

Union victory in SMCCCD Board of Trustees race!

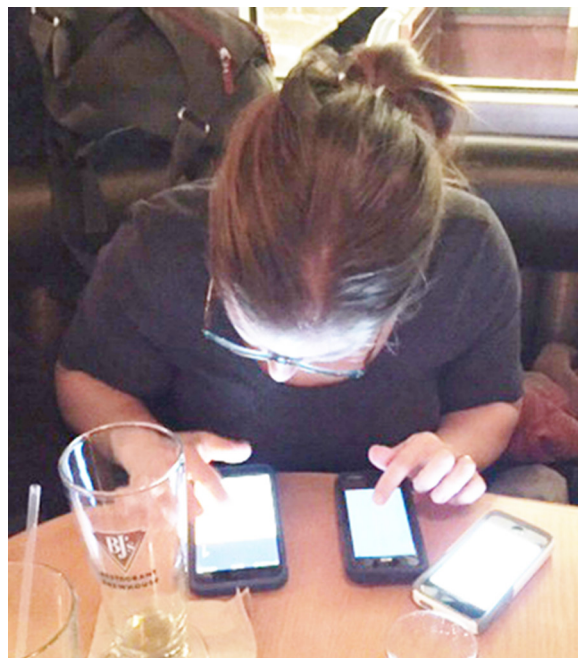
AFT support helps Maurice Goodman join incumbents Mandelkern & Schwarz

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

At one minute past 8:00 PM on November 3rd, five AFT 1493 activists were crowded into a booth at BJ's in Tanforan, screaming and giving each other high-fives. The San Mateo County Election Results' site was up on our phones, and our three endorsed candidates, incumbents Dave Mandelkern and Karen Schwarz, and newcomer Maurice Goodman, were numbers 1, 2 and 3. But was it too early to call? We didn't know! All we knew was that it looked very very good, and we couldn't stop screaming.

Maurice was standing, his wife and four of his children gathered in the booth next to ours, and his phone kept ringing with congratulations calls. "Did you win," I shouted? "I think so," he said, smiling. "Everyone who's calling me says I did." Najla Abrao, Math professor and Part Timer Rep at Skyline, sat hunched over two cell phone calculators, fingers flying, determined to figure it out based on the number of voters in the county and the votes already in. She said it was a perfect example of the statistics exercises she gives her students. Maurice's phone kept ringing. We kept refreshing the election site. The numbers

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Najla Abrao, Skyline Math professor and AFT Part Timer Rep., calculates Maurice Goodman's totals in Board of Trustees vote

Senate-AFT all-faculty meeting lays out a vision for Cañada

By Elizabeth Terzakis and Lezlee Ware, AFT 1493 Cañada Chapter Co-Chairs

On Thursday, October 22, Cañada College's Academic Senate and AFT chapter chairs organized an all-faculty meeting to discuss the direction of our college, what qualities we would like to see in our next college president, and our concerns about the current administration, particularly in the wake of the sudden departure of our president, Larry Buckley, on indefinite sick leave. The idea behind the meeting was that if faculty came together to articulate a clear and public vision, it would be easier to hold accountable both faculty representatives and administrators in the various screening committees currently in formation and to be formed in the future. Thirty-two Cañada faculty attended the meeting, representing all divisions and many departments, with a good

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"Workload Equity" is focus of new AFT 1493 organizing campaign

by Monica Malamud, AFT 1493 Negotiating Team Member

For several years now, our local has recognized that the ever-increasing number of tasks that our members are asked to perform is a very concerning issue for faculty across our district. A few years ago, AFT 1493 conducted a survey in order to collect objective data about their workload.

The excessive workload of faculty is caused by a variety of factors and may manifest itself in different ways for different faculty. Some of the most frequent issues are:

- Faculty are routinely expected to perform tasks which, although they might be interpreted as falling

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STRATEGIC CAMPAIGN INITIATIVE UPDATE

From election victory to PTer medical stipends

By Katharine Harer, AFT 1493 Co-Vice Pres. & Strategic Campaign Initiative (SCI) Organizer

Your SCI organizers, Katharine Harer & Michelle Kern, threw themselves body and soul into the election campaign for Maurice Goodman during September and October. This gave us a chance to meet many of you as we tabled, flyered and talked up our candidate. (See article, p.1.) At the same time, during National Part Time Equity Week in mid-October, we initiated the next stage of our Part Timer medical stipend campaign, setting up a table at CSM for several days in a row and meeting a number of our part time colleagues.

PT medical stipend campaign

We'll fill you in on how the PT medical stipend campaign has evolved. Last school year, Katharine and Michelle worked closely with the AFT 1493 Negotiating Team and Executive Committee to craft the initial stage, with the goal of drawing awareness to the inequities of the Part Timer Medical stipend and to problems with the process of applying for the reimbursement. We organized a very successful and seriously moving presentation to the Board of Trustees and reached out to our part time colleagues through one-to-one conversations, flyers and articles in

the Advocate, as well as during our Part Timer Appreciation events.

As a result of our organizing efforts, AFT negotiators convinced the District to improve the reimbursement stipend, from \$600/semester to \$1000/semester for three semesters, starting Fall 2015. Our current push is focused on making sure that our over 700 part-time colleagues know about the stipend, the amount and the eligibility factor, so that they can apply for it. In the long run, everyone (including the District) agrees that the District needs to find a better way to offer health coverage, such as covering our part-time teachers through a Kaiser plan, and the goal of our negotiators is to move in that direction. Meanwhile, we want to make sure everyone who needs it uses the "new and improved" stipend. Michelle has created some excellent informational materials that tell part timers about the new stipend and make the application process as smooth as possible. Contact Michelle for more information: kern@aft1493.org and look for us on your campus. Note: The deadline to apply for reimbursement for Fall 2015 is Jan. 31, 2016.

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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.**

AFT support leads to victory in Board election!

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stayed the same. "OMG", we screamed, "we won!"

Once all the votes were counted, the numbers looked like this: Incumbents Dave Mandelkern, 58,578, and Karen Schwarz, 54,840, and Skyline College graduate and former Student Trustee, Maurice Goodman, 41,082. All of the other Board candidates were more than 15,000 votes behind.

Why is this election so important?

The Board of Trustees reviews, and creates, policies that impact all of us – students, staff, faculty and managers – and they set the vision for our District. We need a Board that will think

independently and not be overly influenced by District administration. These are threatening times for public education. We need a Board that will listen to faculty and take our issues seriously. With the victories of Mandelkern, Schwarz and Goodman, we are well on our way to building a positive and productive working relationship with our Board of Trustees.



Maurice Goodman



Dave Mandelkern



Karen Schwarz

Maurice also showed up at a bunch of PTA meetings and community events, precinct-walked with other like-minded candidates running for office in the county and maintained a strong presence on Facebook.

Oh, and I almost forgot to mention our first-ever (or first in my memory) "Happy Hour to Meet the Candidate", which was a huge success. Faculty members from all three colleges mingled with all of the returning Board members. Maurice brought several of his children, the union brought wine and yummy snacks, and a good time was had by all.

Now the real fun/work begins. The three newly elected Board members will be sworn in on Wednesday, Dec. 9, and we intend to be there. Please join us for this historic occasion!

What made this victory possible?

Incumbents, unless some horrible malfeasance has taken place, are almost always re-elected. Dave and Karen are known quantities to county voters, and they both ran strong campaigns. The union felt confident they would be re-elected. Newcomers have to work triple-time to convince voters to take them seriously. Maurice and his hard-working family, joined by a small but impassioned union campaign committee, literally pounded the pavement for his election. We tabled and flyer'd all three campuses and left mailers at every door at College Vista and Cañada Vista. We phone-banked with the San Mateo Labor Council, helped Maurice produce a robocall that went out to 45,000 households, flyer'd outside a Daly City Safe-way, wrote articles for the *Advocate*, talked him up to colleagues, gave out yard signs, and Michelle Kern helped Maurice fancy-up his website.

At the start of his



Katharine Harer (left), AFT 1493 Co-Vice President and SCI organizer, joins newly-elected SMCCCD Board of Trustees member Maurice Goodman (right) and his son, Malcolm, at his November 3rd victory party.

"Workload Equity" campaign*continued from page 1*

within the scope of work of faculty, did not exist when the duties and responsibilities in our contract were first negotiated. Some examples are the burdensome accreditation demands for compliance, documentation, and reporting, the introduction of SLOs, with the associated ever-changing mechanisms for data collection and processing, and the never-ending proliferation of committees.

- Faculty are pressured by administrators to perform functions that are not among faculty duties, and to work outside of the 175 days specified in the contract.
- Technology changes require time-consuming training on matters unrelated to teaching, including migrations from one system to another. Additionally, the availability of technology for communication purposes fuels the expectation that faculty are to be available 24/7 and beyond the 175 days in the academic year (plus summer teaching assignment, if applicable)
- Workload is not spread evenly among the faculty. There are faculty who do their share (according to the duties and responsibilities as defined in the contract years ago), and there are many more faculty who feel pressured to take on more than their share
- Part-time faculty are often asked and encouraged to serve on committees and otherwise contribute to their colleges, and they are interested in participating, but they are commonly not compensated for their work outside the classroom.

Last year, Union and Senate leaders met to discuss the workload issue and identify possible courses of action to rectify the problems. Conversations were also held in Senate meetings at the campus level. At these meetings, faculty offered example after example of their ever-expanding workload. Some faculty shared their frustrations caused by the limitations of their time: After giving up sleep and personal time, they are not able to be as available as they would like to be to their students because they're running from meeting to meeting or locked up in their office trying to finish yet another report; they find it extremely difficult to keep up with grading or provide valuable feedback to students; they pass on an excellent weekend conference because homework piled up throughout the week and weekends have already been set aside as the only time for catching up. And beyond the weekly grind, some faculty even began to question whether they should consider leaving a profession they truly love.

For better and for worse, faculty working conditions impact students' learning conditions. Our students do not deserve faculty who are overworked, overextended and unavailable. Our students do not deserve faculty who, despite their passion and commitment to education, are considering a career change out of disillusionment with their daily life.

The AFT has heard the faculty in our district loud and clear: the workload monster is out of control. And we have also heard that faculty are hopeful that a solution to the work-

load issue will be found and they are eager to accomplish this. The approach to tame this workload monster is to redefine the Duties and Responsibilities in our contract. Although these duties and responsibilities were deliberately written with some degree of vagueness, in recognition of the fact that not every faculty member would perform identical tasks, this vagueness, compounded with our changing times, has resulted in excessive workloads and unreasonable working conditions for faculty. We need to define more precisely what the duties and responsibilities of faculty are and set parameters.

As the entire contract is going to be open for negotiations soon, the union is prioritizing the workload issue with the goal of including it in upcoming negotiations. We intend to propose contract language in an attempt to resolve the ongoing and ever-increasing workload problems that faculty have been experiencing over time. As we gear up for negotiations, we will be listening to you, asking you to participate, to contribute your ideas, and to help us deliver our message: we want workload equity! We want our workload to be reasonable, manageable, fair and focused on serving our students.

Campaign to strengthen our union

The California Federation of Teachers (CFT) is embarking on a Building Power campaign, with the goal of strengthening local unions. They have allocated resources for this campaign and will be working very closely with some locals so as to build power around each of those local's issues. We, AFT 1493, have been selected as one of 16 locals from around the state to which the CFT will provide targeted organizing assistance, tailored to our needs and goals. And top priority needs and goals of our faculty are to achieve workload equity – a fair workload and fair pay for both full-time and part-time faculty.

On October 29 and November 4, Teeka James, Katharine Harer, Michelle Kern, Monica Malamud and Dan Kaplan met with Laura Kurre (CFT Training Director) and Zev Kvitky (CFT Field Rep.) to start planning this collaboration. Based on the conversations we had at these meetings, Laura and Zev presented a draft proposal for our local's participation in the CFT Building Power Campaign to the Executive Committee at the November AFT meeting.

In their presentation, Laura went over our local's membership numbers, the goals of the campaign, and the general plan that we can follow in order to accomplish our goals. This campaign will require the participation of members of the Executive Committee, and our local resources will be supplemented by the organizing wisdom and assistance of CFT's Laura Kurre, Zev Kvitky and Paul Bissember (Organizing Project Staff.)

At the November AFT meeting, a Steering Committee for our Workload Equity campaign was also selected: Teeka, Katharine, Michelle, Dan and Monica. The Steering Committee already met with Laura, Zev and Paul on November 20 to

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Emphasis on efficiency hurts students, programs and the whole college

by Doniella Maher, Cañada AFT 1493 Executive Committee Rep.

At our Fall College flex day, much of the data shared with faculty and staff was meant to reassure faculty that the college was in a great place. The deep cuts that we experienced in classes during the recession were cast as a distant memory, and it was noted that property taxes are higher than ever. At Cañada, the focus of the day was on efficiency, the increased productivity of our college, and the possibility of what lies ahead.

Large number of classes cut, at earlier dates

Behind the hoopla was a much more disheartening reality. Across the college, a depressingly large number of both elective and, in some departments, core courses had been cut—and not for the first time. Such cuts have been happening increasingly earlier, before faculty and students have returned to campus. The much-lauded efficiency levels, which mainly refer to high fill rates, are the other side of cancelled classes.

The entire strategy regarding course offerings has changed dramatically over the last few years. Rather than starting with a higher number of course offerings and cutting classes when necessary, a smaller number of courses are offered with the assurance that more sections will be offered if needed. When additional sections are inevitably needed, deans and departments are left scrambling to find qualified instructors at the last minute. Often these last minute classes are added as online sections, since it is difficult to know what the overflow students' availabilities are.

While I understand the desire to prevent last minute cancellations that are extremely difficult for students and faculty, the current system isn't working either. With every section full, or nearly full, faculty experience increased pressure from students. In some cases, waitlists have been increased to give a better understanding of student enrollment patterns, but for faculty members, that transforms into 15 or 20 students on the waitlist and expecting to add along with anyone else who comes the first day. With few open sections, faculty also face fewer options to give to students, and sometimes nearly every course with open space is online.

Besides increasing faculty and student stress levels at the beginning of the semester, increased efficiency comes at a high cost to departments. At Cañada, smaller programs and electives in the humanities pay the highest price.

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continue planning for the campaign.

In the coming months, you will have many opportunities to be part of our Workload Equity Campaign. Stay tuned for updates. We're counting on you!

Mechanical course cutting hurts programs, faculty, and students. When the first-level courses in a program are cancelled, a chain reaction begins that prevents students from completing course sequences necessary to their degrees and certificates. Because of this, students are unable to meet their goals. At Cañada, our students tell us that they have given up taking literature courses and other electives because they are so regularly cancelled. Increasingly, students look to other campuses and other districts to ensure that they will be able to register for the courses they need.

National trend emphasizes training over humanities

The experience at Cañada is, unfortunately, not unique. The neoliberal drive to transform community college education from an opportunity for a broad education and personal growth to a data-driven jobs training system can be seen across the nation. In addition, the recent focus on making students "transfer-ready" and regulations about repeatability have exacerbated the attacks on the humanities within all colleges. Austerity measures that began during the great recession are being continued under the guise of efficiency. According to Nancy Welch's excellent article, "Educating for Austerity", colleges are "cutting faculty, moving classes online, and shuttering departments of French, philosophy, and theater. They are erecting new athletic and STEM (Science, Technology, Engineering, and Math) complexes, and expanding not only the size and expense of their administrations but also their managerial power. What they are not doing is using that power to jettison core curricular requirements. Instead, administrations and governing boards increasingly insist on holding faculty and students "accountable" for a growing list of required 'outcomes' even as they hollow out the programs, faculty, and classes needed for such requirements." (<http://isreview.org/issue/98/educating-austerity>)

Creating transfer models and pathways does us little good if the students are not able to complete the required coursework. I believe that community colleges have another role to play as the site of lifelong learning, holistic development, and community engagement, but even the focus on transfer is hard to fulfill without the courses being available.

I believe that we can do better. Our students deserve better and so do our dedicated faculty. While I am happy that some faculty members were able to make passionate appeals for their programs and classes, I don't believe that these sort of decisions should be made in backroom bids. Either we are committed to offering a multitude of unique and inspiring programs and certificates to our students and we commit to offering the courses needed to do that, or we will experience the gradual hollowing out of our college.

Senate-Union all-faculty meeting lays out a vision for Cañada

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mixture of full-timers and adjuncts present. This article represents the views expressed in that meeting and not solely or even primarily the views of its authors. That said, one of the most striking things about the meeting was the positivity and unity of purpose it conveyed.

Our vision

The faculty present agreed that we want Cañada to be a full-service, all-departments-running college and not one that privileges any one division over all others. It was recognized that the overwhelming majority of our students want to transfer and that transfer institutions are looking for students with a fully fledged liberal arts education. This is what we want to provide. Along similar lines, faculty believe that our institution should serve our whole community—life-long learners as well as recent high school graduates.

Those assembled discussed our feeling that, to make our work as effective as possible, staff—both office staff and buildings and grounds—faculty, and administrators must participate together and in a collegial way in a real and respected system of shared governance, in which decisions are made collectively so that the expertise and opinions of all parties can be taken into account.

Finally, we feel that it is imperative that all the College's employees share a solid and long-term commitment to Cañada and are not merely using our beautiful campus, our committed staff, our courageous and hardworking students, and our generous and supportive community to test out preconceived agendas, pad their resumes, and step on to a more lucrative and ostensibly more prestigious position.

What we want in a president

In line with this vision, the gathered faculty agreed that we are looking for a president who has had demonstrated success in a community with similar demographics to ours. We want someone who is capable of having a connection with and understanding of our surrounding community—someone with the will and communication skills to actually go into Redwood City, East Palo Alto, and the other communities we serve, interact respectfully with the people there, promote the campus in a genuine way, and not leave development to the Marketing department.

Marketing in the community should appeal to a wide range of ages and backgrounds and be directed to strengthening all our programs, not just a favored few. In order for this to be possible, our next president should have an intimate knowledge of our courses and programs, particularly niche programs, so as to be able to represent them accurately and effectively. We want a president who will accept invitations

into our classrooms, witness and understand what we do, and oversee scheduling that does not lead to constant course cancellations and the killing of our departments, as well as someone who follows Board policies when it comes to deciding which classes to cancel.

We also want our president to have a managerial style that is the opposite of top-down, one that encompasses open communication and a sincere belief in participatory governance, consulting with faculty and staff and engaging them in important decisions (rather than informing them of decisions after they've been made). Toward this end, we want a president who is willing and able to organize periodic, meaningful all-campus meetings at which he or she does not simply talk at staff and faculty but rather listens and acts upon what is said—someone who does not use power to create distance.

We want a president who can respect what those of us who have been on campus for most of our adult working lives have created, one who connects with what's on the ground, rather than coming in with an agenda and changing the campus to align with it. It is also important to many of us that we work with someone who is not "moving through" but is passionate about Cañada for the long term.

We feel that our next president should be very ethical and transparent, should put students and student equity first, should value the faculty contract, and should respect the faculty evaluation process and make personnel decisions based on evaluations.

Finally, we want a president who can critically analyze information and problem solve; can articulate a vision with us and actually accomplish it (rather than being unclear regarding direction or having great ideas but not executing them); and who shares our vision of a comprehensive, full-service *community* college.

Concerns Regarding Current Administration

Many of the elements of our vision and our requirements for a future president arose from a discussion of our dissatisfaction with the atmosphere currently existing on campus. STEM faculty were affronted to learn that our current president and VPI had referred to Cañada as a "STEM college." The gathered faculty also agreed that our president's top-down style and "faculty-are-the-problem" attitude has been adopted by many—although certainly not all—members of the administration. We would like to see this situation change. We feel that a renewed commitment to real shared governance would help shift the conversation and allow us to approach problems on campus in a way that makes us feel we are all in this together.

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There was general agreement that the situation in which we find ourselves could have been avoided if there were in place a more open evaluation process for the College president and the administration in general. Regular, thorough 360-degree feedback might encourage more transparency and help administrators stay longer in their positions. Ideally, this improved evaluation process would be in place before the search for a new College president begins. It was suggested that if such a process cannot be worked out with the District, faculty should create an administrative evaluation and do evaluations informally. Results could then be compiled and reported at the meetings of various participatory governance bodies on campus such that they are recorded in the meeting minutes.

Faculty's Thoughts on Presidential Hiring Process

Some voiced a concern that the current structure of three Vice Presidents running the College will not be able to provide stability or a decisive voice. This was one reason all agreed that the search for a new president should begin as soon as possible. The process should include site visits to candidates' home institutions and communities to provide opportunities to talk to faculty, staff, students, and other community members. The hiring committee should check references before conducting first-round interviews to thoroughly assess candidates' past performances before granting an interview slot.

Faculty also wondered how Chancellor Galatolo intends to make the Cañada president's position a job that someone would want to keep for a long time and how we can assess this sort of commitment during the hiring process. It was noted that our longest standing and most effective past president took on the job post-retirement, meaning that he was not looking to build a career on the back of our college. We wondered whether and how to incorporate this sort of consideration into our search and noted that some common criteria for presidential hiring (e.g., five years upwardly increasing administrative responsibility in education, experience teaching community college) may eliminate good candidates.

It was suggested that an interview question about the faculty contract be included to assess if candidates have familiarized themselves with it and that candidates provide samples of their written reports to allow us to evaluate whether they are able to effectively address issues. We also agreed that it would be worthwhile to assess each candidate's definition of "collegiality" and how it impacts their understanding of shared governance, respect for faculty / staff, ethics, and leadership style.

A straw poll was taken on when the presidential search process should begin. A proposal to start the presidential search process right away was met with a unanimous "YES" from all faculty members present.

Finally, a representative of the Counseling department stated that they want to move forward with the hiring process for a new Vice President of Student Services and not wait to hire a new President first. All agreed that the hiring process for the new VPSS should begin as soon as possible and be as transparent as possible.

October 29th meeting with Chancellor Galatolo

A week later, Chancellor Ron Galatolo came to Cañada to address staff and faculty concerns around this issue as well as many others. At that meeting, it was agreed that the VPSS search would go forward, and first steps were taken to re-form a screening committee. It was also agreed that the presidential search should begin Spring 2016 and that an interim president be appointed in January.

Our hope is that the Chancellor, the Vice Chancellor, and all involved administrators will continue to work collaboratively with staff and faculty to make sure that the committees that are put together for the VPSS and the presidential searches will represent the stated interests of the majority of Cañada's employees. Similar to the all-faculty meeting on the 22nd, the meeting with the Chancellor was characterized by a great deal of solidarity of purpose and interest on the part of both faculty and staff. To solidify this unity, the authors of this article are working with staff representatives to plan an all-staff and faculty meeting as soon as possible.

It was also in the course of this meeting that many faculty and staff members learned that our VPI, Gregory Anderson, was a finalist for the president's position at another institution. If anything, this news cemented our desire to work with people who view our college as a career destination rather than a stepping stone.

Pocket calendars still available

If you have not yet received your 2015-2016 CFT pocket calendar, please call the AFT office (x6491) or get in touch with your AFT Chapter Chair on your campus and ask for one.

Do you work with a community group in San Mateo County?

If so, please respond to our short survey on the AFT 1493 website.

Help us connect with local organizations to foster ties with people who are working to make our community better.

LABOR HISTORY

Remembering Filipino American Union Organizing

by Janice Sapigao, AFT 1493 Skyline Chapter Co-Chair

On September 5th, 2015, Labor Day Weekend, I attended an event in Central California commemorating the 50th anniversary of the Delano Grape Strike, hosted by the newly formed Filipino American Historical Society (FANHS/Delano). The event was hosted at the Filipino Community Hall in Delano, California.

Fifty years ago, on September 8th, 1965 – a seminal year in U.S. civil rights and social justice movements – Filipino American grape workers of the Agricultural Workers Organizing Committee (AWOC), as well as Latino farmworkers of the National Farm Workers Association (NFWA), formed together to become the United Farm Workers (UFW).

Filipinos are often the “forgotten farmworkers” of the Delano Grape Strike.

The names and legacies of older, male Filipino UFW leaders – ‘manongs’ – like Larry Itliong and Philip Vera Cruz are often overlooked for more recognizable historical figures such as Cesar Chavez and Dolores Huerta.

The inspiring event “Bold Step: A Celebration of the 50th Anniversary of the Delano Grape Strike” hosted key figures in the Filipina/o American community: Dawn Mabalon, Associate Professor of History at San Francisco State University, Robyn Rodriguez, Associate Professor of Asian American Studies at UC Davis, Assemblyman Rob Bonta (D-Alameda), and Paul Chavez, President of the Chavez Foundation and son of Cesar Chavez, among many others. These individuals have dedicated much of their professional and personal lives to documenting and educating people about the contributions of Filipina/o American laborers.

Terry Valen, Organizing Director of the Filipino Community Center in San Francisco stated at the event poignantly, “There is no substitute for organizing work.” It was clear that union organizing takes decades of work and strategy, and that working together to leverage power for better working conditions is an applicable, relevant, and necessary fight that continues today.

Organizer Bernadette Herrera also shared this impressing truth about union organizing, “We want a future different from our present reality.”

Please see <http://www.fanhs-national.org> for more information.



Skyline English professors Janice Sapigao, center, and Grace Burns, right, at the commemoration of Filipino Americans who helped create the UFW in 1965.

BOLD STEP

A Celebration of the
50th Anniversary
of the Delano Grape Strike

SAT-SUN
SEPTEMBER
5-6, 2015
DELANO, CA

On September 8, 1965, Filipino agricultural workers took a bold step to fight for fair wages and better working conditions. Larry Itliong and later Philip Vera Cruz led the struggle. After 50 years the imprint of their courage lives on.

Facebook FANHS/delano Chapter President Alex Edillor 661-331-4547 fanhs.delano@gmail.com

Strategic Campaign Initiative Update

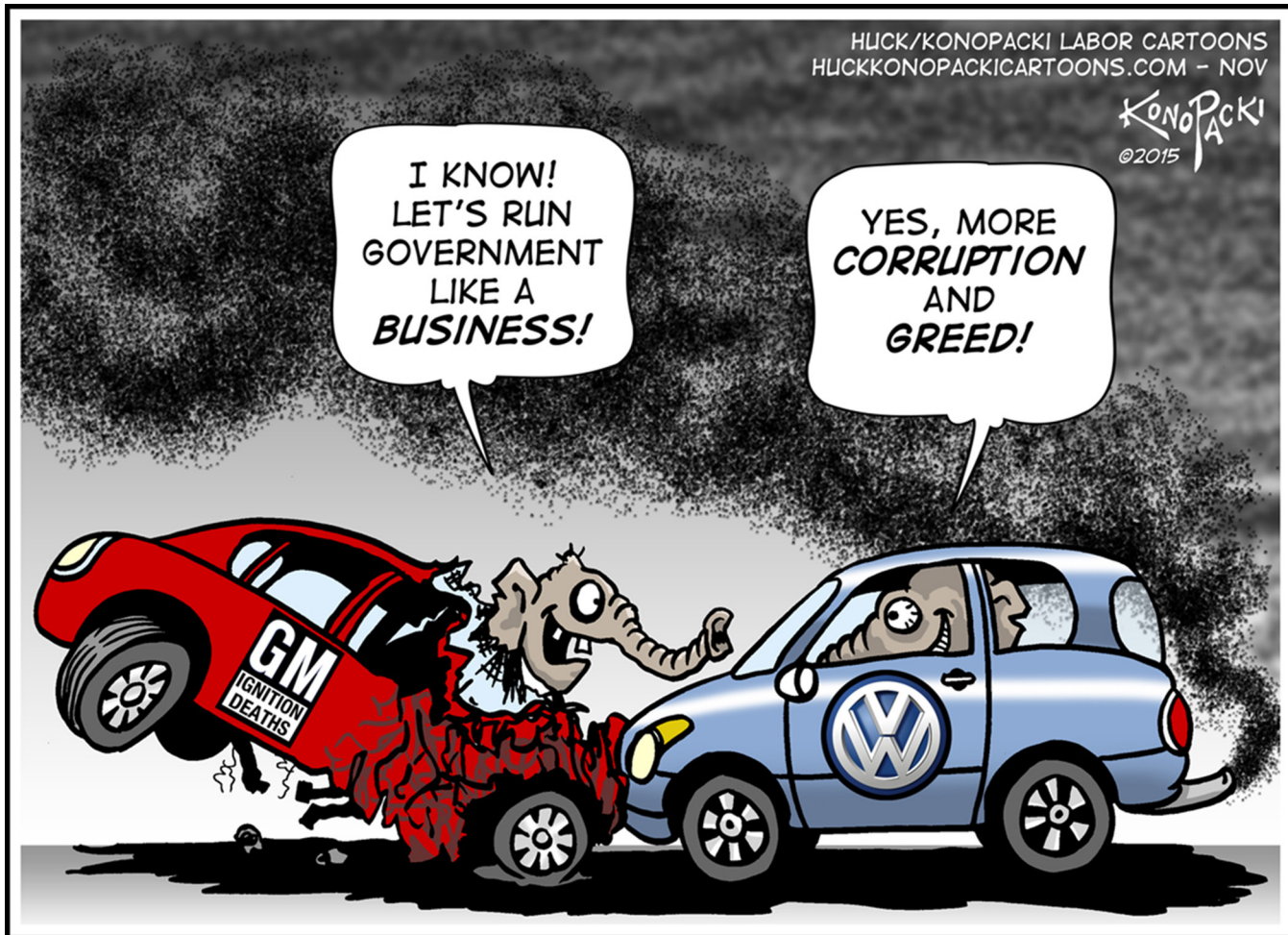
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Schools Our Children Deserve conference

Plans for Schools Our Children Deserve, the public education conference we're organizing in collaboration with the Jefferson Elementary and Jefferson High School union leaders for March 19, 2016 at Skyline College, are moving right along. Go to aft1493.org for more information. Skyline College will co-sponsor the conference and provide breakfast for all the attendees, and it is free of charge if you register up until February 1st. The awesome Jeff Duncan-Andrade is our opening keynote speaker, followed by two rounds of workshops on a variety of topics of interest to students, families, teachers and community members. National AFT staff are flying out with information about a special First Book program for K-12. The afternoon ends with a short talk by Josh Pechthalt, the President of the California Federation of Teachers. Childcare will be provided at Loma Chica, the Skyline childcare center. Mark your calendars for this important event!

"Building Power" campaign

We're being targeted – for good things! Katharine was invited to attend a national AFT Political Boot camp in early October where she was trained in the nuts and bolts of campaign organizing with experts from all over the U.S. She got barked at by New Yorkers and sweet-talked by New Mexicans! It was a serious blast of information and camaraderie and truly inspiring to meet other union organizers who are working hard for their members. And – the CFT has chosen our local as one of only 16 around the state to take part in a new campaign called Building Power that will help us reach out to and involve more members (this means you!) The goal is to strengthen our ability to withstand the ongoing attacks on education, such as the Friedrichs case, currently being considered by the Supreme Court. If Friedrichs wins, it would do away with agency fee, which is central to helping unions thrive.



ADMINISTRATION

Evaluations of administrators and academic supervisors should include feedback from all supervised employees

by Monica Malamud, AFT 1493 Secretary & Negotiating Team Member

Recently, it was announced via email that the District would be starting "360-degree" evaluations of administrators and academic supervisors. The Executive Committee of AFT 1493 discussed the Performance Evaluation Procedures for Administrator and Academic Supervisory Employees at its November 11th meeting.

We are very pleased to see that the District is finally moving towards the implementation of evaluations for administrators and academic supervisors, but we have deep concerns over certain aspects of the procedures.

Allow all supervised employees to provide feedback

The document that details the procedures states:

"The Peer/Supervised Employee Feedback will include individuals, selected by the Evaluator, to provide feedback [...]. The Evaluee is encouraged to suggest to the Evaluator individuals to provide feedback." [1]

If this is to be real 360-degree evaluation, then all supervised employees should be allowed and invited to provide feedback. It does not seem right that the Evaluator and/or the Evaluee would hand-pick who gets to provide feedback. To compare with faculty evaluations, every student who is taking a class with a professor who is being evaluated is requested to complete a student survey that provides feedback to the professor undergoing evaluation.

Responses should be anonymous

A second problem with the proposed evaluation procedures is the following statement: "In no case shall the Evaluator consider an anonymous response." [1]

It is easy to imagine a situation in which a supervised employee will not feel like a candid evaluation can be provided, if the response is not anonymous. In the case of faculty evaluations, student surveys are anonymous, and we stress to students every time they participate in faculty evaluations that they are not to write their name anywhere



on the survey form. Additionally, since there are open-ended questions to which the students respond, their handwritten answers are typed up before they are shared with their professor. Moreover, the results of the student surveys are not shared (other than in summary form) with the professor until after final grades have been turned in.

Make changes before the process begins

Finally, the email announcement stated that as the process was implemented, we may discover aspects that can be

improved. We urge the District to make these changes before the process is rolled out.

We want our District not only to implement a process for evaluations of administrators and academic supervisors, but to have an evaluation process that is truly comprehensive, fair, unbiased and objective.

[1] https://smccd-public.sharepoint.com/humanresources/Performance%20Evaluations/Procedure_for_Administrators_and_AcademicSupervisory_Performance_Evaluation.pdf

AFT 1493 CALENDAR

AFT 1493 Executive Committee/ General Membership Meeting:

• **Wednesday, December 9,**
College of San Mateo,
Building 5, Room 339,
2:15 pm

Come join us.

Refreshments provided.