

## NEGOTIATIONS UPDATE

# Some progress in talks on medical benefits for part-time faculty

At the March 25 Board of Trustees meeting, five faculty members spoke to the Board about the impact on their lives of the District's current part-time medical reimbursement stipend of \$600 per semester, providing clear evidence of how seriously inadequate that sum is for any health insurance coverage.

AFT 1493 negotiators have been trying to work out a new agreement on health benefits with the District since the Fall semester and have presented a comparison of part-time faculty health benefits in "Bay Ten" community college districts, showing that our District was 9th out of the ten Bay Area districts.

In the negotiating session on April 1, the District presented a new proposal that, for the first time, offered to pay part-time faculty for individual Kaiser health coverage on a pro-rata basis. For example, a professor teaching a 40% load for the Fall semester would get reimbursed for 40% of the Kaiser individual premium for the months of August through December. All part-time faculty who have taught the prior two semester would be eligible and there would be no minimum load. Summer session teaching would also be covered. There was, however, a significant caveat in their offer: the District put a cap

on the total amount that they would pay each year for all part-time faculty using this health coverage. They proposed that if the total cost for all District part-time faculty members' Kaiser premiums went over \$120,000 for 2015 or over \$150,000 in 2016, that they would reduce the amount that they would cover for each part-timer proportionately.

Another negotiating session took place on April 17. The AFT negotiators appreciated that the District's proposal was trying to address faculty concerns about inadequate health coverage, but when they analyzed the numbers on this offer, they determined that the cap was significantly too low to cover the likely cost of part-time faculty medical premiums. They explained to the District representatives that setting the cap at the proposed figure would lead to many part-timers not being able to benefit from the program and possibly ending up getting a lot less money than they were expecting when they signed up. They also pointed out that other districts in the Bay Area that offer the Kaiser plan do not have such a cap.

The two sides are scheduled to meet again on May 6. We will provide negotiations updates when there are new developments to report.

## QUESTIONING THE DISTRICT BUDGET

# As tax revenues increase & more managers are hired, colleges are cutting classes

What's up with our District budget? Since we became a "Basic Aid" district in 2011-12, our District revenues have been consistently increasing each year due to our being primarily funded by local property taxes, which have been on the rise at an annual rate of around 6% over the last several years. In the last few months, however, Executive Vice Chancellor Kathy Blackwood has presented surprising budget projections showing deficits within two or three years and these projections have led to cuts in class sections from the summer session and fall schedules (i.e. part-time faculty reductions) and to not replacing some full-time faculty and staff positions.

## Increasing numbers of directors, managers, coordinators

The AFT and many faculty and staff have questions about how we can be facing budget

deficits and cut-backs with such strong revenues. One trend that many have noticed in the last several years has been the significant increase in hiring of new higher-level classified manager-type positions. From 2011 to 2014, for example, the District has added 5 new directors/project directors, 11 new coordinators (e.g. Program Services and Project Coordinators), 3 new Assistant Project Directors, 2 new Planning & Research Analysts, 2 new Retention Specialists, and a new Pro-

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**San Mateo Community College  
Federation of Teachers  
AFT Local 1493, AFL-CIO**  
1700 W. Hillsdale Blvd.  
San Mateo, CA 94402  
CSM Building 17, Room 131  
(650) 574-6491  
aft1493.org  
facebook.com/AFT1493

## Editor

Eric Brenner, Skyline, x4177

## Editorial Board

Eric Brenner, Skyline, x4177  
Dan Kaplan, x6491

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Janice Sapigao, Skyline,  
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Michelle Kern, CSM, 650-558-2699  
Paul Rueckhaus, Skyline, x7186  
Najla Abrao, Skyline, x7301x19359

## Chief Negotiator

Joaquin Rivera, Skyline, x4159

## Executive Secretary

Dan Kaplan, x6491, kaplan@aft1493.org



## Questioning the District budget: We have increasing revenues and we've added many managers; so why are we cutting classes?

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gram Manager. It appears that there have been numerous new program services coordinators hired to assist Deans at all of the colleges. Meanwhile, three new Deans of Academic Support & Learning Technologies, three new Vice-Presidents of Administrative Services and numerous positions in International Student programs have been added. These new positions reflect a common trend in higher education nationally to significantly increase the number of administrative and support positions in relation to the number of faculty positions.

## Funding no longer based on enrollment

The growth of non-faculty positions since we first became a Basic Aid district also appears to be related to the fact that our funding is no longer based on FTES, so increasing enrollment no longer needs to be a central goal of our colleges. With no more linking of funding to enrollment, there is no longer the same motivation to emphasize hiring at the classroom level, but rather programs

away from the classroom can become a greater focus. Certainly, the addition of new programs that support students outside the classroom have shown important promise in increasing student success, but decisions about this shift in emphasis do not appear to have been fully acknowledged and discussed through a participatory governance process at the colleges.

## We need to remain faculty-focused

We need some more explanations for why classes are cut and faculty positions are not replaced when our District revenues continue to increase. Our colleges' priorities and budget decisions need to remain focused on the classroom and on faculty needs. The AFT will continue to try to get answers to questions about District hiring and budget priorities. We are also interested to hear from faculty on your experiences and views on these issues. Please let us know what you are seeing in your departments and divisions. Do you feel that our colleges are moving in the right direction?

## 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 April 13, 2011 AFT 1493 Executive Committee meeting:

Whereas economic instability and budget cuts are affecting the employment status and livelihoods of part-time faculty in the SMCCCD,

Be it resolved, that the AFT 1493 Executive Committee recommend 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.**

## First Joe McDonough AFT Social Justice Scholarship awarded

The family of Joe McDonough and AFT 1493 are delighted to announce the first recipient of the Joe McDonough AFT Social Justice Scholarship. This annual award of \$5,000 is for a fulltime student engaged in a campus or community organization working for social justice.

Skyline student **Leitu Takapu** is the winner for the 2015-2016 school year. After reading more than 70 applications, the selection committee unanimously agreed on Ms. Takapu. Ms. Takapu's opening words were, "Success can be defined in many ways. For me, being successful is ... about having and making a positive impact on the



Leitu Takapu

lives of other people and giving back to our community."

With the goal of becoming a social worker, she plans to get her AA in Interdisciplinary Studies of Social Behavior and a Certificate in Early Childhood Education. Congratulations to Leitu Takapu.

This scholarship is for a fulltime student who is engaged in the community and/or volunteer service. Students must have a declared major, demonstrated financial need and a minimum 3.0 GPA for consideration. Applicants must demonstrate participation in efforts to achieve a just and fair society for all.

## Third annual AFT 1493 scholarship awarded to two students

AFT Local 1493's scholarship selection committee (AFT 1493 President Teeka James and Executive Secretary Dan Kaplan) is happy to announce the winners of the third annual AFT Local 1493 scholarships.

The AFT scholarships are awarded to "a student who is full time, part time, continuing, or transferring with a minimum GPA of 2.5, and participates in community service activities. Special consideration will be given to students committed to social justice issues and concerns, and/or have begun their college career in Basic Skills and/or ESL courses."

The two AFT scholarships, each in the amount of \$1000, have been awarded to Cañada College students

**Elizabeth Sosa Cornelio and Rita Melgar Martinez.**



Elizabeth Sosa Cornelio

Elizabeth came to the U.S. from Mexico at the age of 15 to reunite with her mother and to attend high school. In addition to taking classes at Cañada, she works 20 hours per week to support her family. She is a math tutor in the STEM Center, and she is a Student Learning Assistant

Mentor in the ESL Department. She also volunteers with a non-profit that focuses on teaching English as a second language to immigrants. Elizabeth is now pursuing an AA in Spanish and an AA in Latin American Studies. She wants to eventually earn a B.A. in International Business.

Rita came to the U.S. from El Salvador in 2007 with her daughter to be reunited with her mother "and to search for my own American Dream." Rita says that the two words



Rita Melgar Martinez

that describe her well are perseverance and steadfastness. Thus far at Cañada she has obtained an A.S. in Network Engineering, a membership in the International Honors Society, Phi Theta Kappa, and the Dean's List. Rita has also participated in the MESA Cisco Shadowing/Mentoring Program, and the MESA Student Leadership Retreat, and in the Chicana Latina Foundation Leadership Institute.

AFT Local 1493 offers its congratulations to Elizabeth Cornelio and Rita Martinez, and wishes them both continuing success as they continue their pursuit of higher education.



# Warnings of attacks on public education & teachers' unions sounded at CFT Convention

by Katharine Harer, AFT 1493 Co-Vice President

On March 20-22, more than 400 people attended the annual CFT Convention in Manhattan Beach. AFT 1493 sent five delegates to represent our local: Katharine Harer, Co-VP, Teeka James, President, Monica Malamud, Secretary and Negotiating Team member, Joaquin Rivera, Chief Negotiator and Co-VP, and our Executive Secretary, Dan Kaplan. Additionally, our SCI Part Time Organizer, Michelle Kern, attended the convention, not to mention Monica's two lovely sons who came along for the ride.

This annual gathering of faculty and staff from pre-K, K-12, community colleges, universities and adult schools throughout California is always a huge shot in the arm of inspiration and information, but this year a dark cloud loomed over our heads. Despite the positive reports of new charter schools and colleges joining CFT, Prop 30 helping to promote healthier budgets and more FT hires, and the successful staving off of the closure of City College of San Francisco -- public education and teachers' unions, more than ever before, are under serious attack.

## Right-wing attacks on union rights

During Saturday's General Session, Dan Martin, CFT Executive Director, enumerated the challenges: 1) The Vergara lawsuit, that would eliminate tenure rights and due process, won the first round in January and is in the appeal process; 2) The ACCJC is still in control of accreditation in California; 3) The UC system is threatening to increase tuition -- again; and 4) the most frightening specter of all: *Friedrichs v CTA*, a case that's going to the Supreme Court in the next few months that would eliminate agency fee.

## What is agency fee and why do we need it?

Teachers' unions must legally represent all faculty members; for example, any faculty member who has a serious issue that impacts their working conditions that cannot be resolved, even with the union's intervention, may have a grievance. A grievance may ultimately go to an arbitration hearing where the union's legal team will defend this faculty member and legal costs can sometimes require exorbitant amounts of money. And what if there are many cases that require legal defense? The union's coffers could be drawn down to nothing, and if that happens, the union wouldn't be able to afford to hire staff, maintain an office, or carry out the

essential services that support faculty on a day-to-day basis. However, when we have agency fee, all faculty members are either dues paying members or agency fee payers, so that the union has sufficient funds in its budget for daily operations plus any legal contingencies that might, and do, occur.

## Who wants to remove agency fee?

Remember Wisconsin and Governor Scott Walker's successful take-away of collective bargaining rights? How did



Katharine Harer & Michelle Kern enjoy a Convention moment

Walker pull that off in a state with a deep labor history? With a lot of money from a group of wealthy right-wing donors, such as the Koch brothers, who are targeting public education and taking the privatization of our public schools "to the bank". According to Martin, fifteen states have passed laws against collective bargaining, and if the CTA loses the *Friedrichs* case, it will influence all public sector unions, not just teachers. The CFT has initiated a campaign, "Building Power", to ensure that if, or when, the decision in this case goes against labor, teachers' unions will survive. The three points of the campaign are: turn our fee payers into members; educate everyone about the importance of union membership; strengthen our organizations to withstand the attack.

## Next target of right-wing: collective bargaining

And that's not all. Following in the footsteps of *Friedrichs v CTA* -- which everyone who seems to be in the

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know is certain will go against the union -- another legal case is in the wings and headed to the Supreme Court. This one would take away -- take a deep breath -- collective bargaining rights: the right of workers to negotiate a contract that protects our working conditions. Jeff Freitas, CFT Secretary Treasurer, made his report next and continued to point at the dark cloud over our heads. Freitas, who is normally a mild-mannered guy, said: "If Friedrichs v CTA wins, the CFT could lose \$2 million dollars from our annual budget. We could disappear"

## State of the Union

Next up was Josh Pechthalt with his annual State of the Union address. Josh gave us the good news first: we elected Betty Yee, the first Asian and a staunch progressive and advocate for public education, as State Controller; we passed Proposition 47; and because of our collective effort to pass Proposition 30, it has continued to provide more resources for schools.

Then the bad news: our K-12 schools are turning into "testing factories"; California, the 8th largest economy in the world, still ranks near the bottom in the nation in per-pupil spending; and we are, "likely to get rulings from the Supreme Court that could destroy union membership and collective bargaining."

## Defending education from attacks

According to Pechthalt: "The Right is using fear and propaganda to attack labor -- in Illinois, Michigan, Wisconsin -- states where the labor movement was born." He paraphrased conservative pundit, Grover Norquist who stated: we need to shrink government to a size we can drown in a bathtub. The CFT is working, on a number of fronts, to defend public education and strengthen our ability to weather these attacks. One front Pechthalt described is a new, "impressive labor and community coalition to reform Proposition 13", with the goal of putting an initiative on the ballot in 2016 to tax corporations and businesses at current rates. He cited Disneyland as an example of a huge offender, paying property taxes at mid 1970's rates. The reform of Prop. 13 could bring in \$9 billion a year to education, and when combined with Prop. 30, a total of \$15 billion for schools each year.

Pechthalt told us about some of the other campaigns in which the CFT is engaged: to divest STRS, the teachers' pension system, from investments with gun-makers; to unionize the over 200 charter schools in Los Angeles; to reform the ACCJC and, in specific, restore the democratically elected

Board of Trustees to CCSF and carry out an impartial evaluation of the college by a non-ACCJC review team; and to continue to fight for the multi-faceted purpose of community colleges -- "for workers, seniors and returning students, providing affordable classes for transfer even if it takes more than two years to do so."

## Key-note inspiration

Finally -- the super-dose of inspiration, the shot of espresso, the leap into the mountain lake: Jeff Duncan-Andrade, professor of Raza Studies and Education at San Francisco State University and a classroom teacher in East Oakland, followed with the Keynote Address. He focused his talk on the "unrelenting toxic stress" of gun violence and hopelessness that gives our young people a form of PTSD. He asked the question: "What is happening to young people before they stand in front of us in our classrooms?"



*Jeff Duncan-Andrade*

Duncan-Andrade used a metaphor he borrowed from poet/songwriter, Tupak Shakur: "We must invest in roses that come from concrete." And he handed us a rose, of sorts, when he stated: "The single biggest potential factor in a young person's life is a caring adult." We all stood up because we knew what he was saying was true. That's why we're in education. Teachers, school nurses, secretaries, custodians, librarians -- we all stood up. That's why we were in that room and why we will continue to work for the good of our students no matter how dark the clouds.

## FACULTY WORKING CONDITIONS

**“Overworkload” becoming common faculty symptom**

by David Laderman, CSM Academic Senate President

When Dan Kaplan asked me on behalf of *The Advocate* if I would write a follow-up article on the faculty workload issue covered eloquently by Teeka James in the previous issue (April 2015, p.2), I replied that I was too busy, no time. I said I thought that would be a good point to put in the article that I was too busy to write. He then replied, “I’ll take that as a yes.”



David Laderman

So here I am, in a situation that can be described as ironic, at best. Writing an article I don’t have time to write, about faculty workload. Or should I say, “overworkload” (a hybrid term: overwork + overload). This latter term does seem more appropriate these days—especially when I look into my colleagues’ eyes.

What happened? “They” told us the computer revolution and amazing cyberspace would give us MORE free time. Yes, I suppose in some pockets of our everyday lives, that’s true. But regarding faculty overworkload (and not just for faculty, but for students, administrators, staff, and likely all varieties of worker bees across the workplace spectrum), that spin now seems a dizzying sham. The computer revolution (“revolution”--?), amazing cyberspace: yeah, right.

**LESS free time. MORE work.**

Our waking (and semi-waking) hours have been infiltrated and colonized by...the Matrix. How many times have you heard colleagues say (or have said yourself) something to the effect of: the only way I can get my work done is to work late evening hours and through the weekend--? We know for most faculty this is the sorry state of things.

Please don’t mistake this preamble as a neo-Luddite whine. I love my computer; I love my email and the Internet. But the accompanying baggage--massive overworkload? Posing as foregone conclusion, a snarky discourse out there insists you can’t have one without the other. Really? Says who? According to what? I’m inclined to copy and paste one of my favorite song titles: It Ain’t Necessarily So.

In addressing faculty overworkload, we need to acknowledge the pertinence of these broad hyperreal transformations to our daily work routines. But there are also more immediate and tangible issues for us to lay our hands on. Recently, AFT and District Academic Senate began a conversation on faculty overworkload. An initial meeting between

AFT reps and each of the three college senate presidents proved a fruitful brainstorming session. A big piece revolves around electronic communications, but there are other big pieces: SLO’s and other accreditation pressures, committee work, the FT/PT ratio imbalance, as well as unequal levels of faculty participation outside the classroom.

**Appendix D needs updating**

At the end of the session, all agreed the best place to start would be to revisit the contract language of Appendix D, a list of all faculty “duties and responsibilities.” Section A lists “required” duties, most of it related to teaching classes. This is a short list. Much longer, Section B lists “additional professional responsibilities not subject to additional compensation.” (And lastly, Section C lists “voluntary activities performed without additional District compensation”). I’m told this list has not been touched in some 20 years. I think the time is ripe to do so. Looking over the document, what strikes me is the insidiously effective ambiguity of the language, on the one hand protecting the District from having to compensate faculty for most anything, on the other hand leaving vague any sense of how, and how much, faculty need to do (which likely yields the effect of pitting us against ourselves). If we can put some more specific parameters into the language of Appendix D, we might be able to lighten our load. Put differently, we need to more specifically define our duties and responsibilities in light of recent developments to our current employment situation.

Here at CSM, we have attempted to tackle this discussion in Governing Council. I have urged division reps to bring some revision ideas to the table. But we did not get very far. First of all, like so many of the issues we discuss that depend upon reps reading the relevant documents, folks don’t come too prepared—because they don’t have time to read what I send them. Secondly, though, generating some potential new language is a daunting and challenging task. One quagmire that repeatedly comes up: wanting to make the language more restrictive so as to reduce workload, but not wanting it to be too restrictive (with a vital eye to achieving buy-in from the District). Similarly, wanting to more equally distribute college participation outside the classroom (especially regarding committee participation), but not wanting to be punitive or create mandates.

**Possible forums**

How to move forward? One idea emerged, to begin holding college-wide (and then maybe district-wide) forums, hosted by Academic Senate and AFT, where faculty can hash out ideas and perspectives, with the goal of eventually pro-

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## Rejuvenating the retirees' chapter through engagement

By John Searle, DART President

A group of four of us (Dan Kaplan, John Kirk, John Searle, and Ernie Rodriguez) sat down over a meal to discuss ways of rejuvenating the local chapter of DART (District Association of Retired Teachers.) A pleasant social occasion by any criteria in the up and coming San Carlos restaurant district. The conversation focused on ways to utilize the talents of retired teachers, and formats that would allow them to express themselves.



John Searle

One idea was to accept an offer by *The Advocate* to provide a regular column for the "voice" of the retired teacher. Ernie was good enough to volunteer the first of such articles, featured in the last edition. I think the aim is to provide both stories as to how faculty are using their hard earned retirement, and possibly to inspire others to act out their dreams. So, if any individual is interested in writing such a column, please contact either Dan Kaplan or Eric Brenner.

Other ideas tended to focus on how the expertise of the retired could maybe be used in the classroom. Obviously one such way would be to encourage the institution to provide "exit interviews," with the individuals being more willing to provide

creative criticism knowing their job was not on the line.

Another possibility is the idea of tutoring students on an informal level. Would past faculty want to do this, and is there a present format to enable them to volunteer such activity?

Also at Executive Committee meetings, it has been stated that some faculty review committees have difficulty in raising a quorum of people to serve. The question raised over mealtime was could retired faculty (assuming they might have an interest) serve on such committees, and equally, would they be wanted?

At a more mundane level, the present activity planned is a repeat of last year's hike/walk/stroll in the Peninsula watershed area; the day would be Saturday, August 1. It was an easy, flat four miles in; a picnic lunch; and four miles out. As last year, interested individuals should contact John Searle (searle@my.smccd.edu) if they would like to attend the walk. The access to the watershed area was a page one feature in the Saturday, April 18 edition of the *San Francisco Chronicle*. I would like to think we collectively could put Tom Stienstra's green page *Chronicle* articles to shame.

As always, DART would love to hear from you on your suggestions for social activities.

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ducing a solid remix of Appendix D that a majority of faculty can support. Hard to say how successful these forums would be. But it's worth a try. In the meantime, on a more micro level, let me invite faculty to have a look at the document, and send any ideas to your AFT reps or senate presidents.

In the spirit of articulating the problem before discovering the right solution, let me float another angle on the topic. Administrators seem to genuinely encourage faculty to "participate" in "governance" (i.e., "participatory governance"). Such "participation" often involves attending numerous meetings, reading voluminous materials, engaging in countless email exchanges, generating and reviewing proposals, coordinating appointments... Yet we're supposed to do all this on top of our full teaching load, and all our other Appendix D duties and responsibilities. Let's consider the inverse, saying to an administrator, "yes, you have your full-time workload of 40 hours a week, but we thought you'd also like to teach a couple classes here and there, just to show your support for student success. What's that? Compensation? No, sorry..." Can you imagine?

Without intending to suggest some kind of malicious conspiracy, it does feel at times like a way for the administration to get more (and more) work out of us, in the guise of "including" us in the governance process. Has there ever been any serious institutional discussion of compensation

for such participatory governance? We need to have that discussion. Administrators are paid to manage, govern, administer; it's part of their duties. In contrast, faculty are "allowed" to participate in governance processes—but on their own time and at their own expense. Sure, the participating faculty suffer from exhaustion; but so too do our students suffer from being handed overworked faculty. Faculty absolutely should have a voice in the decisions of the college. But such inclusion can only be authentic if it is treated fairly as workload—not unfairly as overworkload.

Lastly, and most emphatically: a spontaneous hallway conversation a few days ago zeroed in on the most pressing lynchpin: the need for more full-time faculty. How many of these overworkload challenges would be solved by more movement in this direction? I have no doubt there are all kinds of persuasive answers the administration will proffer to our question, why not more full-time faculty? On the other hand, I believe it's also an issue of perspective and priorities. There seems to be plenty of financial resources being spent by our community-aid district, funded by probably some of the highest property tax values in the world. Likely most of these expenditures are worthy. But, let's think again – and let's keep insisting our administration think again. What, really, could be a more worthwhile expenditure—for our students, our colleges, and our community—than more full-time faculty?

# Union solidarity in practice: The Palomar College Blitz

By Katharine Harer, AFT 1493 Co-Vice President & Strategic Campaign Initiative Lead Organizer

Palomar Faculty Federation (PFF) needed a boost of energy and more feet on the ground in order to reach out to their part time faculty members. In an act of union solidarity, CFT members and organizers from unions around the state answered the call. From April 13<sup>th</sup> to 16<sup>th</sup>, Michelle Kern and I (AFT 1493 Strategic Campaign Initiative organizers) participated in a solidarity “Blitz” at Palomar College to help the local teachers’ union, the PFF, carry out a campaign to sign up new part time faculty to the union and support contract negotiations

A little background: Palomar is located in north San Diego County, inland from the shimmering Pacific coastline. This large and architecturally stunning campus is tucked into the dry hills and operates with an outsized teaching force of 900 part time faculty – in contrast to 300 full time faculty. A significant number of faculty members at Palomar are fee payers, represented by their union, but the majority of the part timers are not union members; with so many, it’s difficult for the union to get out and meet them all.

## Fighting for a raise & paid office hours

The PFF is in negotiations, fighting for a 2% raise for both part-time and full-time teachers, as well as a substantial increase in paid office hours for part timers. Most Palomar part timers are only paid for about 3 hours per semester (*not week*) of office hour time. Our job was to give each faculty member we spoke to an update on negotiations and try to jumpstart a connection with their union. Then we would go in for the prize: asking them to sign their union membership form. One impression hit us hard: many of these part timers are seriously exhausted by their freeway flying between 2, 3 and even 4 different colleges. Several apologized to us for not being able to make it to union meetings because of their harried schedules. Part timers at Palomar don’t have offices; they have nowhere to sit and relax for a few moments, nowhere to prep their classes, or to meet with students. About half of the people we spoke to are making a meager full time

living on part time teaching. We could see the exhaustion, and frustration, in their faces.

A battalion of seventeen SCI organizers from around the state came together to help PFF reach out to part-times faculty members. Michelle and I joined a grassroots team that included six statewide CFT organizers. We were led by the crack team of Sandra Weese, CFT Organizing Director, Jessica Ulstad, State Affiliate Political Organizer, and CFT Training Director, Laura Kurre. Blitzers were flown in from Petaluma, Daly City, Santa Cruz, Berkeley, S.F., Galt (near Sacramento) as well as other SCI-funded locals. Palomar



The SCI organizing battalion at Palomar College

SCI Organizer Extraordinaire, Debbie Forward, made sure we were well fed and briefed, given a PFF t-shirt and folder of information (campus map, teachers’ schedules, membership forms), after which we headed out in pairs to “ambush” part timers at the doors of their classrooms as they finished teaching.

It was hot and not always fun or easy. Some faculty members were: a) hostile

to us specifically b) religious and/or political conservatives who would not abide a conversation with the union c) bitter about life in general; while others were grateful to see us, union-friendly, and willing to become members. I had the memorable experience of being called a “Communist” as one man fled to keep from talking with me and Michelle, and Michelle spoke to one person who claimed not to “deserve” more money. Thankfully, we re-convened at lunch and at the end of each day to compare notes, tell our happy and our strange stories, and tally up the numbers. In the end, the Palomar Blitz was successful: we made 96 attempts at meeting folks, carried out 74 conversations, and signed up 41 part timers to become members of PFF -- a 55% success rate based on people with whom we were able to have “the conversation.” A majority of Palomar part-time faculty now has a much better understanding of the importance of, and are more connected to, their union and are supportive of the PFF’s goals.

Michelle and I left Palomar satisfied that they had done their part, happy to have met so many enthusiastic and hard-working union organizers, and grateful to live in the Bay Area.

# CSM Ethnic Studies library dedicated to Rudy Lapp, CSM history professor from the 1950's to 1980's

By Al Acena, CSM Emeritus Professor and Dean

On April 2, 2015, the Rudolph M. Lapp Reference Library was dedicated on the 4th floor of Building 10 in the Ethnic Studies Department office. The library memorializes Rudy Lapp, who came to College of San Mateo in 1955, a newly minted Ph.D. from Berkeley. Rudy passed away in May 2007, and now a significant selection of Rudy's books has found a permanent home on CSM's campus.

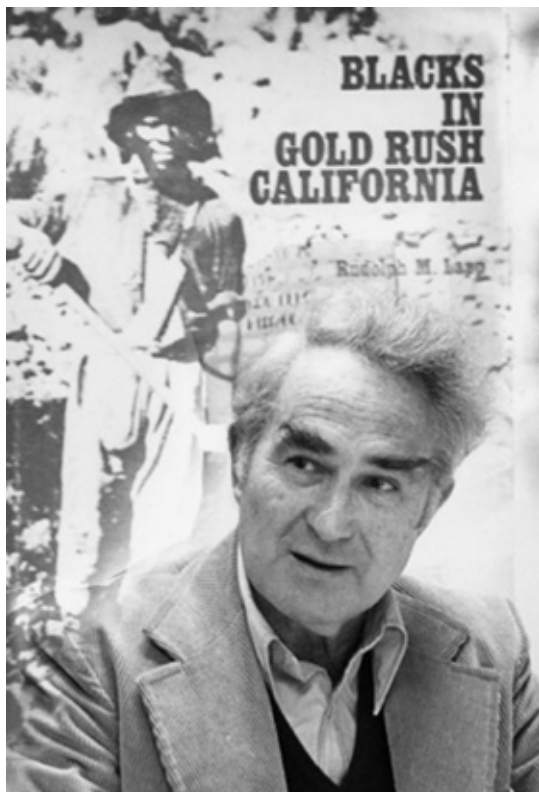
The library is a fitting tribute to Rudy as a book-hunter-and-gatherer, a trait he shares with a lot of historians. His fascination with books and reading went back to his early years and continued through his life, to the extent that he had to add an extension to his home to accommodate his book collection. At Cal, he became friends with a fellow grad student in history, Bob Burke, who was also a book collector and a student of the historian of American Populism, John D. Hicks. The book-hunting talents of these two came to Hicks' attention. (Hicks was then writing a volume on America in the 1920s to be entitled "Republican Ascendancy.") Rudy and Bob scoured used bookstores and libraries in Berkeley, Oakland and the East Bay for books helpful to Hicks. Their book-hunting efforts were noted in Hicks' memoir, *My Life in History*. Rudy's interest in libraries and books led to his service on the Library Commission of the City of San Mateo in the 1970s and 1980s.

## Other notable CSM Social Science faculty

Some social science division faculty at CSM had gone on to teach at distinguished universities: Joan Hoff Wilson (Indiana University and executive secretary of the Organization of American Historians), Ronald Takaki (UCLA, Berkeley), Jack Atthowe (Rutgers, psychology department chair), David Lynn (UC Davis). Rudy made his entire professional career at CSM as a teacher/scholar. He made others in academe aware of CSM through his reviews, articles and books. Thus he brought luster to CSM as an academic institution.

Rudy's most celebrated effort has been *Blacks in Gold Rush California*, published by Yale University Press in 1977, and it was nominated for a Pulitzer Prize in history for 1977

(the prize instead went to Stanford's David Potter). It also received the California Historical Society's Award of Merit for 1979. Rudy's book did not just focus on blacks in the gold fields of the Sierras, but also on the social hardships they encountered in a "Free State" and the legal, educational and political obstacles they faced. Lapp's achievement, simply put, was to take a human story – black migration to California at that time – and give it a full, in-depth scholarly treatment, something not previously done. Rudy's book was a pioneer work of synthesis and much original research.



Prior to *Blacks in Gold Rush California*, Lapp had written for a fine-printing book club an account of the most celebrated and notorious fugitive slave episode in California, the case of Archie Lee. Rudy's colleagues told him that the Archie Lee story should "go prime time": it had a sympathetic hero, drama, interesting characters, an escape, plot twists, and a last-minute rescue – the stuff that the entertainment industry thrives on. Lapp had no large thesis in this 67-page book; it was just a good story well told that he lets the reader draw conclusions from.

Rudy also contributed *Afro-Americans in California* to a multi-title California history series, taking the story of the California black experience to a longer time line.

Even before these books emerged, Rudy had already established his creds in academia with his articles in the *Journal of Negro History* and the *California Historical Quarterly*. He would also have book reviews, and contributions to the *Dictionary of Negro Biography*, the *Reader's Encyclopedia to the American West*, and *American National Biography*.

How did Rudy come to be a teacher and historian? The answer might lie on his growing up in Chicago's diverse West and North West Sides during the 1920s and the Great Depression in a secular Jewish family which loved to discuss current events and social issues. (One of Rudy's high school pals who became a life-time friend was the Nobel laureate in literature Saul Bellow.) Rudy attended YMCA College (later Roosevelt University) in the Depression and taught at community centers flourishing under the Works Progress Administration of the New Deal. He also participated in demon-

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## Unemployment benefits available to adjuncts over summer

All part-time faculty members should remember that you are eligible for unemployment compensation benefits during the summer break, unless you are working another job 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 Dept. (EDD) office and file a claim, or reactivate the one you have from last 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 terms and summer school.

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 break, you should 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 a definite assignment for Fall or you will be disqualified. You should not have any problems, but if you are denied for any reason, call Dan Kaplan in the AFT office (650-574-6491) 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.

### Remembering Rudy Lapp, CSM history professor from 1950's to 1980's

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strations supporting the Scottsboro Boys, the defendants in a famous Southern trial that aroused civil-rights activism.

#### World War II experiences

When the U. S. entered World War II in December 1941, Rudy was soon drafted into the army, despite his lifelong deafness in one ear. Before he was sent overseas, he married Patricia Teeling and they were married 65 years when he died. (Pat Lapp herself passed in January this year.) The U. S. Army transported him to England where he was stationed at an airbase in Berkshire. There he was assigned to do cultural and educational programs for base personnel. This wartime assignment as well as his pre-war teaching experience would prefigure his future life as a college professor. His encounters during the war with racist fellow servicemen would reinforce his role later as an activist.

#### Graduate school at Berkeley

Returning to Chicago after the war to complete college on the GI Bill and to work, Rudy would soon heed the call of academia, and he and Patricia left for Berkeley and graduate studies. His mentor at Cal was the renowned Civil War and Reconstruction historian Kenneth M. Stampp. Stampp directed Rudy's research into the society of the pre-Civil War South. Lapp's probing of the sources would, of course, turn up material on the condition of blacks at that time.

When Rudy came to CSM, it was not only to teach American history, but also to assist Dr. Frank Stanger, a long-time faculty member who was instrumental in the founding of the local historical association. Rudy would both be working with the association's museum and be teaching classes at CSM. In time this dual responsibility would end and Rudy would be full-time in the classroom.

#### Anti-war activism at CSM

Rudy, who had supported civil rights causes in the past, became involved in the activism of the 1960s and 1970s in-

volving the Vietnam War. At one point CSM's Academic Senate sent Rudy to Washington in May 1970 to join the protests against the U. S. incursion into Cambodia during that conflict. In Mitchell Postel's account of San Mateo in the 1960s, those years almost become the "Lapp Years" in San Mateo because of the prominence Postel gave to Rudy's role in the discourse and manifestations at the time.

#### Pioneering Black history class

While Rudy's output as a published writer had given him recognition in the field, his chief contribution to the discipline of history was as a teacher of history. One of his singular efforts in the teaching of history at CSM was his "The South and the Negro in American History," which was in the schedule in 1959. This course appears to be the first Black history course given at a California community or junior college. Within a few years the class became "Afro-American History," a course other institutions would similarly offer, but CSM is apparently the pioneer.

#### Former students follow historical paths

Rudy, who retired in 1983, but continued to teach part-time for a few years more, possibly had taught at least 14,000 students, one of whom was Claire Mack, who became the first Black mayor of San Mateo and is a retired KCSM staff member. Also among his students are retired athletics dean Gary Dilley, San Mateo County Historical Association President and Executive Director Mitchell Postel, and Stephen Petty, humanities professor at Santa Rosa Junior College and a colleague of Rudy's late artist brother Maurice. (Petty was also the son of a CSM faculty member, Claude Petty).

Let Mitch Postel provide the concluding comment on Rudy as a teacher: "Agree with him or not ..., his classes were quite lively. No student could sleep through one of them." From Rudy's class, Postel says, "You came away with a new thirst for knowledge, and, in my opinion, that is what higher education is all about."