

CONTRACT NEGOTIATIONS

Bargaining in last stretch: Pay, benefits, new MOU

As we reported in the last issue of *The Advocate*, the AFT and district bargaining teams are currently negotiating over the last item before the contract can be settled: faculty compensation and benefits, including part-time parity. A new MOU on Covid conditions is also on the table. The two teams were not able to schedule any negotiations sessions over the last month, but the next session is set for December 8, and three negotiation sessions are scheduled for finals week. To review, the district's most recent counter-proposal on compensation maintained 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 towards part-time salaries.

Because our part-time faculty salaries are currently in the bottom half of Bay 10 community college districts

continued on page 5

Comparison of Part-Time Faculty Compensation for SMCCCD and Bay 10 Districts
Based on teaching one 3-unit class

Notable findings:

- SMCCCD Part-Time Faculty salaries are significantly behind other Bay 10 districts and in the bottom half of all Bay 10 districts
- Marin, West Valley/Mission, San Jose/Evergreen, CCSF, Foothill/DeAnza all have PT salary schedules in which PT faculty are paid a set *pro-rata percentage of FT salaries* (referred to as a "parity percentage") for equivalent experience and education, using *load-based* salaries on schedules that are similar to FT schedules (referred to as "mirrored" schedules) by including *columns* that provide added compensation for added educational levels.
- Chabot's PT faculty are paid a set *parity percentage of FT salaries* (72%) for equivalent experience and education using *load-based* salaries.
- Peralta's PT salaries have *high parity percentages—up to 100%* of comparable FT faculty for those at the bottom of the scale and they have a *fully "mirrored" PT salary schedule (with columns for added education)*.
- Contra Costa has a PT salary schedule with seven *columns* that provide added compensation based on educational levels and a parity plan to shift PT faculty to load-based pay at 72% of FT salaries by 2021-22 and 80% by 2022-23.
- Ohlone's PT salary schedule has three *columns* that provide added compensation for additional educational levels and the district has "committed to improving the total compensation for part-time faculty."

SMCCCD is the only Bay 10 district that has *NOT* formally addressed Part-Time Parity (either in the actual salary schedule or in setting a goal to improve PT salaries).

SMCCCD does *NOT* pay PT faculty *load-based* salaries. SMCCCD continues to pay PT faculty by the hour.

SMCCCD does *NOT* pay PT faculty on a *mirrored salary schedule with columns*. Columns provide additional compensation based on educational levels, as all FT schedules do.

Basic Aid districts highlighted in yellow

	SMCCCD*	Marin*	West Valley*	SJ/Evergreen*	CCSF*	Foothill*	Chabot*	Peralta*	Ohlone*	Contra Costa*
Parity % of FT	District has not agreed to a %	95%	78%	68.38%	86%	83.5%	72%	75-100%	Goal only**	Goal only**
Step 1 w/MA	\$553.50 (63.84% of FT)	\$641.00	\$766.40	\$120.20	\$667.40	\$321.30	\$478.68	\$198.95 (99.68% of FT)	\$460.37 (65.88% of FT)	\$634.75 (55.84% of FT)
Step 5 MA+15	\$630.62 (64.79% of FT)	\$720.92	\$865.40	\$104.40	\$685.50	\$402.77	\$696.85	\$257.52 (94.43% of FT)	\$530.87 (64.82% of FT)	\$405.01 (55.37% of FT)
Step 10 MA+30	\$890.28 (66.58% of FT)	\$709.79	\$459.40	\$140.60	\$193.22	\$484.23	\$638.50	\$342.52 (88.72% of FT)	\$294.75 (62.26% of FT)	\$495.53 (53.76% of FT)
Highest Step w/Doctorate	\$7097.30 (54.87% of FT)	\$2,967.40	\$10,632.40	\$7949.60	\$10,030.18	\$8024.97	\$6838.50	\$9012.32 (77.85% of FT)	\$780.37 (49.52% of FT)	\$6014.14 (51.38% of FT)

Click on the chart above for a full view of a comparison of part-time salaries in all Bay 10 districts

SMCCD's health care coverage for part-time faculty among lowest in the Bay 10

by Annie Corbett, Cañada College & Skyline College, Psychology



Ten years after the Affordable Care Act was signed into law, access to affordable health care is still elusive to many individuals and families, including our own part-time faculty in the San Mateo Community College District (SMCCD). Health insurance

can be prohibitively costly, especially for employees who work part-time and many simply cannot afford health care.

While the AFT is still in the midst of negotiating a new contract, one of the issues still unresolved for adjunct faculty (in addition to part-time pay parity) is fair compensation for health insurance or access to the district's health benefits. Currently, a part-time faculty member who teaches a minimum of six units per semester (40% of full-time), can request a *reimbursement* of up to \$1505.00 paid in monthly premiums at the end

of each semester, for a total of \$3010.00 per calendar year. Put another way, it's a reimbursement of \$250.83 per month. SMCCD does not currently offer any medical plans for part-time faculty.

SMCCD FT vs. SMCCD PT

For purposes of this article, we will draw a comparison between SMCCD's medical benefits compensation and other local community college districts, and will use as an example, a single, part-time faculty

continued on page 4

INSIDE THIS ISSUE

- 3 Smaller class sizes needed for student success
- 6 Part-time faculty survey highlights problems
- 7 MOU survey finds limited help for Covid
- 8 Remembering Kathleen Feinblum
- 10 Will family leave be available in Spring?

*San Mateo Community College
Federation of Teachers
AFT Local 1493, AFL-CIO
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
CSM Building 1 - Rooms 251-3 & 255
(650) 574-6491
aft1493.org
facebook.com/AFT1493*

Editor

Eric Brenner, Skyline
brenner@aft1493.org

Editorial Board

Eric Brenner, Skyline
Marianne Kaletzkzy, x6649

President

Joaquin Rivera, Skyline, x4159

Past President

Monica Malamud, Cañada, x3442

Vice President

Katharine Harer, Skyline, x6491

Secretary

Jessica Silver-Sharp, Skyline, x4312

Treasurer

Steven Lehigh, CSM, x6428
Anne Stafford, CSM, x6348

Chapter Chairs

Salumeh Eslamieh, Cañada, x3227
Doniella Maher, Cañada, x3513
Teeka James, CSM, x6390
Bianca Rowden-Quince, Skyline, x4296
Rika Yonemura-Fabian, Skyline, x7156

Executive Committee Reps.

Michael Hoffman, Cañada, x3346
Nathan Jones, Skyline, x7037
David Laderman, CSM, x6302

Part-Timer Reps.

Rudy Ramirez, CSM, x 6372
Barbara Corzonkoff, Skyline

Chief Negotiator

Joaquin Rivera, Skyline, x4159

Executive Secretary

Marianne Kaletzkzy, x6649

PART-TIME FACULTY

Reminder: Adjunct faculty members eligible for unemployment benefits between semesters

All part-time faculty should remember that you are eligible for unemployment compensation benefits during the winter break and over the summer, unless you are working another job between semesters or over the summer and you are earning more than your unemployment grant would be. As soon as you give your last final exam, you should contact the local [Employment Development Department \(EDD\)](#) office and file a claim, or reactivate the one you have from summer (if you applied then). If it is a new claim, you will have a one-week waiting period before benefits start, so do not delay. You can also claim for the period between regular term and summer school. When filling out your weekly forms, don't forget to claim paid flex days.

When applying, tell them about all your jobs, since your benefit is based on all your income over the previous year. When they ask if you have a job to go back to after summer or winter break,

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

This is important: Do not just tell them that you have an assignment for next semester or you will be disqualified. According to the Cervisi decision of the State Court of Appeals (and the Ed. Code), part-timers, as a class, do not have "reasonable assurance" of a job and hence are eligible for benefits between terms. If questioned further, mention the Cervisi case.

Be sure to fill out all job search forms correctly, and be available as directed for interviews and follow-up questions. You should not have any problems, but if you have any questions or are denied for any reason, contact Marianne Kaletzkzy in the AFT office (kaletzkzy@aft1493.org) as soon as possible and the union will advise you on how to file an appeal. Don't be reluctant to file. This is your right, not charity! □

Part-time faculty medical reimbursement forms are due by Dec. 31

Part-timers who complete 40% or more of a full-time load are eligible to receive up to \$1505 per semester reimbursement for employee-incurred health benefit premium costs. [Click here for the form](#). Contact George Sampior (sampior@smccd.edu) with questions.

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.**

Smaller class sizes are essential to effectively develop anti-racist, anti-oppression pedagogy

By Doniella Maher, AFT 1493 Cañada Chapter Co-Chair

In September, the newly formed AFT Anti-Oppression Committee determined to focus on the relationship between class size and equity and how large class sizes particularly impact our most marginalized students. Our first campaign was to develop a resolution to support and build a meaningful district-wide conversation about equity and a process to reduce large class size limits that inhibit student-centered teaching. As part of this campaign, we have engaged in many important discussions across the campuses. Equity committees at all three schools have discussed the resolution, raising thought-provoking ideas and questions. The Executive Committee of AFT and the District Academic Senate have also contributed to and voted to support the resolution. To bring our ideas to the Board of Trustees, two members, Doniella Maher and Rika Yonemura-Fabian, presented a rationale and explanation of the resolution in conjunction with students presenting student survey results and personal stories at the November 18th Board Meeting.

Resolution on class size reduction and student-centered teaching presented to SMCCD Board

The following is from our presentation to the Trustees:

We are here today to represent the AFT Anti-Oppression Committee. The committee was initially formed at the AFT-organized teach-in held in September, "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 collaborate on activities that social justice unionism requires, going beyond the standard wage and benefits issues. The committee is charged with building solidarity through active education and conversation on, and actions against, anti-blackness, misogyny, ableism, cis- and heteronormativity, and other systems of oppression that our faculty and students face. At one of our first meetings, the Anti-Oppression committee determined that connecting student equity goals with class size was something that we all had passion to pursue.

As the delegates of the anti-oppression committee, we are here today to present the resolution on small class size as an important social justice measure the District can implement that would have a significant social justice impact on our students.

We don't have to start at the beginning. Over the last 10 years, faculty across disciplines within the SMCCD have developed and led professional development activities identifying the beneficial effects of student-centered pedagogical practices and the need to implement them even more broadly into our teaching. These include, but are not limited to, the development of cohort learning communities such as Umoja and Writing in the End Zone at CSM and Puente at Cañada, training faculty to develop student-centered practices through professional development like the "Transforming STEM Teaching Faculty Learning Program", and connecting faculty,

tutors, peer mentors, and counselors to approach teaching holistically. These are incredible programs, and we should build off them to develop coherent anti-racist pedagogy for our students.

All of these interventions require faculty engagement with their students in a way that is completely different from the banking model of education that dominated the second half of the 20th century. We recognize that, among many other factors that impact student success and learning outcomes, it is exactly the large lecture format that disproportionately impacts the most marginalized.

Class size and teaching methods are almost inextricably intertwined. Large class size increases the faculty's reliance on lecture as the primary method of instruction and decreases the active involvement of students with course materials and their peers. Research shows that in 4-year colleges, students are most dissatisfied about large introductory courses precisely because they lack instructor-student or student-to-student interaction and the opportunities for questions and discussions are limited. If we really want to pursue anti-racist, anti-oppression pedagogy as an institution, class size is one factor we must consider as an essential element for student success.

Our asks

Currently, class size is determined by convention, room availability, and the decision has been typically left to individual administrators. For example, social sciences classes have a cap of 45 at Skyline College, but there is no assessment about why 45 is the optimum size for the success of students of color, low-income students, and other students that come from a place of structural marginalization. Worse, it is a common practice to increase the cap of popular online or in-person classes to 75 and above.

As the Anti-oppression Committee of AFT, supported by the District Academic Senate, College of San Mateo's Educational Equity Committee and the Executive Committee of AFT, we have resolved to ask the Board of Trustees the following:

We ask the Board of Trustees to support a 25% reduction in class size for all courses during the pandemic, regardless of the modality of instruction.

We ask the Board of Trustees to commit to delineating and implementing a future process involving participatory governance bodies to lower class size based on social justice and equity principles in future semesters, and

We ask San Mateo Community College District to make a concerted, systematic effort in implementing lower class sizes, not leave these decisions to individual administrator purview.

The Anti-Oppression Committee will continue to meet with faculty across the colleges to fight for a process that prioritizes student engagement and anti-racist pedagogy in decisions about class size. For more information or to join the Anti-Oppression Committee, please contact Doniella Maher (maher@aft1493.org), Michael Hoffman (hoffman@aft1493.org) or Rika Yonemura-Fabian (fabian@aft1493.org.) □

Our PT faculty health coverage among lowest in Bay 10

continued from page 1

member (age 43) enrolling in a Kaiser Health Plan Platinum 90 HMO (the plan SMCCD uses for full-time employees). SMCCD contributes 100% for a single full-time employee into the [SMCCD 2021 Kaiser Health Care Plan](#) at a cost to SMCCD of [\\$825.00 per month](#) (\$9900/year). The part-time faculty member would have to pay Kaiser \$713.97 per month (\$8567.64/year) for a similar [plan](#). For this example, the part-time faculty member would qualify for a reimbursement of \$3010/year, so the total out-of-pocket is \$5557.64/year. Annual cost for equitable medical plan for SMCCD PT faculty = \$8567.64 - \$3010 = \$5557.64

CCSF PT vs. SMCCD PT

CCSF offers health coverage to all part-time faculty who teach 50% or more of a full-time load and faculty are eligible at the beginning of their third semester employed. CCSF pays 100% of the [employee's plan premium](#) for Kaiser HMO. Annual cost for equitable medical plan for CCSF PT faculty = \$0

Marin (MCCD) PT vs. SMCCD PT

Marin Community College District contributes up to [\\$1900 per month](#) towards a MCCD-sponsored medical plan for [eligible](#) part-time faculty. Eligible part-time faculty are faculty who taught a minimum of 12 credit units in an academic year (excluding summer). Annual cost for equitable medical plan for Marin PT faculty = \$0

Foothill-De Anza (FDACCD) PT vs. SMCCD PT

Foothill-De Anza Community College District part-time faculty are eligible to enroll in [district sponsored medical plans](#) as long as they have an annual load factor of .4 (40%). Faculty are responsible for payment of the difference in load factor they are teaching. For example, if a part-time faculty is teaching a load of .60 (60%), the district will be responsible for 60% of the premium payment. If a part-time faculty is teaching a load of .4 (40%), the district will be responsible for 40% of the premium payment. For the example of this article, the part-time faculty would pay [\\$307.40 per month](#) (\$3688.80) for the Kaiser HMO plan offered by the district. Annual cost for equitable health plan for F-DA PT faculty = \$3688

West Valley – Mission (WVMCCD) PT vs. SMCCD PT

WVMCCD part-time faculty are [reimbursed](#) for medical premiums up to \$2000 per semester as long as the faculty has an instructional load of at least 40% for three consecutive fall and spring semesters. If a faculty drops to a 20% load in a subsequent semester, the faculty shall continue to qualify that semester. However, if the faculty still has a 20% load in the next semester, the faculty will lose the benefit. This is an important note – as SMCCD will not reimburse a faculty member at any time whose teaching load drops to 20%.

Annual cost for equitable medical plan for WVMCCD PT faculty = \$8567.64 - \$4000 = \$4567

San Jose-Evergreen (SJECCD) PT vs. SMCCD PT

SJECCD offers [medical plan coverage](#) to part-time faculty at a reduced rate (50%), as long as the faculty carries a 40% cumulative equivalent load of a full-time faculty assignment. The part-time faculty pays \$420/month or \$5040 annually for the benefit. Annual cost for equitable medical plan for San Jose/Evergreen PT faculty = \$5040

Chabot-Las Positas PT vs. SMCCD PT

Chabot-Las Positas, in the East Bay, offers [two Kaiser HMO plans](#) to all part-time faculty who teach a minimum of 40% of an annual full-time load in the prior academic year. For the offered Kaiser HMO plan, an adjunct faculty could expect to pay \$3253.88 annually with the district. Annual cost for equitable medical plan for CLPCCD PT faculty = \$3254

Peralta (PCCD) PT vs. SMCCD PT:

The Peralta district [contributes](#) one half of the monthly premium cost for the Kaiser Plan for eligible part-time faculty members. Eligible part-time faculty are those whose teaching assignment equals or exceeds 40% of a full-time teaching assignment. The Kaiser premium is [\\$764.32/month](#), so a PT instructor pays [\\$382.16/month](#) or [\\$4585.92/year](#). Annual Peralta PT faculty equitable medical plan cost = \$4586

Contra Costa (CCCCD) PT vs. SMCCD PT

The Contra Costa CCD [contributes](#) toward the premium cost of the health plan based on the member's average load for the previous academic year (fall and spring) in three tiers as follows: 30% load and greater – District pays 40% of the premium cost; 40% load and greater – District pays 50% of the premium cost; 60% load and greater – District pays 75% of the premium cost. A part-time instructor at 60% load pays [\\$192.16/month](#) or \$2305.92/year for Kaiser. Annual cost for equitable medical plan for Contra Costa PT Faculty = \$2306

Ohlone (OCCD) PT vs. SMCCD PT

The Ohlone district has not agreed to contribute anything towards their part-time faculty members' health benefits. The district will only allow an adjunct faculty member to buy into the group medical insurance plans provided to full-time faculty at the part-timer's expense. So Ohlone part-time faculty must pay their [full medical premiums](#) with [no reimbursement](#) from the district. That makes Ohlone the only Bay-10 district that pays less towards their part-time

continued on next page

continued from previous page

faculty health benefits than San Mateo in PT health benefits.
Annual Ohlone PT Faculty equitable medical plan cost = \$8568

It is abundantly clear that SMCCCD lags, in some cases, far behind our neighboring community college counterparts, in either offering medical insurance for part-time faculty or reimbursing for premium costs. Our district provides less health coverage for part-time faculty than all but one other Bay 10 district and is one of only three of the Bay 10 districts that does not provide a district-supported health insurance plan to their part-timers. Referring to the "Comparison of Part-Time Faculty Compensation for SMCCCD" on page 1, part-time instructors working at all of our neighboring community col-

lege districts are compensated at higher salaries and more equitably for equal work, and, as we've shown above, they are also valued highly enough to get offered medical benefits, or minimally, a higher per semester amount of premium reimbursement. SMCCCD continues to show that equitable pay (compensation and benefits) for equal work, is simply not a priority – as long as you are one of the approximately 550 part-time faculty members employed by the district.

(Note: This article did not take into consideration any [Covered California Subsidy](#) benefits, as those factors are difficult to calculate for the purposes of comparing medical coverage offered by different districts.) □

Comparing Part-Time Faculty Coverage among Bay 10 Community College Districts

College District	PTers' annual out-of-pocket health premium costs	Are PTers included in a district health plan or re-imbursed?
SMCCCD	\$5567	Re-imbursed
CCSF	\$0	Included
Marin	\$0	Included
Foothill/DeAnza	\$3688	Included
West Valley/Mission	\$4567	Re-imbursed
San Jose/Evergreen	\$5040	Included
Chabot/Las Positas	\$3254	Included
Peralta	\$4586	Included
Contra Costa	\$4612	Included
Ohlone	\$8568	No district contribution or re-imbursement

Contract negotiations in final stretch

continued from page 1

([click here to view a comparison of part-time salaries in all Bay 10 districts](#)), AFT presented a counter-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 a series of concrete, timely steps to achieve it. An essential step to achieving part-time parity is moving the part-time faculty instructional salary schedule to a **load-based (rather hourly-based), "mirrored" schedule** that includes the same steps (based on years of experience) and columns (based on educational levels) as the full-time salary schedule, but with the rates for every step and column set at an agreed-upon percentage of the full-time rate, referred to as the "parity percentage." All of our neighboring community college districts (including West Valley / Mission, San Jose / Evergreen, Marin, CCSF, and Foothill / DeAnza) have this type of load-based, mirrored salary schedule for their part-time faculty and all pay a set pro-rata "parity percentage" of full-time salaries for equivalent experience and education.

For the 2021-2022 school year, AFT is proposing that the parity percentage be set at **80%** so that **each part-timer would be paid 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.**

As the AFT has been communicating the details and rationale for this proposal to our part-time faculty members, we have received numerous questions from our members about how it would work and how it would actually affect their own income. **At this Wednesday's AFT membership meeting (December 9th, from 2:30 to 5 p.m.) we'll explain what a mirrored schedule is, how 85% parity would increase pay for part-time instructors at all levels of education and experience, and what we're doing to win these crucial improvements for part-timers now.** All members are invited to ask questions and hear more about our proposals for part-time pay. **The discussion of our proposals for part-timers will take place in the first hour of the meeting, after an update on our contract negotiations.** □

AFT 1493 Membership Meeting
Wednesday, December 9th
2:30 to 5 p.m.

Zoom: <https://us02web.zoom.us/j/7052173089>

Survey of district part-timers finds most PTERS do not have other stable work, rely on SMCCCD work to pay for housing and healthcare and are likely to leave district if their pay doesn't improve soon

By Marianne Kaletsky, AFT 1493 Executive Secretary

A survey recently conducted by AFT 1493 reveals that most SMCCCD adjuncts depend on their faculty employment to pay for basic needs, especially housing and healthcare. While these results probably won't shock SMCCCD adjuncts, they challenge a longstanding image of the adjunct professor as a professional with a full-time job outside education—for instance, in law or accounting—who teaches a class every so often on the side. By contrast, the AFT survey found that most adjuncts have no regular job outside their faculty work. Nor do the majority of adjuncts have health benefits from a non-SMCCCD job—even their partner's.

AFT conducted two surveys online in October of 2020. The first survey asked current part-timers about the conditions and contexts of their faculty work and garnered 181 responses. (To put that number in context, 526 part-timers are working for SMCCCD this semester.) The second survey solicited responses from full-time SMCCCD faculty who were once part-time, either in this district or any other, and received 98 responses.

Here are some of the takeaways:

Most part-timers do not have any stable job—even a part-time job—outside their faculty employment

Only 15.5% of part-timers surveyed conform to the model of an adjunct professor as someone with a full-time job outside education, who does adjunct work for enrichment or extra cash. In addition to the 15.5% of part-timers who had a full-time non-faculty job, 12.7% work at least half-time at a stable job outside education, and 8.8% work less than half-time at such a job. **A sizeable majority of adjuncts—63%—have no stable employment beyond their faculty work.**

Most part-time instructors teach zero to one classes outside SMCCCD

More recent media coverage of adjuncts often focuses on the image of the “freeway flyer” constantly commuting between a number of different educational institutions to make ends meet. This model might seem likely to apply to most SMCCCD adjuncts, since they do not have regular employment outside education and California Education Code prohibits them from working more than 67% time in any single district.

Yet of the 149 instructional faculty who completed the survey, 71 (47.65%) said they are currently teaching zero courses outside SMCCCD. An additional 19 (12.75%) are teaching just one course outside SMCCCD. And of all adjunct faculty, including librarians, counselors, and other adjuncts, most (54.5%) have only been employed by a single non-SMCCCD educational institution in the past three years. It's

possible many adjuncts want more work, even if it means commuting between distant campuses or mastering different learning management systems, but simply cannot find it. Alternatively, adjuncts may struggle to reconcile scheduling conflicts between classes in different districts—especially if their schedules also include family responsibilities.

Adjuncts depend on their SMCCCD work to pay for housing and healthcare

Regardless of the reason, the scarcity of non-SMCCCD faculty work together with the lack of regular employment outside education means that **most adjuncts depend on their SMCCCD paycheck to pay for their families' basic living expenses.** This conclusion is borne out by the fact that 75% of SMCCCD adjuncts spend at least a quarter of their wages from faculty work to pay for housing, with 30% spending at least half their earnings on housing.

Adjuncts also depend on compensation from SMCCCD—both their earnings and the part-timer healthcare stipend—to pay for healthcare. **Just over half of adjuncts (51.1%) do not have health benefits from any non-SMCCCD job, whether theirs or their partner's.**

Adjunct positions are long-term work: the median part-timer who becomes full-time spends 5-7 years as a part-timer first

Administrators and others often speak of part-time positions as stepping stones to full-time community college work. But many part-timers never become full-time—and even those who do spend the better part of a decade as part-timers first. We surveyed full-timers who were once part-time and found that the median respondent spent 5-7 years as a part-timer before getting a full-time position. **The fact that part-time work can help adjuncts land full-time positions is no excuse for compensating them poorly, especially since so many faculty spend so long as adjuncts.**

Getting a full-time job brings significant life and career changes for adjuncts

Many full-timers who were once part-time say they have significantly more work, especially committee work, now that they are full-time—an issue AFT has attempted to remedy by negotiating a new [pilot program](#). But they also list a number of positive changes, among them **better mental and physical health** due to having job security, a stable income, and benefits; **increased collaboration with colleagues** and

continued on next page

AFT faculty survey finds the MOU had limited effects on working conditions under Covid

By Marianne Kaletzky, AFT 1493 Executive Secretary

This summer, AFT 1493 negotiated a Memorandum of Understanding setting forth changes to working conditions for SMCCD faculty during the pandemic. The current MOU applies only to Summer and Fall 2020; after hearing from District negotiators that they were unable to meet during November, AFT will begin negotiating a new MOU for Spring 2021 this December.

In preparation for the negotiations, we surveyed SMCCD faculty about their experiences with the current MOU, with the aim of seeing which provisions are working well and which could be improved. 134 SMCCD faculty members completed the survey, of whom 94 were full-time and 40 were part-time; respondents included counselors, librarians, and instructional faculty. Here's what we found:

Few faculty got their class sizes reduced

The Summer/Fall MOU stipulated that faculty and administrators would adhere to the District Academic Senate's guidance for adjusting enrollment caps, which requires that faculty—either individually or as a department or division—make a request to their deans to reduce the size of particular classes. 86% of survey respondents said that small class sizes would improve student learning and success rates—an answer that makes sense given the extraordinary stresses of the pandemic and distance learning on SMCCD students. Yet only 25.4% of respondents attempted to work out lower class caps with their deans, with 74.6% saying they did not

try to reduce their class caps. Of those who did attempt to work out lower class caps, only 38.5% actually had their class caps reduced. Part-time and non-tenured faculty may face particular obstacles in approaching their deans—and few faculty are likely to engage in the process at all if they think their requests will not be given fair consideration. 76.5% of instructors who taught classes of 45 students or more (counted on Census Day) did receive the additional compensation the MOU provides for. But 73.7% of those who did receive additional compensation said it was not adequate to the extra work required to teach such a large class online.

Few faculty applied for leaves in Summer/Fall 2020

Only 6.9% of faculty applied for any kind of paid leave in Summer or Fall of 2020, including leaves covered by the Family and Medical Leave Act (FMLA) and the Families First Coronavirus Relief Act (FFCRA). That means many faculty would likely benefit from leaves in Spring 2021—especially with the pandemic in full force and many K-12 schools still conducting distance learning. With the current Families First leave expiring on December 31, and the federal government having given no clear indication of whether it will renew the law, AFT is committed to fighting for the district to give SMCCD faculty the leaves they need.

continued on page 10

Survey data affirms the need for 85% parity & “mirror schedule” to compensate part-timers fairly

Taken together, the survey data reveal that adjuncts rely significantly on their faculty wages to provide for their families' basic needs: without a stable job outside education or a full-time faculty position in the near future, SMCCD part-timers are faced with the choice of staying in a district with below-average wages or seeking work elsewhere. If SMCCD wants to support its students by ensuring they have a stable set of quality instructors to rely on, the district must commit to compensating part-timers fairly.

As it is, the part-time salary scale has only a single column—meaning part-timers don't get credit for their education—and 11 steps rather than the 25 that full-timers have—which limits part-timers opportunities to get increased pay for more experience. AFT is demanding a “mirrored schedule” with columns to pay adjuncts for their education and more steps to give them credit for their experience. We're also asking that part-time instructors make 85% of what full-timers with the same education and experience earn for teaching the same load. **Part-time parity makes sense for adjuncts, their full-time colleagues, and their students. It's time for SMCCD to give part-timers the compensation they need and deserve.** □

continued from previous page

a sense of being supported and valued; and **the ability to devote more time to pedagogy, relationships with students, and professional development**, rather than constantly having to search for jobs and adapt to new demands.

Most SMCCD part-timers are likely to leave the district if their pay does not change significantly within the next 5 years.

Although SMCCD is a wealthy district and San Mateo County is ranked as the most expensive place to live in California, SMCCD places in the bottom half of Bay Area community college districts for part-timer pay. So it's no surprise that 60.8% of current part-timers say they are either very likely or somewhat likely to seek employment at other districts rather than SMCCD if their pay does not change significantly within the next 5 years.

IN MEMORIAM: KATHLEEN DE AZEVEDO FEINBLUM

We lost a really good one

On Saturday September 26th we lost Kathleen de Azevedo Feinblum to pancreatic cancer.

Kathleen, English professor at Skyline College since 1995, was a fighter to the core. Her ethics and moral code were unbreakable. She taught social justice issues in her classroom, spent long hours helping her students, and cared deeply about the state of the world. Kathleen served as the Secretary for our local, AFT 1493, from 2004 through 2006, she was a long-time committed member and always came through when we asked for help with union campaigns. She would smile one of her huge Kathleen smiles, nod her head vigorously, and say, "Sure, I'll help!" We are very sad to lose her beautiful spirit, her friendship, and her fierce belief in a better world.

-- Katharine Harer, AFT 1493 Vice President, English, Skyline

The following are some of the responses we received from colleagues across the district when AFT announced Kathleen Feinblum's death in September. [Kathleen's full obituary can be read here.](#)

I'm so sad. I've known Kathleen from the early 1990s, coached her during her interview process, and we taught in a learning community together. She was my sushi buddy, and we enjoyed a glass of red wine before our food treks to different ethnic eateries in the city. She is gone way too soon.

-Rosie Bell, History, Skyline

I am so very saddened by this news. It seems it was just yesterday when I saw her at a Curriculum Committee meeting. I've worked with her on committees and have always had the highest respect and honor for her as a colleague and as a friend. Such a dear person. She will truly be missed.

-Steve Aurilio, Administration of Justice, Skyline

Thank you for sharing this beautiful tribute to our friend, colleague, and union sister, Kathleen.

-Nina Floro, English, Skyline

This is such a heavy loss.

-Nancy Kaplan-Biegel, Journalism/English, Skyline



I worked with Kathleen when Paralegal first began. You are exactly right about her "beautiful spirit, her friendship, and her fierce belief in a better world." I will miss her.

-Barbara Corzonkoff, Business, Skyline

Kathleen and I served on committees over the years and since our offices were close, we spoke almost every day. I have missed talking to her since we left the campus in March and sad that our conversations are finished for now.

-Linda Whitten, Accounting, Skyline

My heart aches as I remember talking with her in her office about running. We often shared stories of running up Sweeney Ridge and all the other wonderful trails around and near Skyline College, as well as the hills in our neighborhoods. I'll always remember how humble she was about her fantastic running pace. My next run will be on Sweeney Ridge in honor of Kathleen.

-Virginia Medrano Rosales, Counseling, Skyline

"Saudades!" The best Portuguese word to convey it - longing indefinitely

-Luciana Castro, Foreign Languages, Skyline

I am heartbroken. It was an absolute pleasure to know her and work with her.

-Bianca Rowden-Quince, ASLT, Skyline

She was a good person and a long-time colleague.

-Michael Hoffman, Math, Cañada

I loved working with her when I was at Skyline.

-Salumeh Eslamieh, English, Cañada

We did a Reading Apprenticeship program together a few years ago. We took BART together to get to the Oakland training site and had some good conversation on the way to and back from the training.

-Tania Beliz, Biology/Health Science, CSM

Twenty years ago Kathleen Feinblum was advocating for part-timers' rights, including part-time pay equity, a goal we are still pushing for today

Kathleen Feinblum (see remembrance on the previous page) was a long-time part-time faculty activist and wrote a column in *The Advocate*, called "The Part-Timer Voice" over twenty years ago, during the 1999-2000 semester. Looking back on her columns (see below), the issues she was advocating for then are still being fought for today-- from part-timer pay equity, to job security, to adequate health benefits. Part-time faculty were actually successful in getting our Board of Trustees to pass a resolution (shown below) in support of "equal pay for equal work" for part-timers on April 12, 2000! Unfortunately, we are still fighting to make that a reality. We're hoping that we'll see a major step towards finally achieving that goal in the new contract that our negotiators are moving towards settling.

MAY 2000

APRIL 2000

FEBRUARY 2000

THE PART-TIMER VOICE

Petition Drive Builds Support for Part-Timer Equity

by Kathleen de Azevedo Feinblum,
AFT 1493 Part Time Faculty Coordinator
(650) 358 6889 x 9367
azevedo@pacific.cnchost.com



It is good to end the academic year on an encouraging note. Action 2000's statewide petition drive proved to be

THE PART-TIMER VOICE

How a Cancelled Class Effects a Part-Timer

by Kathleen de Azevedo Feinblum,
AFT 1493 Part Time Faculty Coordinator
(650) 358 6889 x 9367
azevedo@pacific.cnchost.com



The first time was brutal. At a particular college, I was teaching choice classes—literature and

THE PART-TIMER VOICE

Part-Timers' Rights Movement Growing Around the State

by Kathleen de Azevedo Feinblum,
AFT Part Time Faculty Coordinator
(650) 358 6889 x 9367
azevedo@pacific.cnchost.com



The part-timer revolution is afoot. Throughout this issue of *The Advocate* are articles about the various

Above are excerpts of three of Kathleen Feinblum's "Part-Timer Voice" columns from 2000. Below left is the front page from the November 2001 *Advocate* highlighting the statewide fight at the time for part-timers' pay equity. Below right is a copy of the "Resolution in Support of Equal Pay for Equal Work for Part-Time Faculty" that was passed by the SMCCCD Board of Trustees in April 2000. Click on any excerpt to read full copy.

San Mateo Community College
Federation of Teachers
AFT Local 1493
AFT-GO

NOVEMBER 2001

Volume 21
Number 2

Part Timers Push for Equity Now

by Kathy Mason, AFT 1493 Part Time Faculty Coordinator

"Part-time teacher but full-time professional" may be a phrase that you will see often on flyers and posters during College Equity Week, October 28 through November 3. The three campuses in the San Mateo Community College District are gearing up for Campus Equity Week, a national event taking place throughout the United States and parts of Canada. This is the second year in California Community Colleges that a week has

been devoted to issues concerning part-time faculty. It has become increasingly clear to the 700 part-time instructors working in the SMCCCD, and the 30,000 part-time instructors throughout the state, that there are glaring inequities which must be addressed.

The reliance on part-time faculty has grown steadily since the passage of Prop. 13 in 1978. Within the SMCCCD, there are just over 700 part-time instructors as full-time instructors. (Figures from the year 2000 show 700 part-time faculty to 300 full-time faculty.) Within the state of California, the 30,000 part-time instructors make up 2/3 of the teaching force in the community colleges. The inequities faced by these part-time faculty vary from district to

Equal Work."

In an historic move, Governor Gray Davis and the legislators granted \$57 million to be used solely for part-time faculty salaries as a step toward parity. According to a study done last year by the



CAMPUS EQUITY WEEK SCHEDULE:

Canada College:
Literature Table: Plaza Area, Mon., Wed. & Fri, noon - 2 pm
"Degrees of Shame" Video: Near plaza area, Mon., Wed. & Fri, noon - 2 pm

College of San Mateo:
Literature Table:

Board of Trustees Passes Part Timer Equity Resolution

The District Board of Trustees passed the following resolution at its April 12th meeting:

RESOLUTION IN SUPPORT OF EQUAL PAY FOR EQUAL WORK FOR PART-TIME FACULTY

RESOLVED, by the Board of Trustees of the San Mateo County Community College District, County of San Mateo, State of California, that:

WHEREAS, Part-time faculty are an essential and valued segment of the faculty workforce in the San Mateo County Community College District.

WHEREAS, the San Mateo County Community College District has the expectation that part-time faculty provide the same quality of education and service to students as full-time faculty.

NOW THEREFORE TO THAT END BE IT RESOLVED that the Board of Trustees of the San Mateo County Community College District supports equal pay for equal work for part-time faculty.

NOW THEREFORE BE IT FURTHER RESOLVED that the San Mateo County Community College District supports state funding directed to improve part-time faculty salaries as determined through the local collective bargaining process.

Will family leave be available again in Spring semester?

by Salumeh Eslamieh, Cañada Chapter Co-Chair

As we approach the end of 2020, we've all had time to reflect on living and working through a pandemic—enduring shocking struggles. Among the many struggles, the members of our district—students, staff, administrators, and faculty—have been tirelessly working from home, many with the added challenge of caring for children. [The juggling act of beleaguered working parents has been put to the test](#), to say the least, working two full-time jobs, without respite, resulting in even later nights and earlier mornings, interrupted and inconsistent work times, and a toll on everyone.

To respond to this, AFT and the district negotiated the Spring 2020 and [Fall 2020 MOUs](#) to include the [FFCRA \(Families First Coronavirus Relief Act\)](#), which allowed full-time and part-time faculty to take a reduced load without affecting pay or benefits; however, the FFCRA will expire at the end of the calendar year. Faculty are left in an anxious state of limbo because their children's schools have yet to announce reopening plans, and the district (which has maintained the closure of its own childcare centers at College of San Mateo and Skyline College) has not offered a clue about redress regarding spring semester.

Full-time and part-time faculty parents remain in the dark about how to plan for Spring 2021. Faculty require answers to their questions, some of which include: How will we balance workload demands alongside the responsibility of taking care of and homeschooling our children? What will be the new presidential administration's Covid-related response? Will

the FFCRA be renewed? Can the district and AFT negotiate an MOU for spring that will include additional options to ease the burden of working while also caring for children? Faculty seek direction from our district's leadership as they bear the burden of these unknowns, striving to support their families and their students.

Currently, full-time and part-time faculty are left with only two grim options for spring. The first is to take a full or partial leave of absence without pay. For most, this is unrealistic, and many would say this is NOT an option. However, the second option is to keep their regular teaching assignment with a hopeful backup plan: the FFCRA will be renewed and/or the Spring 2021 MOU will again allow faculty to reduce their load without a loss of pay or benefits, BUT this will result in dropping their class(es) at the last minute, leaving deans, adjunct faculty, and students scrambling and carrying the burden. While we wait for an update from the federal government, we urgently need the district to strike a fair balance so that faculty can continue to put family first and serve their students without neglecting either one.

In the meantime, faculty are encouraged to contact Ingrid Melgoza (melgozai@smccd.edu) from Human Resources in order to discuss any individualized possibilities for taking leave. □

Most full-time faculty had their service work limited by the MOU

The Summer/Fall MOU specifies that full-time faculty shall not be required to engage in more than two “high-volume/high-demand” professional duties, including committee work, program review, and SLO's. 71.8% of full-time respondents said their service work was, in fact, limited—a provision AFT hopes has allowed respondents to spend more time supporting students through the difficulties of distance learning.

While faculty felt they received adequate technical support and, where applicable, health and safety provisions, they did not think the support provided to SMCCD students was adequate

78% of respondents said they received adequate technical support to teach in a distance education context. And of the 19 respondents who taught face-to-face classes in Summer or Fall 2020, 12 said that they were given adequate protection and support in terms of health and safety protocols.

However, faculty thought the district fell short when it came to supporting SMCCD students, with 56.25% of respondents saying the technical support their students received was not adequate. □

Survey showed Covid MOU had limited effects

continued from page 7

Counselors valued additional “prof time”

The Summer/Fall MOU shifted the balance of counseling time and “prof time”—unscheduled time for maintaining records and following up with students—given the extraordinary needs of students during the pandemic, especially the need for more follow-up from counselors. Where full-time counselors previously had 25 hours of counseling time and 5 hours of “prof time” per week, the MOU gave counselors 21 hours of counseling time and 9 hours of “prof time.” 58.8% of counselors said the 4 hours of extra prof time were adequate for following up with students in the current circumstances, while 41.2% said they were not.

Librarians did not find the special provisions of the MOU adequate

71.4% of librarians said they did not find the special provisions of the Summer/Fall MOU adequate, with only 28.6% saying that they did. Many librarians have raised concerns around the process for evaluating librarians in a distance education context.