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Federation of Teachers
AFT Local 1493, AFL-CIO

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Increases in Class Cuts Hurting Students, Faculty and Programs

by Michael Standefer, Skyline

Note: AFT 1493 has been hearing from numerous faculty around the District recently about increasing numbers of classes being cut, in some cases leading to concerns about the viability of academic and vocational programs. The following article by Michael Standefer, Skyline Administration of Justice professor, raises concerns about both the effects of such cuts as well as about how decisions to cut classes are made. We are interested to hear from other faculty on these issues.

Having recently returned from summer, I was concerned once again, as I'm sure you are, with class enrollments and the possibility of **class cancellations!** It's that time of year to venture into the mailroom with fingers crossed and request the division printout for class registration. Certainly this apprehension can turn real ugly, with very serious consequences for all of us.

OH MY GOD, the pre-enrollment sheet and only 14 students signed up for ADMJ102 Principles! I'm now thinking, what's the cut-off number, because that's a long way from 20 or...? So does anyone really know the number? That 'magic number' when you're cut-off, cancelled, eliminated, scratched and scrambling like some track athlete that didn't even get out of the blocks. IT'S HORRIBLE... for students, faculty and programs!

Central to the class-cutting decision is the notion that the cancelling of low enrollment courses drives those students into other class sections in our college. Obviously in a perfect

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AFT & District Negotiating Pay Raises, Productivity Issues & Sabbaticals

by Katharine Harer and Joaquin Rivera,
AFT 1493 Co-Presidents



PHOTOS BY JEANNE ANCIER

Greetings and welcome to the new semester. First, an update on contract negotiations. There have been a number of delays in the negotiating process for this contract period. We actually began sitting down with the District last February. However, the Chief Negotiator for the District, Greg Marvel, left our district to take a position with the Contra Costa Community College District during the spring semester, so our sessions have been somewhat erratic. Thus, we have still not reached a settlement, but we want to give you as much information as we can at this time.

The District, as we indicated on Opening Day, is in agreement that we must raise salaries and benefits. They realize that our salary scale is not competitive and that the inflated cost of living, especially housing, in the Bay Area severely impacts faculty and,

relative to this, the District's ability to hire and retain quality faculty members. They've put the state's COLA, 4.17, on the table and indicated that they'd be willing to add another 1% above that, 5.17%, for this academic year. The District wants to approach this from a total compensation point of view. That means that if we want to get additional benefits we will have to deduct the cost from the 5.17%. According to their proposal, in order to get vision care benefits and increase the medical cap to \$520 per month (to cover the family rate for most plans) we would have to subtract 0.4% from the 5.17%. This scenario will only allow us to increase the salary schedule by 4.77%. We believe very strongly this is not the way to reach our goal and the Chancellor's stated goal of competitive salaries for our faculty. We will continue fighting to get a good salary increase and a good enhancement of benefits for all faculty.

A further complication is that this year's salary increase, as well as possible increases over the next two years, will have to be linked to "productivity enhancements", which in plain talk means increasing WSCH, weekly student contact hours, combined with

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the Advocate

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RETIREMENT CORNER

Several New Bills Slated to Improve Teachers' STRS Benefits

by John Searle, CSM, Chapter Chair

Two years ago, teachers retiring after the Spring semester failed to enjoy new retirement rewards signed by the then departing Governor Wilson. The reasons? Many new laws, although passed by the legislature in August, signed by the Governor in September, don't become active until January 1st of the following year. I thought at the time, in light of the dramatic change in retirement compensation, that teachers might unharness their restrictive view of life, such as it is, delivered in one year packages, beginning in August, terminating in June, with a two month period of summer purgatory.

This summer, the process looks likely to be repeated. At the time of this writing (September 10, 2000), there are a number of bills improving teachers' retirement benefits already passed by the legislature, sitting on the Governor's desk waiting for his signature. Gray Davis is on record as being receptive to these changes.

Of the six bills dealing exclusively with STRS teacher benefits, two are easily decipherable, with some obvious mathematical conclusions.

The first will calculate retirement benefits based on an individual's (given that the individual has taught in excess of 25 years) single year highest salary, rather than the present system of averaging the final three years. In light of this change, it will be intriguing to monitor how this will affect the metamorphosis of teachers into administrators.

The second applies to teachers with 30 years or more in the system. To encourage them to work additional years in the classroom, lump sum annual payments will be made to their retirement, as indicated following:

30 years or more	\$2,400.00
31 years	\$3,600.00
32 years	\$4,800.00

As written, this "rewards teachers who retire with more than 30 years service before January 1, 2011."

Again the implications are interesting, most notably in regards to "the golden handshake", where in the past districts have encouraged (try to unload?) senior and more costly teachers to retire early, and be replaced by low cost "beginner" teachers (or part-time faculty).

For teachers who are already retired, there will be a one time cash payment of 1 - 6% of annual benefits depending on the length of time retired. This package is worth approximately \$900 million statewide; those 65 and over will receive paid Medicare benefits; and for those older retired teachers receiving extremely low benefits, there is an expanded minimum guarantee of \$15,000 a year.

Publicly, various teachers unions are happy with these bills, and enjoy paraphrasing the "3R's" in education: recruitment, retention, and rewards.

Discounted Entertainment Available to AFT Members

One of the membership benefits now available to all faculty who belong to AFT Local 1493 is the opportunity to participate in various discounts to amusement parks and other activities that are sponsored by Recreation Connection. Check out their website at: www.recreationconnection.com.

If you order your tickets online, you will be eligible for monthly ticket give-aways. For assistance call: (818) 386-1046 But please remember that to participate in the Recreation Connection program, membership in AFT is required.

Proposition 38, the Voucher Initiative, Would Decimate Funding for Public Schools & Community Colleges

by Jim Goodno, Editor, *Labor*, monthly paper of the San Mateo County Labor Council

Note: The following article is reprinted from the September 2000 issue of *Labor*.

Expect a heated political battle over vouchers and public schools this fall as Silicon Valley venture capitalist Timothy Draper pours big bucks into his campaign to replace a chunk of public-school funding with a private-school voucher program.

Draper is the moving force behind Proposition 38, a ballot initiative which would provide parents of K-12 students with a voucher worth at least \$4,000 per year per child for private school tuition and fees; reduce, in certain cases, Proposition 98's school-spending guarantee; and circumvent state constitutional prohibitions on spending public funds for faith-based schools.

The initiative has already generated strong opposition from labor, educators, and public officials, including Gov. Gray Davis.

"Proposition 38 would have a devastating impact on the portion of the state budget that does not go to public education and would remove guarantees voters put in place to protect public-school funding," declares Wayne Johnson, president of the California Teachers Association (CTA) and chair of the No on Vouchers 2000 Committee.

That committee unites the CTA, an unaffiliated teachers' union, with various AFL-CIO affiliates, including the California Federation of Teachers, the Fire Fighters, the California School Employees Association, and the Service Employees, and other education advocates.

"Proposition 38 would siphon billions of dollars out of public education, just as we're beginning to make

schools a priority again in California," says Fred Glass, spokesperson for the California Federation of Teachers. "It's frightening to think that one rich guy might, by spending \$20 or \$40 million of his own money, be able to turn back the clock on public education to the 19th century. Once it becomes clear that

"Proposition 38 would siphon billions of dollars out of public education, just as we're beginning to make schools a priority again in California"

Tim Draper is a right-wing ideologue who hates unions, hates government, and hates the idea that the children of working people might be educated, his Proposition 38 will go down to the defeat it so richly deserves."

According to the California Budget Project, a nonpartisan research group, the program would cost California an estimated \$3.2 billion per year when fully operational. That represents a totally new cost to the state.

Critics of the proposal say this will result in either a tax increase or cuts to services like police, fire, prisons, health care, transportation, and state colleges and universities. In addition, they say, every child who leaves a public school will result in a loss of revenue to that public school.

Proponents of vouchers contend that they enhance parental choice, allowing parents to choose to send their children to private rather than public schools. Choice, however, is something of a chimera. While public schools are open to all children in a given district, private voucher schools can establish their own admissions standards that control which students get in. They can

How Proposition 38 Will Undermine Community College Funding

While most publicity about Proposition 38 emphasizes its impact on K-12 public schools in our state, there has been little attention paid to this initiative's threat to California community colleges. Proposition 38 will result in the elimination of Proposition 98 funding protections for community colleges, thus leaving the entire community college system to fight for its share of state resources on an annual basis. The elimination of Prop. 98 funding protections would draw resources from the common funding source under Proposition 98 that provides funding for both K-12 districts and community colleges, thus creating severe funding problems for California community colleges. Do we want to battle UCs, CSUs, health care, welfare and other state services every year just to get our share of funds?

reject students for almost any reason.

In addition to the coalition, the state labor federation has voted to oppose Proposition 38. The San Mateo Central Labor Council Committee on Political Education will be making opposition to Proposition 38 a cornerstone of its work prior to the November 7 election.

Phone banks are starting on September 26 and will run Mondays through Thursdays from 5:30 pm to 8:30 pm until election day at the Machinists' Union Hall at 1511 Rollins Road in Burlingame. Dinner will be served. Call the AFT office at 574-6491 to confirm your participation or if you have further questions.

VIEWPOINT

Worthy Goals Do Not Justify Unfair Hiring Procedures

by Paul S. Roscelli, Cañada College

Note: A version of this piece (originally written in late spring 2000 and submitted to *The Advocate*) ran in the August 28th edition of the *SF Chronicle*.

Tom Sullivan's article in the May 2000 issue of *The Advocate*: "Administration Intervention in Skyline Hiring Committee Raises Serious Questions", prompts me to tell of my own hiring committee experience at Cañada College, and judging from my discussions with others, it is neither unique nor the most egregious.

In the spring of 1999 I worked on a selection committee for a faculty member. Our committee was given a pool of applicants (approximately 30) to examine. Prior to our receipt of the applicant's files, administration had determined that the pool was "diverse." Since the race and gender of the applicants was kept from the committee members, we assumed our only job was to identify the most qualified candidates (on paper) and then ask the administration to set up interviews. The committee sifted through the applicants, ultimately arriving at a list (approximately six). That list was forwarded to administration so that interviews could be scheduled.

District Reviews Makeup of Interview List

Instead of just scheduling interviews, however, the District chose to review the list's racial and gender makeup. After its review, the District returned the list with the following note, "the list of interviewees lacks the requisite diversity." The then college president, through a committee member, told the committee to go back and examine only the applicants of color to make certain that we had not "made a mistake". Moreover, we were told if after taking a second look at these once

rejected candidates we found no reason to interview any of them, the job would be pulled.

Keep in mind this was done despite the fact that:

1. The committee had found several qualified candidates.
2. The District had never bothered to demonstrate to the committee how it unfairly excluded any candidates; it just assumed we did based on our list.
3. Beyond race and gender, the District made no efforts to ascertain if the "list of six" had other characteristics that might promote a goal of campus diversity (e.g. non-traditional life styles, income status, tall, short, proliferators, born-again Christians, Marxists, or practicing Buddhists.)

District Says: If No Candidates of Color Found, No Job

In effect, the District, and the then college president, told the committee to place on our interview list a certain number of candidates of color—irrespective of merit. If we did not, the job would be shelved. Now, some of you reading this piece will undoubtedly say, "ALL" candidates merit the job, that's how they got into the pool—thus going back to the pool for a "selective second look" is fine. To you I ask, if everyone in the pool merits the job, why do we not simply interview everyone? Why do we go through the trouble of reading each application and compiling a list? Why not just interview all seventy or so applicants for a biology instructor—as an example.

What did we do? Faced with the prospect of losing the position, we "found" candidates to interview.

Again, I have no doubt that a few of my colleagues reading this piece will find this practice acceptable. After all, doesn't a worthy end justify the means? An interesting question... To those of you I ask, assuming we can

even agree on what the word "diversity" means, is the price we pay for "it" worth treating individual candidates differently based on skin color or gender? Isn't that what most of us fought against and found so morally repugnant about the southern segregationist policies of the 1960's? How is it that policies using race to determine where one can eat, sleep, or ride a bus are morally bankrupt, but policies using that same factor to influence hiring outcomes carries merit? The fact is that both practices are bankrupt—legally, spiritually and morally.

Too Much Secrecy

In addition, the secrecy currently employed in our hiring procedure is broader than need be to serve the legitimate privacy interests of those applying for jobs. If the process does not shame us, then let's openly celebrate it, much as we celebrate transfer students. Let's tell all the prospective candidates, as well as those who serve on these committees, exactly how it works.

What do we risk by continuing to employ our current policy? Putting aside for the moment the greater philosophical questions, if I read the *Hopwood* case and Prop. 209 correctly, "pool manipulation" of the type we make use of is illegal. Remember, when we were asked to "readjust our list" the administration had already deemed the pool diverse. Thus, "equality of access" had been met—that is what the law mandates. Seeking "equality of outcome" on the other hand, is not permissible. Finally, there is case law suggesting that individuals (i.e. you and me) may be personally liable, in the event we are found to be part of such a scheme.

My advice to future committee members: If you serve on a committee in which you receive "oral interpreta-

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COUNTERPOINT

“Is Hiring Goal Diversity or Equality?”

by Kate Motoyama, College of San Mateo

Note: This is a response to the article by Paul Roscelli on the previous page.

Your article contributes to an important public discussion over the propriety of affirmative action programs. In “Is Hiring Goal Diversity or Equality,” you express a philosophical position against affirmative action as a means of overcoming workforce underrepresentation. I want to respond as a representative of the academic senate because hiring criteria, policies, and procedures for new faculty are developed and agreed upon jointly by the governing board and the academic senate [Education Code, Section 87360(b)].

Community College Staff Must Reflect State Population

Reform legislation AB 1725 codified the legislative goal of having the community college workforce reflect the adult population of the state by 2005. The California Community Colleges, the system shaped by AB 1725 and which encompasses Cañada College, College San Mateo, and Skyline College, acknowledge that

- past employment practices created artificial barriers to the employment of historically underrepresented groups,
- the system generally employs a disproportionately low number of historically underrepresented faculty, and
- it is educationally sound for students to experience their education in a diverse environment.

The authority and responsibility for the California Community Colleges to achieve faculty diversity can be found in Education Code, Sections 87100 et seq. and Title 5, California Code of Regulations, Sections 53000 et seq. These statutes and regulations, which govern our

work in the San Mateo County Community College District, ensure equal employment opportunities and equal protection guarantees. If you are fundamentally opposed to affirmative action in the California Community Colleges, your views need to be communicated to the Board of Governors of the California Community Colleges and the State Legislature.

Disparity Between Who Applies & Who's Hired

You speak of affirmative action as “impos[ing] a cost” on one group while “conferring a benefit” to another (in the *Chronicle* version of your article). If that is the case, what kind of progress have we made after three decades of affirmative action as mandated by federal law and by the system’s codes and regulations? According to *Diversity Hiring: A System Overview*, 1980-1999, revised April 18, 2000, submitted to the Board of Governors, ethnic minorities as of Fall 1998 comprise approximately 26% of state-wide community college staffing but represent 44.8% of the state’s adult population. Keep those numbers in mind as you consider a preliminary report dated November 8, 1999 on full time faculty hiring issued by the Vice Chancellor, Human Resources of the California Community Colleges Chancellor’s Office. The report shows, with more than half of the 71 districts reporting, the disparity between applicant pools and the resultant full time faculty hires:

	Applicant Pool	FT Faculty Hires
White	67%	79%
Asian/		
Pacific Islander	8.35%	7%
Hispanic	6.91%	12%
African American	3.70%	1%
American Indian	.20%	1%

Females comprised 41.2% of the applicants and disabled persons accounted for 1.6%; 51% of those hired were female and 2.0% were disabled persons. While caution must be exercised since the numbers are incomplete, it is hard to construe this pattern of hiring—particularly as it pertains to minority staffing—as constituting significant progress in diversifying the ranks of full time faculty.

Hiring procedures at our district stipulate that if the makeup of the pool of applicants is sufficiently diverse, it is released to the screening committee; if not, there is consultation to determine whether to extend the application deadline. At the paper screening step, the screening committee selects candidates for the interview step. *Selection Procedures for Faculty* states: “After the equivalence process and before any interviews have taken place, the Chair will provide the Office of Personnel Services with a list of candidates who are to be interviewed. The Office of Personnel Services will inform the screening committee and the College President of the diversity makeup of the pool of proposed candidates to be invited for interviews.”

Interview Pool Should Be Reviewed for Diversity

If the pool is not sufficiently diverse, there is again consultation to decide whether to reexamine the applicant pool, accept the pool as it is and proceed with interviews, or reopen the hiring process. In the case you describe, the determination was to reexamine the applicant pool. Might there have been adverse or disparate impact which excluded qualified individuals from being advanced to the interview step? We cannot really know, since a screening committee’s work is confidential as opposed to being “secret;” in fact, certain stages

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Class Cuts

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environment (not Skyline) and under perfect circumstances, this shift may actually cause all these students to jump into other classes. But what other classes? at this college? or worse yet, other classes possibly at some other college? How does the administration know where the students go? Where is the research, where is the survey and where is the data? Additionally, why aren't faculty asked to be involved, give input, or evaluate this process?

Viewpoint: Roscelli

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tions of written hiring processes" and you believe, in good faith, that they are improper: First, request that all oral directives be memorialized—long before the process ends. Second, tell everyone that will listen about the process (but not the participants). The public determines the merits of such procedures.

Counterpoint: Motoyama

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in the faculty hiring process are open and public, as, for instance, in academic senate confirmation of faculty who serve on the screening committee [Title 5, Section 53203(f)]. However, to return to the scenario described, Title 5 regulations speak to cases where one or more historically underrepresented groups is not represented among the applicants selected for an interview: "... if the selection rate for a particular group is so substantially below that of the selection rate for the most successful group that the discrepancy is unlikely to be the result of chance [Section 53001(m)]." The guidelines continue: "It is important to keep in mind that a finding of disparate impact does not necessarily prove that a particular selection procedure or criterion is discriminatory, but it does strongly suggest that this might be the case."

The past decade witnessed ballot

Listening to our students may give valuable clues about what some of us already suspect, that these students may go somewhere else or may engage in some other activity.

Most recently, Thursday August 31, I overheard a loud conversation. "Oh hell a fine situation dude", about a certain instructor who had a class cancelled. Students were leaving a Speech 120 class, and approximately 12 students were sent running about, with no specific direction, presumably to find a new speech class. However, at 8:00 am there were no replacement Speech classes, according to some students checking the schedule! Additional checks resulted in closed classes and unacceptable time slots. Listening at the registration desk, I overheard complaints about, "Nothing's available"! and "No classes"! I later heard some of these same students in the cafeteria discussing alternatives that included taking the class at S.F. City College, and other students who said they were just going to add additional work

hours, and... Oh Yes, there was also "Guess I'll catch up on some extra sleep"!

As this class cutting edict seems to come from 'administration', possibly these surveys and data are available. However, my students have never been surveyed or questioned. So what percentages of these students do go into other classes here at Skyline College?

Similarly shared concerns came from other Skyline faculty. Particularly inconvenienced are part time/adjunct faculty who usually don't have time to salvage another class, and immediately lose the income plus the previous class preparation time. At least full-time faculty 'get to bump' the other less fortunate or less senior. However, this may also put the full-time faculty in the unenviable position of teaching from an unfamiliar text, with limited class preparation, and playing the catch-up game early in the semester.

Program needs is another signifi-

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measures such as Proposition 209, legislative proposals and litigation which challenged the ethics and efficacy of affirmative action. Many Californians know that Proposition 209 resulted in a constitutional change that prohibits the granting of preferential treatment on the basis of race, sex, color, ethnicity or national origin in public employment, public education, or public contracting. What is less well known is the favorable decision issued in *Wilson vs. State Personnel Board*, in which the value of affirmative action policies undertaken by the California Community Colleges was upheld. To summarize from the press release from the Chancellor's Office, California Community Colleges, Judge Lloyd Connelly's decision "upheld state statutes requiring the 71 districts in the California Community Colleges system to adopt programs to recruit, employ and promote academic and classified

staff persons who are underrepresented in the district's workforce in comparison to the general population." Judge Connelly concluded that practices such as targeted recruitment and monitoring the selection process are acceptable practices because they level the playing field and do not disadvantage candidates of any race or gender.

Your article has provided grounds for introspection and critique of affirmative action in the California Community Colleges and its implementation in our district. Your arguments to the contrary, equal employment opportunities must not be conflated with preferences. The intent of affirmative action programs is to give those individuals who are historically underrepresented in higher education an equal opportunity to qualify for, and accept, employment based on merit.

Class Cuts

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cant factor that must be considered when making decisions on cutting classes. For example, faculty discussions comparing 'vocational vs. general education' favored lower enrollment requirements for vocational programs. Vocational programs like Administration of Justice, Fashion, and Hotel Management, for example, should require a more conservative approach when class-cutting, because these programs do not have the luxury of numerous sections of a particular offering, like Speech 120.

In my particular program, I support a small skeleton selection of courses, with only 6 to 8 classes offered each semester. Therefore, students don't have the luxury of selecting other 'like offerings' that might be supported at another time slot. This difficulty can be found in most vocational programs, and also in many other course majors, especially at the specialized or advanced levels nearing graduation.

I know for a fact that my students don't jump into other A.J. classes at Skyline. No, they drive to S.F. City College, CSM, De Anza or West Valley, as all of these campuses are within 25 minutes and offer similar programs. Most programs face this 'alternative college' competition. I know students who drive to other campuses to take the previously cancelled class, and they will likely take additional classes to fill up their schedule on those days while they're attending the alternate college. This translates into the immediate loss of (ADA or FTE's) for our college, and possibly future classes will be lost as well. Are we tracking for this potential problem?

I have discussed other class-cutting issues with faculty that include early cuts vs. later cuts. Some classes are eliminated on the first class meeting while other classes are held open for late registering students. This practice doesn't allow faculty necessary time to increase enrollment through

personal announcements or supportive counseling efforts. Thanks to the counseling personnel I have usually received additional students and been able to increase my class enrollments. Counselors are very supportive of low enrollment classes, especially if they are made aware of the problem early. However, if the class is cut immediately, there's no chance for faculty to recover or seek counseling assistance that could save the class.

Better marketing and advertising, especially of low enrollment classes, would support both students and faculty. This would also help remove the adversarial stigma attached to the current dehumanizing practice where the Dean or Vice President march into your room and announce your class is being cancelled! This practice may occur with very little warning, but for the surprise of the early semester 'temporary roll' printout.

I believe the cancellation process (class cutting) should involve faculty to a greater extent. The process should also be examined for student/program implications placing important value on statistical data regarding student surveys. Rather than selecting some arbitrary number (14,16,18) applied indiscriminately and arbitrarily to all classes and all programs.

Additionally, I know of a semester where a class of mine was cancelled and another class section with fewer students was allowed to continue. I have heard of other situations like this, however I have been unable to validate this activity. I think examining previous class schedules would verify this practice, and may also show other inconsistencies from department to department, and school to school. (Skyline-CSM-Cañada)

Is the perception of 'subjective influence' a factor in class cancellation? Given Skyline's current administrative 'personality', that at times seems to operate on favoritism and retaliation, one could suspect that a class might be cancelled based on some arbitrary

number that's capriciously applied to a particular course or instructor. I know there will be those faculty out there saying, "Oh, how can he say that", or that I'm just personalizing the problem. No! I'm saying that this possibility exists whenever arbitrary numbers are used to cut classes when influenced by personality, emotion or selectivity. For example: surveys of the criminal justice system that examined punishments, (sentencing practices and judges) discovered that in tests with all factors being equal, (race, gender, socio-economic status, etc.), that sentences varied widely between 50 judges surveyed, when given the identical offense and defendant. Yes, subjectivity reared its ugly head! Given the best of circumstances under ideal conditions, with support of applicable empirical data, it's not out of the question that favoritism, whether intentional or by accident, could influence inappropriate class cancellations that severely impact our students, faculty and programs. Shouldn't this process include this verifiable data?

Skyline College, indeed the entire District, seems to have evolved some time ago into a business/corporate 'management style' that should also practice the successful strategies developed by prominent business CEO's. Business theories such as the "Six Sigma" principles ("...Essentially a statistics-based methodology of achieving virtual perfection in products and services.") developed by Jack Welch, CEO of General Electric, should be applied at our colleges as we provide product and customer/client models as does industry.

This fall semester Skyline's Administration of Justice program suffered a 25% cut when the schedule was set through the elimination of 2 classes from the 8 that are typically offered. In looking at previous Skyline schedules I was able to determine that other programs have also been cut prior to setting schedules. This 'unpredictable

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National Conference on Part-Timers in Higher Education to Be Held in San Jose in January

by Chris Storer, Executive Council Chair,
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The California Part-time Faculty Association (CPFA) is planning to host a National Conference on Contingent Academic Labor, scheduled for January 12-14, 2001 in San Jose. Our goal is multi-dimensional: We want to raise public and political awareness of the threat to higher education created by the growing inappropriate use of contingent assignments, and of the exploitation of dedicated professional educators who do not receive adequate institutional support or compensation to allow them to provide their students with the instructional environment they deserve. We also want to add to the foundation for a broad coalition

among higher education organizations to expand, reinforce, and support the exciting and successful work being done at the local, state, and national levels. Further, we want to forge new links with contingent labor organizations outside of academia, and with traditional unions who are finding their members threatened by the increasing use of temps and other non-standard forms of employment as managers expand their efforts to deny responsibility for the people on which their business depends.

We want this foundational work to have real and lasting consequences and intend the Conference to yield future action through the coalitions established, beginning with plans for a National Equity Week in Spring 2001 (built on the highly successful A2K

Part-time Faculty Equity Week initiated by CPFA, with strong CCC support, in Spring 2000). This may be focussed on the academic workplace nationally, or may be expanded to the issues of all contingent labor in the US.

It is our conviction that basic equity and dignity, as well as productivity and quality, all speak to convince others that the problems and issues are serious and must be addressed because the fundamental value of our human community is in danger. Nowhere is this clearer than in the 30-year degradation of higher education and its promise to students' futures. The National Conference, and future activity, will throw a bright light on the reality that has been too long invisible. *The Advocate* will have more on this conference later in the semester.

Class Cuts

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practice' also relies on the same principle of directing students into other classes as described above. However, this early class cutting may dramatically effect program continuity and disrupt the ability of students to earn the program degree in the requisite allotted 2-year time frame. It may also handicap a program unfairly, by limiting classes so severely that students foresee their inability to complete the program in a timely manner, or must fortunately or unfortunately take the majority of classes from one or two instructors.

Additionally, I understand that previously established 'class-cutting guidelines' instituted by Vice President Susie Stevens were specific in their application to vocational programs. Also to be included as a critical priority were student graduation requirements that examined status for graduation and units. However, the exclusion of the classes from the schedule, and/or

cutting classes irrespective of program, seems to be in direct conflict with these established guidelines, and does not include these previously established criteria or prerequisites.

I would also suggest that 665 classes (special courses that have uniquely produced program topics) are also arbitrarily and indiscriminately offered and cut! In talking to other faculty they have also experienced this situation where 665's have been submitted for scheduling, but were somehow excluded. Managers usually defer to administration, and offer the excuse of an impacted schedule, or 'no new offerings' of these specific 665 courses! However, a simple examination of the current schedule suggests neither answer is applicable. Certainly faculty who have worked hard to develop these course are very disappointed, and it's also frustrating to know the very real possibility of increased student enrollment in these newly developed courses will be lost without a chance for success.

These arbitrary class cutting numbers (12-14-16), plus intentional or unintentional course omissions, coupled with some inappropriately or prematurely cancelled classes, can have serious ramifications on our students, faculty and programs! I'd like to discuss these issues with any interested faculty! Thank you for this opportunity to allow me to share my views. Additional Skyline faculty supported the writing of this article, however for reasons undisclosed, the other faculty members wish to remain anonymous.

Suggested readings to facilitate further discussion and understanding of similar topics:

- "Applying 'Six Sigma' to Vision 2000" by Jack Welsh, CEO, General Electric
- "Topgrading, How to be an A player" by Brad Smith
- Revisiting [In Search of Excellence](#) by J. Peters / R. Waterman

Please respond to Michael at:
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Presidents' Perspectives

Continued from page 1

higher enrollments. Because our district is experiencing slow to no-growth and, recently, a decline in enrollment, the funds for salary increases, according to the District's figures, are just not there; in fact, if the situation doesn't turn around, there may, down the line, have to be some reductions in staff.

Faculty Must Drive Any Productivity Changes

The AFT's position is that faculty must be involved in designing productivity measures and drive all decisions that directly affect our work load and working conditions. The District agrees with this principle in theory, but in reality many faculty members are experiencing productivity as a directive from their deans to increase their class sizes — period! The AFT has the assurance of the District that all substantial changes will be "bottom-up" rather than "top-down", reflecting the distinct needs and demands of each department and division on the three campuses. However, the collaborative sessions focusing on faculty input and creative problem-solving that we had discussed with the District's negotiating team do not appear to be happening in many departments, and we are very concerned.

Productivity, we realize, is a potentially insulting and dangerous term. Faculty are already working hard at serving students as well as committing countless hours to campus committees and a vast array of other programs and projects. The AFT is interested in approaching this problem in ways that will benefit faculty rather than erode our working conditions and our ability to teach our students. Increased productivity can be achieved through a wide spectrum of different approaches and does not necessarily have to center around class size, although this may be an appropriate measure in some cases. Some strategies that have been implemented at other colleges are: adding

FACULTY FAQ*

Why are so many K-12 Districts receiving big pay increases this year?

Thus far, Governor Gray Davis has focused his attention on the K-12 schools and his budget priorities reflect this. For the 2000-01 academic year, the K-12 system received an additional \$1.84 billion in discretionary funding to permanently eliminate the deficit created in the 90's when public schools received less than the full amount of the state COLA and, during some years, 0% COLA. The additional monies going to K-12 schools this year represents a 7% accumulated deficit, which when added to the 3.17% COLA, means these schools can provide as much as 10.17% salary increases to their teachers. Community colleges also have an accumulated deficit of about 7%, but the Governor has done nothing to make it up. The only other source of unrestricted income we can receive is for growth, and unfortunately, our District is not growing so we don't have this money available for salary increases.

*FAQ: Frequently-Asked Questions

"by arrangement" hours to classes when appropriate; designing online components for courses when appropriate; reaching out to under-served members of the community; repackaging classes; expanding vocational classes and vocational components of courses; counting all lab attendance as WSCH; instituting more off-site classes; improving transportation, child care facilities, etc. We hope that in the near future deans in all departments will implement collaborative sessions in which faculty can contribute their ideas to this process. Meanwhile, let us know of any serious problems associated with productivity. All substantive changes will have to be negotiated with the AFT; no erosion of our working conditions will be tolerated in the name of productivity. We have brought to the table all the concerns and feedback we have received

from faculty about the way the productivity discussions are taking place. We understand the concerns and have expressed very strongly to district negotiators that for this to work, faculty need to have a direct say in how any changes are made.

On a more uplifting note: it looks like a Sabbatical Leave program may be in the works. The District is open to the idea of using Partnership for Excellence funds for this purpose. Details have not been worked out, but we're looking at how other colleges have set up their sabbatical programs and will let you know as soon as we have something to show you. If it goes through, it could begin as soon as spring semester.

And on another front: as Election Day draws near, we want to remind you to vote NO on Proposition 38, the Voucher Initiative. This initiative is another serious attempt to destroy public education. Prop. 38 will use public funds to provide \$4000 vouchers to students who currently attend or wish to enroll in private and religious schools, reducing funding available for neighborhood public schools, including community colleges, which are already seriously underfunded. Additionally, the voucher schools will be unregulated, eliminating accountability, and creating opportunities for discrimination. The voucher schools, not parents, will decide if a child may attend a particular school. The total cost of this dangerous proposition is projected at approximately 3 billion dollars with no identified funding source other than increases in taxes or reduction of funds targeted for public education.

One last but important note: your AFT reps have been working closely with Academic Senate leaders on a number of issues, including the District's policies on electronic monitoring and faculty investigations into irregular hiring practices. We look forward to continuing the collaboration between Senate and Union leaders to ensure open communication and responsible decision making.

EXECUTIVE COMMITTEE ELECTIONS

New Leaders Elected to AFT 1493 Executive Committee

AFT Local 1493 held elections for its Executive Committee (EC) for the 2000-2002 term of office at the end of the Spring semester. The ballots were counted the first week in June, and we would like to announce the results in this first issue of the *Advocate* for the new academic year.

Katharine Harer and Joaquin Rivera were re-elected to serve as the Co-Presidents of the Local for the next two years. They ran unopposed. Bess Chandler was re-elected to serve another two-year term as the Vice-President of the Local. George Goth ran unopposed in his quest to serve another two year term as the Secretary of the Local. And Anita Fisher was elected to serve as the Local's new Treasurer, replacing Allen Wolfe who served in this position for the last two years.

Romelia Thiele was elected to serve as the new Cañada Chapter Chair, replacing Sondra Saterfield who served two terms of office in this position. John Searle has once again been elected to serve as the CSM Chapter Chair, and Bess Chandler and Pat Deamer will share the Chapter Chair responsibilities at Skyline College.

Anne Nichols and Karen Olesen will continue to serve as the EC Co-Reps from Cañada College; Shaye Zahedi will serve another term as one of the CSM EC Co-Reps and Mary Valenti will be the other CSM EC Co-Rep, replacing David West, who retired last year. From Skyline, the Rep to the EC responsibilities will be shared three ways. Rick Hough was re-elected to serve again as an EC Rep; Linda Vogel was elected to serve on the EC, rejoining the Committee after an absence of a few years; and Nina Floro was also elected to serve as an EC Rep.

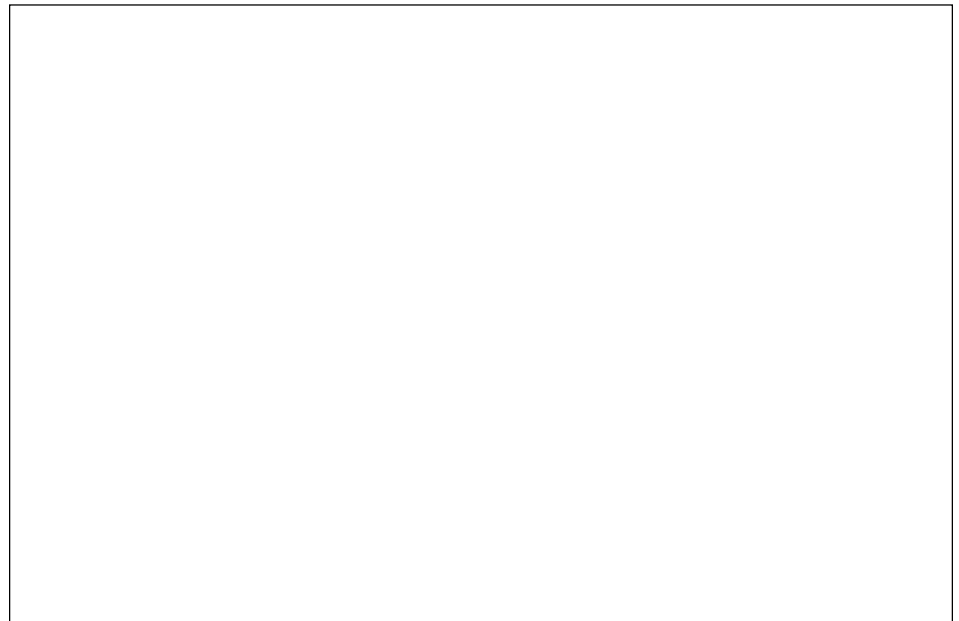
Carol Hansen and Paddy Moran were elected to serve as the CSM Part-Timer Co-Reps. Patricia Palmer was re-

elected to serve as the Skyline Part-Timer Rep. Jennifer Helton was also elected to serve as Part-Timer Rep from Skyline, but soon after the AFT election was hired as a full-time History Instructor at Cañada! Kathleen Feinblum had to step down from her position of Part Time Faculty Coordinator for AFT because of her increased teaching load outside of the District. Are there any part-time faculty members interested in applying for this paid position? Call Dan Kaplan at the AFT office at x6491 for more information. At Cañada College, Indrani

Joaquin Rivera, Dan Kaplan, and John Kirk won two-year terms of office.

The EC elections brought six new members onto the 2000-2002 AFT Executive Committee. This continues the process of renewal that is bringing the next generation of faculty into the leadership of our local. This process has been developing over the last few rounds of AFT elections.

Meetings of the AFT Executive Committee are open to all AFT members. The dates and times of the meetings for the rest of this academic year are listed at the bottom of this page.



Scene from AFT 1493's September Executive Committee meeting at CSM

Chaudhuri was elected to serve as the Cañada Part-Timer Rep. But shortly after the election, she was hired to teach full-time as a Math Instructor in a nearby community college district! Are there any part-time faculty at Cañada interested in serving on the AFT Executive Committee? After all, based on recent experience, it does appear that one pathway to obtaining a full-time teaching job is to run for election to the AFT Executive Committee!

In the election to serve as delegates to the San Mateo Labor Council, Katharine Harer, Bess Chandler,

AFT 1493 Executive Committee Meeting Schedule 2000 - 2001

October 11	Cañ.	2:15 p.m.
November 8	Sky.	2:15 p.m.
December 13	CSM	2:15 p.m.
January 31	Cañ.	2:15 p.m.
February 14	Sky.	2:15 p.m.
March 14	CSM	2:15 p.m.
April 18	Cañ.	2:15 p.m.
May 9	Sky.	2:15 p.m.