

SMCCCD BUDGET

As District revenues continue to increase under Basic Aid, faculty percentages decline while administrators increase

By Steven Lehigh, CSM, Economics, AFT Representative on the District Committee on Budget and Finance (DCBF)

As many of us are aware from the salary adjustments that were made last summer, property taxes in San Mateo County have been steadily increasing. There was a 7.7% increase for this academic year and approximately a 5% increase so far for next year. Here's a look at the year over year revenue numbers (rounded and in millions):

	2014/15	2015/16	% Change
Property Taxes	\$106.3	\$114.5	+7.7%
Student Fees	\$8.9	\$9.9	+10.8
RDA Funds	\$6.7	\$7.2	+7.4
Nonres. Tuition	\$3.2	\$5.3	+67%
Prop 30	\$2.0	\$1.8	-7.4%
Other	\$7.6	\$18	+136.8%
Total	\$134.7	\$156.8	+16.4%

Building Union Power

Faculty know what is right for our colleges. Amidst the attacks leveled on public education nationally, our union makes sure that our voices, as frontline educational professionals, are heard. Joining a union means standing together with a strong unified voice — whether it is in our workplace, in our community, in the media, in the state Legislature or the halls of Congress. We stand up for what's right for our schools and our students.



We use the power of collective action to improve our working conditions so that we have what it takes to educate effectively. This includes reasonable workloads, adequate materials and equipment, sensible policies that support safe and healthy places of learning, and stemming the abuse of part-time and temporary jobs. The union helps faculty organize to promote education, and defends you against bad ideas from administrators, legisla-

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There are two additional major increases to the budget. The first is from an increase in nonresident student tuition and the second is a one-time \$10 million payout we received from the state for mandated cost reimbursements (accounted for in the "other" category.)

As most of you are aware, our basic aid status has had a positive and stabilizing effect on the budget. For this year, we are \$35 million above where we would be otherwise. All in all, our budget is in a good state.

With all this positive news, what issues should we be aware of? One issue straight away is the increasing district contributions to STRS and PERS. The rates are expected to rise to approximately 19% and 20% respectively by 2020/21. For reference, they were at 8.25% and 11.4% last year, so this represents a fairly significant increase over the next few years.

Faculty % of budget shrinks; admins' % rises

We also need to look more closely at how we are spending the additional revenue. Given the current environment of declining enrollment and increasing revenue, district spending on non-faculty positions is increasing more rapidly than spending on faculty (see table below.)

% Increase in Spending by Employee Classification* from 2012-13 to 2015-16

	2012-13	2015-16	% Change
Supervisors	\$13.1	\$18.3	39.3
Executives	\$1.6	\$2.2	34.7
Managers	\$7.8	\$10.3	32.3
Confidentials	\$5.58	\$7.3	26.3
CSEA	\$26.9	\$32.9	22.2
AFT Hourly	\$19.6	\$23.0	17.2
AFSCME	\$6.4	\$7.4	15.7
AFT Regular	\$35.4	\$39.4	11.3
Total	\$111.4	\$134.2	20.4

* In millions \$, includes salary and benefits combined

While I do not have the specifics of all the positions that have been created, expansion seems to be happening in initiatives focused on student success,

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- AFT 1493 CALENDAR -

**AFT 1493
Executive Committee/
General Membership Meetings:**

- **Wednesday, February 17,
Skyline College,
Room 6-203, 2:15 pm**
- **Wednesday, March 9,
College of San Mateo,
Building 5, Room 339, 2:15 pm**
- **Wednesday, April 13,
Cañada College,
Building 3, Room 104, 2:15 pm**

**Come join us.
Refreshments provided.**

— — —

AFT 1493 PARTY!

**Saturday evening, April 9
San Francisco
Save the date
Details to be announced**

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.**

Questioning how faculty are paid for “supersized” classes

by Greg Erion, Skyline, History

I teach history as an Adjunct Professor at Skyline Community College. Recently I had a rather serendipitous experience that might be of interest to fellow instructors.

Because I teach part-time, I am not averse to having the cap raised on enrollment in the one or two classes I teach each semester. The cap for most history classes is 45 students. With the cap removed, students waitlisted can join the class and not have the uncertainty of wondering whether they will get into a needed course hanging over their head. In these cases, without fail, the number of students enrolled jumps into the low 50's, and as the term progresses, class size falls into the low 40's for the semester below the original 45 limit.

That has been my experience until this semester when the first day of instruction began with 76 students. After seeing this, I became aware that if a threshold of 70 students holds weeks into the semester, it becomes a “supersized” class and extra compensation results. Anything less than 70, extra compensation would not apply. Not having looked for this consequence, the potential of having 20+ students in the class was daunting. If less than

70 stayed, no recompense, the situation becomes dismal.

In retrospect, I could have followed a more prudent path, just having waitlisted students add the class under existing procedures. In the bigger picture for full-time or part-time instructors, allowing students to enroll over the maximum cap offers no incentive for any number of reasons, including but not limited to a greater workload, and larger and less manageable class sizes.

Having gone through this however, the thought came to mind that perhaps a gradation of class sizes above the upper limit might be of interest to fellow instructors. In the case of classes where the upper limit is 45, perhaps a gradation of class size might work, say 45-57 students some incremental pay; 58 to 69 still more incremental pay and 70 or more the present arrangement.

This would be an alternative to all or nothing as presently exists.

I do not share this to advocate, but to share the experience. If you have an opinion on this sort of arrangement, please send your thoughts to the *Advocate* or discuss your ideas with your union representative.

Below is the current relevant contract language on large class pay:

Article 8.14 LARGE CLASS PAY:

A large class for the purpose of additional compensation under the terms of this Article is defined as having 70 or more students enrolled at census...

Assignment to teach a large class is voluntary...

Additional compensation is at the special rate of pay and does not affect the FLC for the course. The compensation is consideration for the extra time needed for required paperwork.

Additional weekly compensation for large classes:

70-94 students 3 hours

95-119 students 4 hours

120-144 students 5 hours

145-169 students 6 hours



While many adjunct professors work full-time, they often feel undervalued in a culture that divides part-timers from full-timers

by Kiran Malavade, Cañada, English

I'm an adjunct professor, but a full-time instructor. Let me explain.

I typically teach 15-20 units a semester, two-thirds of which are usually developmental English classes, some of



Kiran Malavade

the most labor intensive classes. As part of my job, I hold regular office hours, teach in learning communities, work closely with other staff to support my students, and whenever possible, attend department and division meetings. I am not the only one who does this. In fact, many adjuncts are not the casual teacher of one or two classes, but rather full-time instructors who love to teach and do everything we can to ensure our students get an excellent education.

Teach more, paid less, long-time, exploited

I am not bothered by the use of the term "part-timer." I take issue with the assumption that "part-time" instructors are not as qualified, committed, experienced, or skillful as "full-timers." Many of us hold the same or even higher degrees in our fields than our tenure-track colleagues. And yet, in our district, we are not compensated according to the level of education we attained, as full-time faculty are. To make ends meet, we teach in multiple districts, and because of this, many of us teach more classes each semester and have more "contact hours" with students and more regular classroom experience than many full-timers. And most of us have been doing this for years. We are not "newbies" earning our chops, like medical school residents en route to advanced qualifications. We are permanent, long-time—exploited—workers and professionals.

Multiple districts, uncertain assignments

I am able to make ends meet while working in only two districts. Many of my adjunct colleagues work on three or four different campuses. Some, like me, travel between multiple campuses in a single day. We juggle different academic calendars (different start dates, semesters vs. quarters, etc.) which means that we rarely get more than a week off, even during the summer or winter breaks. With different school

policies for offering teaching assignments to adjuncts, figuring out our schedules can be nerve-wracking. Sometimes we are asked to teach a class a few days before it starts. If we are lucky, we manage to work out schedules in which we are teaching 3, 4, 5, sometimes 6 or 7 classes, at a time in order to earn a living wage—which is still less than what most full-timers earn teaching 2 to 5 classes. We rarely request specific "pet classes" the way a full-timer might because we need to focus on simply getting enough classes to pay the bills. When classes are cancelled, sometimes at the last minute, we find our carefully planned schedules crumbling, and fears of not being able to pay bills become very real. Since different districts also have different health benefits for adjuncts, most dependent on our teaching load, many of us need to think tactically about how many classes and in which district we need to teach in order to meet the eligibility requirements for coverage and lower costs, so class cancellations can have real consequences for our own and our families' coverage. The uncertainty, the juggling, the travel with our bulging bags of materials— all of these are standards of adjunct life. Why do we put up with it? Because our work is solely focused on teaching: in the classroom is where adjuncts shine.

Quality instruction & student support

Our classes are engaging and innovative. Through our work at multiple campuses, we are exposed to different instructional methods, a range of technologies, alternate assessment techniques, different campus cultures, and different student populations. This variety keeps us sharp and creative. Many of us share vibrant office space with fellow adjuncts in other disciplines and routinely discuss assignments, challenges, and triumphs "across the curriculum." For example, after a discussion I had with a colleague in anthropology, I was able to adjust my developmental level English curriculum to better prepare students for the types of essay exams she uses. These informal meetings across disciplines allow for collaboration that transfers directly into the classroom. My fellow adjuncts and I hold office hours, tutoring sessions, stay after and come early to class to support our students in all the various ways they need support, spend countless hours preparing lesson plans, and attend conferences and workshops to grow professionally. And don't forget, much of that is unpaid.

We should be seen as assets, not limitations

Yet in spite of our commitment and professionalism, I see a culture on many campuses that divides part-timers from full-timers and belittles our work and qualifications.

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Being evaluated by or told to get advice from a full-timer who happens to be less experienced than us is a common occurrence for many part-timers. This is galling and frustrating. The fact that we teach at other campuses should be seen as an asset, rather than a limitation. Want to explore other ways of doing assessment? Learn about successful student engagement programs? Why not ask the adjuncts? It seems unfair to be disqualified from certain tasks because of our "status." For example, a student asked me to be the faculty advisor for a new club she wanted to start but, as a part-timer, I am not allowed to do this. Sometimes I'm shocked to hear the slights that occur. Recently, a well-respected adjunct's fully-enrolled class was "hijacked" when a full-timer needed to fill an equivalent class. A faculty member from the department came into the classroom and announced to the students that they might want to drop that class in order to take the other instructor's class. What message does this send, to the students and to the instructor?

I am dismayed when comments are made, often at meetings with very little adjunct representation, blaming part-timers for low success rates. Creating these kinds of divisions between us is not helpful. Faculty are faculty. We should support each other, collaborate, and believe that we do this work because we care about the students and love to teach. Based on my conversations with both tenure-track and adjunct faculty, this is true of us all. Yet, more than once I have heard justifications for full-time positions that essentially state that we need more full-time faculty because "all those part-timers" endanger student success and can't be trusted to do a good job. This is insulting and undermines our work. If the college does not feel that those hired as part-timers are actually qualified instructors, then why hire us? If departments want more say in adjunct hiring, then full-timers must participate in interviewing and assessing adjunct pool candidates to maintain a pool that they value, rather than letting deans hire without their approval at the last minute. And if departments want a justification for creating more full-time positions, maybe they can consider using: "We need this new full-time position because we don't want to continue to exploit our highly qualified adjunct labor force and risk losing them to burn out."



I would love to see a shift in the culture on campus to one that actively acknowledges the qualifications, experiences, commitment, and professionalism of adjuncts who put their heart and soul into serving our students so well every day in spite of low wages, no job security, and paltry benefits. Perhaps, like the undocumented activists, we need to imagine "a day without an adjunct." What would our colleges look like then?

Reject the two tiers, insist on equity

Some say that the current state of affairs in which administrations "save money" by relying more and more on adjunct faculty and limiting full-time positions is unlikely to change. I wonder.

Writing in the *Chronicle of Higher Education* five years ago, Steve Street, long-time non-tenured faculty in the CUNY system, implored us to reject the divisive hierarchical wedge created by administrations. He asked us to imagine a different collective strategy: "We can continue to play the myopic game of those who created the two tiers in the first place by focusing on the differences between faculty members.... But what if, instead, we were to insist—in our requests to deans, in our contract negotiations, and, yes, even in our casual conversations at lunch or elsewhere—on... the same standards for pay, benefits, security, and professional advancement as well as for credentials and performance? What if we refused to speak the two-tiered language at all—except to insist on equivalent compensation for equivalent work? Wouldn't equity rob management of the incentive to rely on adjuncts anymore? Of course it would." What Street is suggesting

can only happen if we see each other as equals. Hierarchies serve those at the top the most.

According to the California Community College Chancellor's website, in Fall 2015, there were just 333 tenured faculty and 628 "temporary" faculty employed in our district. The numbers need to change, but so does the mindset that divides us.

Street, Steve. "Why Don't We Insist on Equity?" *The Chronicle of Higher Education*. *The Chronicle of Higher Education*, 02 Dec. 2010. Web. 04 Feb. 2016. <<http://chronicle.com/article/Why-Dont-We-Insist-on-Equity-/125557>>.

WORKERS' RIGHTS VS. CORPORATE POWER

Friedrichs case could be Citizens United for unions

adapted from an article in California Labor Federation's Labor Edge newsletter by Steve Smith

As faculty focus on providing the best education to help their students succeed, the last thing they want to worry about is their upcoming teacher evaluations. Or what new regulations could be in store for next year, or how they will deal with their Dean should any issues arise in their classrooms. They are there to teach students, not worry about their jobs. It's the union that takes on the brunt of the big issues affecting faculty working conditions, and lobbies on behalf of teachers' rights.

But a Supreme Court case in which oral arguments were heard in early January has union members around the country wondering if a ruling will enable the rich and powerful to put yet another nail in the coffin of America's once thriving middle class by weakening unions of the teachers and other public work-

ers. *Friedrichs v. California Teachers Association* will determine whether mandatory union fees violate workers' freedom of speech, and a ruling (which is expected this spring, but will now be impacted by the death of Justice Antonin Scalia) could dictate the future of unions' ability to collect fees from their memberships in what is a clear attack on collective bargaining.

A decision swaying against unions could effectively implement a national right-to-work policy that secures the right of workers to choose not to pay agency fees and therefore guts unions' power to finance themselves. The plaintiffs' First Amendment argument at the root of the case is being dishonestly presented, framing the issue as one of individual rights and freedom of speech rather than a direct assault on unions and the fees they collect.

An Orange County teacher, Rebecca Friedrichs, has her name on the case but the real driving force behind it is a who's who of right-wing corporate special interests that have spent decades trying to decimate workers and their unions.

Dana Milbank wrote in the *Washington Post* that the goal of these wealthy backers is anything but noble:

This is about campaign finance, and, in particular, propping up the Republican Party. Citizens United and other recent rulings created the modern era of super PACs and unlimited political contributions by the wealthy. Because there are fewer liberal billionaires...the only real counterweight to Republican super PACs in this new era is union money. And the Supreme Court is about to attack that, too.

It's not hard to see what a bad omen it would be for democracy if the Supreme Court rewarded this power grab with a favorable decision for the anti-union forces. And California editorial boards agree.

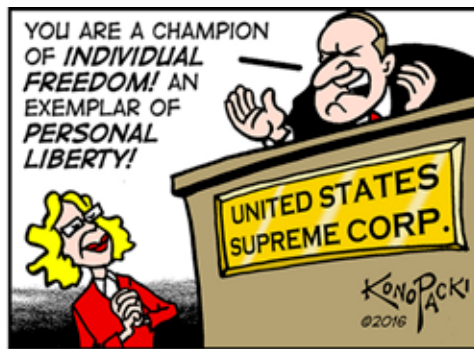
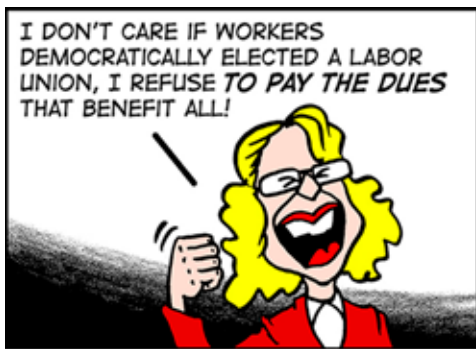
The *Sacramento Bee*: "In its 2010 Citizens United decision and ones since, the Supreme Court opened the way for unlimited corporate spending on politics. Those decisions

have not served democracy well...We hope the court doesn't further tilt electoral politics by eroding public employee unions' ability to fund their efforts."

The L.A. *Times* flatly rejected the plaintiffs' argument that fair share fees for bargaining aren't distinguishable from political spending: "As

we have observed before, paying for a service performed at the bargaining table is easily distinguishable from paying for political activities...The vastly more important issue in this case is whether the Supreme Court will undermine the ability of unions to effectively represent all of their workers at the bargaining table. The court should refuse to do so..."

The Friedrichs case serves as a reminder to all of us just how far the powerful corporate interests will go to further erode the protections and rights of working people and the communities they serve. It's also a reminder that our once thriving democracy increasingly resembles an oligarchy. Let's hope the Court does the right thing by deferring to precedent and rejecting this ploy by corporate interests to tip the scales more in their favor and away from working people.



Building Union Power

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tors, and self-appointed “reformers” who want to dismantle public education. We are a community of colleagues joined together for the common good.

Friedrichs Supreme Court case

While the benefits of Proposition 30 have been energizing, new assaults are multiplying. A current lawsuit, *Friedrichs v. California Teachers Association*, seeks to eliminate current union “fair share” provisions, also called “agency fee.” If it succeeds, the funds available to unions would dwindle while non-paying bargaining unit members would continue to benefit from union representation at no charge.

The Supreme Court may rule on the Friedrichs case this spring (although the death of Justice Antonin Scalia could delay a decision.) While California remains a stronghold of union membership, this is a federal case and would affect California the same as any other state.

When this case is viewed alongside anti-union legislation nationwide, a clear picture emerges. Fifteen states have passed laws limiting collective bargaining and 25 states have introduced right-to-work legislation, or as the labor movement calls it, “right-to-work-for-less.” When

Indiana passed right-to-work legislation in 2012, within less than a year, union membership fell by 56,000.

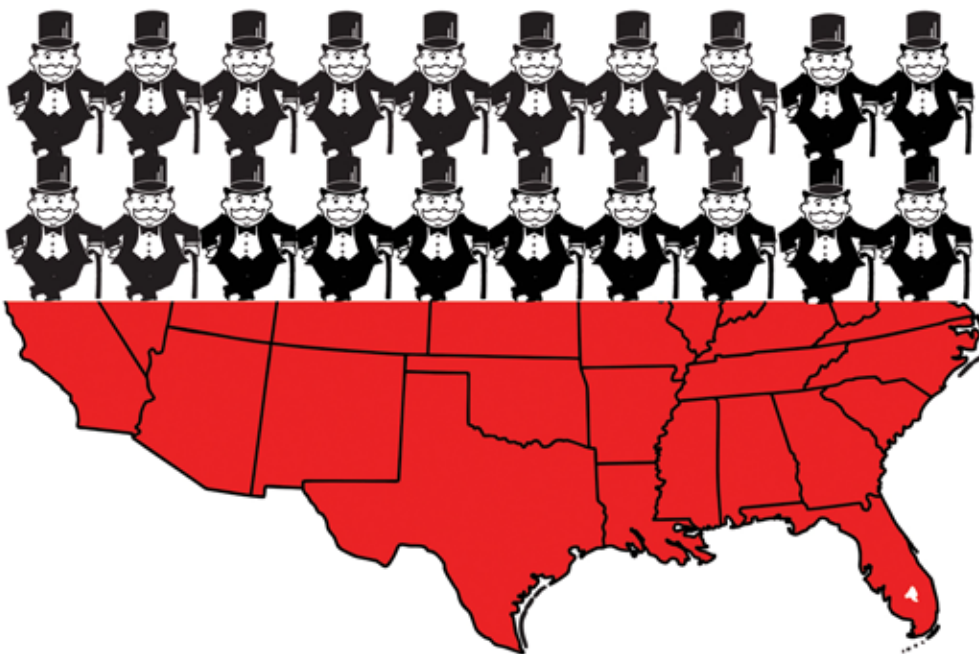
In states where union fair share has been eliminated, union members have been barraged by well-financed, right-wing campaigns that include phone calls, mail pieces, ads, billboards, and social media posts urging them to withdraw from their unions.

With this in mind, our Union has developed a new campaign called “Building Power.” This campaign returns our focus to the basic elements upon which our union thrives: our relationships with one another, and strengthening our ability to unite in action to realize our common goals.

We are honored that our Local has been chosen by CFTI to participate in this program. We will engage our faculty to find solutions to the escalating problem of inequitable workloads. We have partnered with our neighboring AFT Local Unions to engage our community through events like the “Schools Our Children Deserve” conference at Skyline College on March 19. The best way to prepare for the challenges ahead is by uniting to improve our working lives and becoming public advocates for our students and our communities.

We look forward to talking with all of you more about our efforts this spring.

The richest 20 Americans are as wealthy as half of the entire U.S. population combined



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"I wanted to help someone in my hometown"

by Katharine Harer, AFT 1493 Co-Vice President & SCI Organizer

Who works for no money and no large displays of recognition? How is it possible to take time out of our crazy-busy schedules -- often chewed up by long commutes, pulled in a dozen directions by family obligations, the needs of our students, piles of paperwork and endless meetings -- to help others? And when do we do the laundry?

When SCI organizers Katharine Harer and Michelle Kern designed the *Community Connections Survey* and sent it out to faculty members last fall to see who among us is doing this selfless work, we weren't surprised -- we expected that some of us were doing volunteer work -- but we were gratified, even moved, by the depth of involvement. We received responses from a mix of faculty members--full and part time, spread among all three colleges. Here are some of their stories.

The title of this piece comes from Skyline piano instructor, Julia Hansen, when she was asked what drew her to tutor English through the *Reads Program* in the Half Moon Bay Library.



Julia Hansen

Here's what Julia told us about helping someone in her hometown: "Last year, Theresa, who speaks beautiful Spanish, went from limited English to becoming ready for an ESL class -- but she can't take one yet as she works full time as a housekeeper at a Half Moon Bay hotel. I also helped her 8 year old with math and taught Theresa how to do flash cards with her daughter and showed her books to read with her." When I asked Julia how she finds time to devote to volunteering, this was her response: "It is so joyful to see a student get better week by week, and it has given me an insight into the Latino community here." So joy trumps busyness!

Another music teacher, Lindsey Huff Breitschaedel, responded to our survey -- a coincidence? Does playing music make you nicer? Lindsey teaches piano at Cañada and gives



Lindsey Huff Breitschaedel

her time to an organization in San Jose called Supporting Mamas. "I went through a huge struggle after my son's birth because I was suffering from a postpartum mood disorder, but I didn't have any resources to find help or support. When a mom I work with tells me she also struggles as I did, I'm able to give her an outlet and a way to connect. Most moms feel that they have to pretend they are okay. Their relief at being able to share gives me such a thrill that I get goose bumps. For me, it makes the whole struggle and recovery from my depression and anxiety worthwhile."

I asked Lindsey how she finds time in her life to volunteer -- she teaches, she's a mom; she must have a few other things filling her life and her to-do lists. She said, "When life gets crazy and I'm under a lot of pressure from other obligations, I'm motivated by the stories of recovery and the memory of how overwhelming it can be to find help when one is in the thick of things. My stress pales in comparison with what these moms and their families are going through."

The stress of tax season -- I know I'm feeling it right about now -- doesn't bother Donna Marcus, who teaches in the Business and Technology Division at CSM. In fact,



Donna Marcus

she warms to the opportunity to help people do their taxes. Donna volunteers with the United Way's "EarnitKeepitSaveit" program, doing free tax preparation for those in need. When I asked her what gives her the most satisfaction about her volunteer job, she answered, "The gratitude I receive from others by helping them accomplish something they could not do on their own." And how does she find the time? She just does it: "The ability to do something to help others and to make things easier for them" makes it worth the effort.

Julia Johnson is famous at Skyline for heading up *Heart Wrenchers*, a groundbreaking program for women in Automotive Tech who learn to work on cars and move on to



Julia Johnson

careers in the automotive industry. Julia became aware of the needs of several local nonprofits when the Automotive Program partnered with these organizations to provide car repair to low-income families. Now she volunteers her time with the San Mateo HIP Housing program, the San Mateo Shelter Network and St. Vincent de Paul. When I asked her why, she answered: "I get the most satisfaction from helping people in need. A little help can go a long way in the life of someone else."

When I asked how she juggles so many different responsibilities and still makes time to volunteer, she answered: "When I think about my schedule and my struggles, I have to remind myself that I'm not so important that I can overlook other people. There are people in our community who face struggles that I can't even imagine and donating even an hour of my time can have a dramatic impact on someone else's life. Basically, I have an amazing life with a wonderful family, a fantastic job, a home and a supportive community -

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Report from the field

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

Michelle Kern and I are in our fourth semester of our Local's Strategic Campaign Initiative Member Outreach project, grant-funded by the California Federation of Teachers and matched by our union. Over the last year and a half, we've visited with nearly 100 of our colleagues, FT and PT. We've given out our spiffy *Welcome to the Union* tote bags full of helpful information and goodies and carried on lively conversations about the good, the bad and the murky in between of our teaching lives. Mostly, we've listened and, when asked, we've connected faculty up with union resources to help them resolve problems and clarify confusing situations.

Last semester we focused most of our energies on Maurice Goodman's election campaign for the SMCCD Board of Trustees, working alongside Maurice and his family and a team of dedicated union activists. We were delighted when voters chose Maurice, an experienced advocate for teachers, staff and students and the first graduate from one of our colleges to be elected to the Board.

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my life is blessed. Shouldn't I be helping people who need a helping hand? The answer is "yes"! Anything less would be just plain selfish."

Another view of volunteering comes from Jessica Silver-Sharpe, a Librarian at Skyline. Jessica works with her children's school to raise funds and collect food for the Second Harvest Food Bank. "As a 'volunteer junkie' I find working without pay very freeing; for some reason, I'm more willing to challenge myself at something new. Inevitably, I learn something about myself or grow in a way I didn't expect, which is a real added bonus



Jessica Silver-Sharpe

to the more obvious satisfaction of 'helping.'" When asked what drew her to the food bank, Jessica answered: "I saw the billboards along the freeway showing hungry kids."

A big Thank You to everyone who responded to our survey, and I apologize that I couldn't get each of your stories into this article. Those of you who didn't respond the first time can still reply on our website: aft1493.org. We also plan to send the survey out again in the near future. It's quick -- 3-5 minutes in-and-out -- a lot quicker than the volunteer work we do. Tell us about what you do. We'd like to create links between our union and our community, and you can help us.

Schools Our Children Deserve

Last summer we began partnering with two local teachers' unions -- AFT 3267, Jefferson Elementary, and AFT 1481, Jefferson High School -- to envision a public education conference, Schools Our Children Deserve--to be held at Skyline College--geared for families, students, teachers, staff and the larger community of northern San Mateo county. You can see the program of speakers and breakout sessions on page 10 of *The Advocate*, but here are some of the highlights: Tom Ammiano, former California Assemblyman, who currently teaches a class on LGBTQ issues at Skyline, is our opening act, and Jeff Duncan-Andrade, teacher and passionate advocate for students, is our Keynote Speaker. The National Office of AFT in Washington D.C. is flying out a crew of their best presenters to offer workshops, and they're also providing 1500 best-selling children's books to be given out free to conference participants.

We've scheduled eighteen different breakout sessions, four of which focus on college-related topics; the other 14 sessions will cover everything from Early Childhood Education to High School concerns, including community issues such as housing insecurity and inadequate funding for education and much more. Plus we are offering free childcare at Loma Chica Childcare Center on the Skyline campus, so you can bring your little one(s) along with you. We're giving out *Certificates of Participation*, so you can use the conference for flex day credit, and students may be able to receive extra credit from their instructors for attending, so please spread the word about the conference to your students.

This amazing get together is FREE if you register before February 29! Go to AFT1481.org/SchoolsOurChildrenDeserve to register. You can also register via our union's website: AFT1493.org. If you would like to volunteer to help out at the conference, please contact Katharine at harer@aft1493.org. We would love to have you by our side, and we can definitely use your help! Join us for a half-day of inspiration and community building for public education.

Adjunct Teaching & Learning Symposium

On Saturday January 16th, Michelle and I lassoed our union comrade, Najla Abrao, who teaches Math part time at Skyline, and the three of us set up an information table at the *Adjunct Teaching & Learning Symposium* at Skyline organized by Professional Development Coordinator Nina Floro. We had a ball! During the lunch break we were able to have substantive conversations with over 20 part-time faculty members; we answered questions, gave out information, listened to stories and connected with this motivated group of hard-working colleagues. Thank you to Nina Floro and the Professional Development program at Skyline for reaching out to part time teachers.

UNION ELECTIONS

The AFT is looking for a few good activists to run for union office

The Presidential primaries are not the only elections coming up around here. In mid-April AFT Local 1493 will be holding elections to determine the leadership of the Local for the next two years. Have you ever considered running for a Union position, such as a member of the Executive Committee, Chapter Chair, Secretary, Treasurer, Vice-President, or even President, of your Union? In other words, have you ever considered taking an active role in the organization that represents the interests of all faculty in this District? Would you like to contribute to the process of making some positive changes for faculty in this District?

Union office entails various different kinds of tasks and responsibilities, ranging from representing the AFT at the negotiating table to working as a grievance officer, as well as running meetings and doing organizing projects for the Local. Some released time is provided for certain union positions.

The Executive Committee conducts the business of the union at its meetings, and makes recommendations regarding policy to the membership. If you are interested in taking an active role in the decision-making process for the Local, this is the place to do it! The Executive Committee meetings are normally held on the second Wednesday of each month at 2:15 p.m. at each of the different colleges on a rotating basis.

The Chapter Chairs at each of the three colleges bring the concerns of their members to the monthly meeting of the Executive Committee. Work as a Chapter Chair (or Co-Chair) is a good place to begin your work in the Union.

During a two-year term as a member of the Executive Committee, a faculty member would have a good chance to develop or improve their leadership skills. Members of the Local 1493 leadership team have various ways in which to hone their leadership talents: there are CFT conferences that newly elected officers and representatives may attend, as well as a range of workshops sponsored by the Community College Council from time to time. These are both excellent places to meet union activists from other Locals around the state and the country, and to develop new skills at the same time.

AFT Local 1493 is not just the President or a few leaders. It takes many people to make this union work well representing the interests of all of the faculty in this District. Please consider running for a union position, and let's all make our union stronger and our district a better place to work.

LETTER TO THE ADVOCATE

A commendation on the Advocate's coverage of part-timer issues and a recommendation for a book on the UFW

Dan and Eric,

Nice job guys (and the good range of writers.) I enjoy every issue. Very glad to see the workload campaign and the recognition of the fact that one of the answers is more equitable treatment of part-timers so they can really contribute (and not just those who have time to volunteer for free.) Also very glad to see the continuing work on PT health benefits. Liked the labor history too on UFW. Frank Bardacke's (former leader of our sister local in Watsonville adult ed) recent book, *Trampling Out the Vintage*, is one of the few things on UFW history that gives proper treatment and credit to the Pilipino leaders and members. A great read. Highly recommended. (Could not resist the book suggestion as a labor historian.)

In solidarity,

Joe Berry

[Former AFT 1493 Executive Secretary, labor educator and activist, and author of *Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*]

Faculty % of budget shrinks; administrators' % rises

continued from page 1

international students and distance education. There is nothing inherently wrong with this change, the basic argument being that if load stays relatively constant (or even declines) that there is not a pressing need to allocate extra funds to hiring. Thus it is up to faculty to quantify and articulate issues they may have that are not adequately measured by load. Those issues include part-time faculty benefits and compensation for non-teaching activities, rising health care costs, the value of having a larger share of full time faculty members, the increase in duties outside the classroom, SLO assessments, program review and the list goes on. Many of these issues are inherently related to student success and have positive benefits that we are missing out on by simplifying the equation to a previous expectation of what load is appropriate. The issues are obviously complex and nuanced, but we need to make sure that we do more than rely on simple metrics to analyze them.

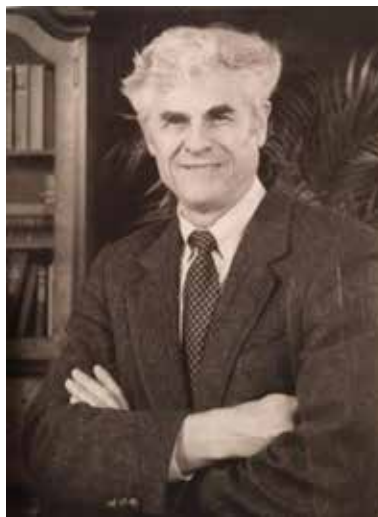
Miles Myers (1931 - 2015) : A memory from 1986 Flex Day

Miles Myers, former President of the California Federation of Teachers (CFT) and Executive Director of the National Council of Teachers of English, co-founder of the Bay Area Writing Project, author, high school English teacher, advocate for public education, and workers' rights activist, died on December 15, 2015 at the age of 84. Some long-time SMCCCD faculty may remember his keynote speech at the 1986 District Flex day. Fred Glass, who was our Local 1493 staff person at the time and is now the CFT Communications Director, clearly recalled that event recently in a eulogy he gave for Miles. Following are Fred's words and below right is the report of that Flex Day presentation from the September 1986 Advocate.

Before Miles hired me as his communications director [of the CFT] I was working as the staffer for AFT Local 1493 representing faculty in the San Mateo Community College District. We had only recently won representation rights after a seesaw round of bargaining elections against the local CTA chapter, and our conservative district administration was deeply distrustful of the radical AFT. Somehow the committee that selected the keynote speaker for the all-employee meeting the first day back from summer chose Miles. When the Chancellor learned that the state president of the CFT was going to address his district he was not a happy camper. He tried, but failed to pull the plug. He made himself unpopular with even CTA chapter diehards who viewed his meddling as an assault on academic freedom.

When the big day came I introduced Miles to the Chancellor. They shook hands, sat down together at the podium, and on went the show. I noticed the Chancellor was more pale than usual. But soon after Miles began to speak, you could see the Chancellor relaxing. Miles, far from Eugene V. Debs with horns, was talking about where standardized tests came from, how schooling changed as a result of World War I and the dawning understanding of the military that it need to figure out how to train illiterate soldiers fresh off the farm, and the history of literacy as it related to the mission of community colleges. The talk was learned, entertaining, wide-ranging, and quite successful. The AFT faculty gave him a standing ovation. Even some of the CTA stalwarts applauded. We signed up a bunch of new members.

Afterward Miles told me when he shook the Chancellor's hand at the beginning the man was sweating bullets, his hand cold and clammy. He told me this with a little smile that said he wasn't entirely sorry about creating that feeling in an anti-union bully, but also with a real sympathy, maybe a little sadness, for the human dilemma that the Chancellor presented to him in that situation. I found it to be a consummate Miles moment.



Miles Myers



KEYNOTE SPEAKER MYERS FLEXES FACULTY MUSCLE

CFT Pres Speaks to District Assembly

Speaking before the assembled faculty and administration of the SMCCCD, Bay Area Writers Project founder Miles Myers delivered the keynote address of Flex Days with wit and substance. In a speech warmly received by his audience, Myers discussed the new definition of 'literacy'. Tying together such seemingly diverse themes as the historical evolution of the term "literacy's" meaning, student demographics facing community college instructors today, the current legislative debates over CC budget for the coming year, and the changing structure of the country's economy, the teachers' union statewide president ended with a suggestion that teachers redouble their efforts to control their professional destinies through the conscious practice of establishing norms for their disciplines. Chancellor Smith had to gesture to Mr. Myers to stand up again and acknowledge the prolonged applause -- an event that one twenty-year CSM instructor said had never before occurred in all the time he'd worked here.

Schools Our Children Deserve

An educational conference at Skyline College

March 19, 2016

FREE registration (including lunch) until February 29! Go to AFT1481.org/SchoolsOurChildrenDeserve

7:30-8:30 – Registration, coffee and light breakfast

8:30-8:40 – Welcome Address: Melinda Dart: President, Jefferson Elementary Federation of Teachers, AFT 3267, & Regina Stanback Stroud: President, Skyline College

8:40-8:45 – Opening Remarks: Tom Ammiano: Former California Assemblymember & Skyline College Professor

8:45-10:15 – Keynote Speaker: Jeff Duncan-Andrade: High school teacher, SFSU Ethnic Studies Professor, Author & Social Justice Activist

10:30-11:20 – Breakout Session 1

10:45-12:15 – Town Hall Meeting – “Classrooms Our Teachers Deserve: Addressing Workforce Challenges in San Mateo County Schools”

11:35-12:25 – Breakout Session 2

12:30-12:40 – Performers: Nate Umagat & Mina Yazdani, Skyline CIPHER Program students

12:40-1:05 – Closing Remarks: Josh Pechthalt: President, California Federation of Teachers & Mary Cathryn Ricker: Executive Vice President, American Federation of Teachers

1:05-1:30 – Raffle & Closing

Breakout Sessions include:

- **Classrooms Our Teachers Deserve: Addressing Workforce Challenges in San Mateo County Schools**
Town Hall Meeting with San Mateo County Superintendent of Schools, Anne E. Campbell; State Senator Jerry Hill; Senior Program Associate, George C. Philipp, and San Mateo County Supervisor, David Pine
- **Coming & Going: Making the Transition To & From Community College**
Panelists: Martina Center-Goodman, Student Retention Specialist, Middle College; Abby De Los Reyes, Graduate of Skyline College, Transfer Student to SFSU; Dessaline Douglas, Student Ambassador; Leitu Takapu, Financial Aid Program Student Ambassador; Lavinia Zanassi, Career Counselor & Career Center Coordinator
- **College Survival Skills 101**
Panelists: Chanel Daniels, English Professor & Instructional Aide, The Learning Center; Adolfo Leiva, SparkPoint Director, Cañada College; Jessica Lopez, Counselor, TRIO, EOPS & Middle School Programs; Melissa Matthews, Disabilities Resource Center Coordinator; Suzanne Poma, Counselor & Transfer Center Coordinator
- **Keeping the Community in Community College: The Value of Life-long Learning**
Panelists: Luciana Castro, Spanish Professor, Skyline College; Denise Erickson, Art History Professor, Cañada College; David Meckler, Music Professor, Cañada; Bill Morales, Studio Art Professor, Cañada; Steve Schessler: English Professor, Cabrillo College
- **Meet Your Academic Family: The Benefits of Learning Communities & Academies**
Panelists: Nathan Jones, ASTEP Program Coordinator; Lucia Lachmayr, Puente Program Coordinator; Mustafa Popal, Social Justice League teacher; Will Sapigao, First Year Experience Co-Coordinator; John Ulloa, Honors Transfer Program Coordinator
- Many other sessions, including **“The Effects of the Housing Crisis on Education & Educators”**