors and counselors, are too, trying to stay afloat, then we are all going to drown.

As an Outreach Ambassador, I want to promote our colleges in a way that highlights them for all their greatness,

but it is hard to do when there is the reality of injustice perpetrated on our own faculty, and in return, its students. I want folks to be able to become empowered and transformed into a global community of learners. I want to help foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus. I want to help cultivate in our students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community. I want students to attend the San Mateo County Community College district and be supported all the way through.

And as a future educator myself, my educational philosophy is that education is a lifelong journey of growth and introspection. Education does not simply stop when you stop attending school. And I know that if you settle this contract with faculty fairly, it will set a grand precedent for the future of education itself.

Now, I believe in your ability, as a governing body, and I believe in our ability as a community, that we can all help foster an environment that is not afraid to admit its own faults and imperfections, but one that accepts it, and will actively grow from it: that we will be better than the past that was written for us, because now we, together, will write our future. Now we must not work against each other, for this fight is not just for our faculty, and it's not just for our students, it is for our community and for all the students who will continue to come through the doors of our colleges.

Thank you.

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only about 70% of what full-timers get on an hourly basis. And we don't get the same health plan-- ours isn't even a plan-- it's partial insurance reimbursement, and many of us don't even qualify for it because we teach too few units. This is not acceptable. This is about equal pay for equal work, and there's absolutely no doubt that we do equal work. We teach the same classes and labs, hold the same office hours, and some of us even do the same committee work. What's more we are routinely called upon to cover classes and labs for full-timers when they are away. We are of course more than happy to do it-- after all, it means more time with the

students about whom we care so deeply, and the full-timers are always more than willing to do the same for us.

Fortunately, AFT has a proposal for pay equity and workload compensation that addresses these issues, I fully support it. Not only would it provide parity, it would ensure that full-timers do not get overworked and that part-timers do not end up performing uncompensated tasks. But ultimately this is about more than compensation-- it is really about social justice! If you haven't noticed, my cohort of part-time faculty are more ethnically diverse and, at least in my program, are overwhelmingly female. It is clear, therefore, that the lack of

*continued on page 10*

## Become an AFT leader; Local elections to be held April 24 - May 1

AFT 1493 is holding union elections in April 2020. Voting will occur from April 24 through May 1. Any AFT 1493 member is eligible to run for union office.

The district-wide union officer positions are President, Vice President, Treasurer, and Secretary; these positions are elected by the entire AFT membership.

In addition, the AFT membership from each campus elects their Chapter Chairs, and Executive Committee Representatives. Finally, Part Time members elect their Part-Timer Representative by campus. All positions are for two-year terms (2020-2022).

For a list of officer duties review our [Union Handbook](#). Nominations can be made by notifying your local AFT Chapter Chairs (Cañada - [maher@aft1493.org](mailto:maher@aft1493.org) / [eslamieh@aft1493.org](mailto:eslamieh@aft1493.org) | CSM - [lehigh@aft1493.org](mailto:lehigh@aft1493.org) | Skyline - [fabian@aft1493.org](mailto:fabian@aft1493.org) / [rowden-quince@aft1493.org](mailto:rowden-quince@aft1493.org)), or our AFT Secretary ([silver-sharp@aft1493.org](mailto:silver-sharp@aft1493.org)) by the deadline, April 22, or by attending

the April 22nd AFT 1493 membership meeting (2:30 - 5pm, location TBA.) Feel free to contact our AFT Executive Secretary [bissember@aft1493.org](mailto:bissember@aft1493.org) if you have any questions.

### All District faculty are invited to a Virtual Town Hall Meeting Thursday, March 26, 1-2 pm.



- Brief report-back from AFT Bargaining Team
- Feedback from faculty on experiences during the crisis

Zoom info: <https://us04web.zoom.us/j/110238377>

### AFT & District to discuss agreement on policies during pandemic; faculty input needed

*continued from page 1*

[San Mateo Daily Journal](#) and [The Skyline View](#), the last of the student newspapers still in operation in the District. As students from our three campuses learn more about faculty contract issues – especially around workload and the lack of parity for our part-time faculty – they’re becoming enraged and engaged! They’ve become our allies in this contract fight.

Following the Board action, our union Contract Action Team (CAT) – a group of faculty from all three campuses, open to all instructors in the District – has been continuing to lay out plans to win a fair contract for faculty.

### Petition for part-timer pay parity coming soon

In April we plan to circulate a petition, written by Tim Rotenberg, part-time history and government instructor at Skyline’s Middle College, calling for parity for our part-time faculty members and adherence to the 50% law, with which the district is severely out of compliance. (Read Tim’s article on part-time parity on page 3.) The 50% law states that 50% of all district revenues must be used for direct instruction; our district is at 42%. Clearly, if the District followed the 50% law, it would lead to more opportunities for part-time faculty members. Through the petition drive, we plan to reach out to our part-time colleagues. The petition drive can also be a great way to involve students, staff and community members in the struggle for fairness for part-time faculty in our district.

Take care of yourself and your families. We hope to see you at the virtual Town Hall this Thursday, March 26, from 1-2 PM. (Zoom info: <https://us04web.zoom.us/j/110238377>)

Faculty: Please tell us about specific issues you are currently facing on our [ONLINE SURVEY](#)

**AFT 1493**  
**April Membership Meeting**  
**Wednesday, April 22, 2:30 - 5 pm**  
**Location or Zoom address TBA**

### Kolo Wamba speaks to the Board of Trustees

*continued from page 7*

pay parity is an obvious contributor to the gender pay gap. Whether this is intentional or not is immaterial. Does the district really want to be seen as a place where gender discrimination is just part of the scenery? Potentially even worse, does the district want to be on the side of history that stood in the way of progress against inequality? Against climate change?

This type of thing is exactly what I came here to get away from when I drastically reduced my involvement in Silicon Valley tech. To those folks, inequality is fine because they continue to harbor the delusion that we live in a meritocracy. Don’t be like them-- they are the ones who are making things worse for everyone.

You have the means, motive and opportunity to take a baby step towards the right side of history, and I urge the board to take this matter very seriously. I haven’t been in the district all that long, and even I can see that it is long overdue.