

Part Timers Push for Equity Now

by Paddy Moran, AFT 1493 Part-Time
Faculty Coordinator

"Part-time teacher but full-time professional" may be a phrase that you will see often on flyers and



posters during **College Equity Week, October 28 through November 3**. The three campuses in the San Mateo Community College District are gearing up for Campus Equity Week, a national event taking place throughout the United States and parts of Canada. This is the second year in California Community Colleges that a week has

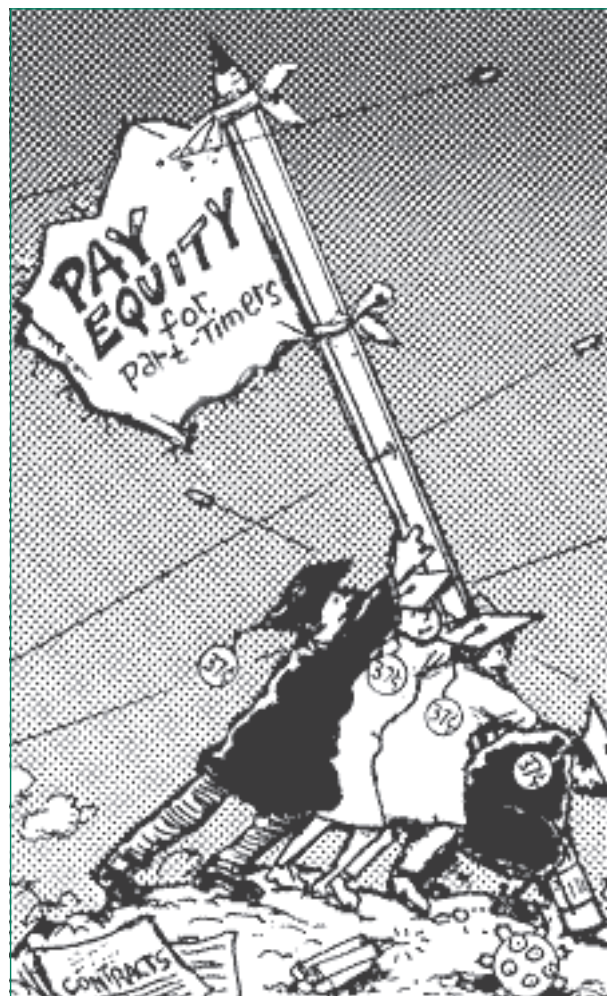
been devoted to issues concerning part-time faculty. It has become increasingly clear to the 700 part-time instructors working in the SMCCCD, and the 30,000 part-time instructors throughout the state, that there are glaring inequities which must be addressed.

The reliance on part-time faculty has grown steadily since the passage of Prop. 13 in 1978. Within the SMCCCD, there are twice as many part-time instructors as full-time instructors. (Figures from the year 2000 show 700 part-time faculty to 357 full-time faculty.)

Within the state of California, the 30,000 part-time instructors make up 2/3 of the teaching force in the community colleges. The inequities faced by these part-time faculty vary from district to district. An issue certain to be addressed during Campus Equity Week is parity or "Equal Pay for

Equal Work."

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



California Post-Secondary Education Commission (CPEC), however, to achieve real parity for part-time

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CAMPUS EQUITY WEEK SCHEDULE:

Cañada College:

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

College of San Mateo:

Literature Table:
Student Center in Building 5,
Mon. - Fri., 10 am - 2 pm
"Degrees of Shame" Video:
Bldg. 5, Room 106 A,
Mon. - Fri., 10 am - 2 pm

Skyline College:

Literature Table: Plaza Area,
Mon., Wed. & Fri., 9am - 1 pm
"Degrees of Shame" Video:
Café, Bldg. 1 (Theater Lobby),
Mon., Tues. & Wed.,
9 am - 1 pm &
Tues., 7:30 - 8:30 pm

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PRESIDENTS' PERSPECTIVES

Faculty Input & Support Needed for Salary Campaign & Part-Timer Equity

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



Mid semester greetings! Negotiations have begun and we are using the Interest-Based approach. Our first step was to identify our interests and clarify any questions either side might have. Next we will move to problem solving, looking for solutions that will become future contract language. The AFT's *number one interest* is in raising faculty salaries to be competitive with the Bay Ten districts. The District has stated a similar interest in retaining and attracting excellent faculty members, which we all know means offering higher salaries — so we are more or less on the same page. It's how we get there that will be the challenge. The first phase of the union's Salary Campaign is at the bargaining table. We have compiled data from other districts regarding salary placement and have shared this with the District's negotiating team. Your team is committed to reaching the top three of the Bay Ten, but we know that this goal can't be achieved in one year. However, if we do not see movement in this area during this first round of bargaining, we will go immediately to our next phase which is to apply pressure on the District through a variety of means, and that's where we will need your help.

Please Answer the Survey

At the same time, we will be gathering hard data from the Faculty Quality of Life Survey so that we can go beyond anecdotal information to facts and statistics in order to back up our claims. This survey, co-sponsored by

all three Academic Senates, is being shepherded by Stephen Hearne and Nick Kapp of the Skyline Research Committee; it will be online and easy to access for all faculty members. You will be hearing from us via phone, email and flyers as soon as the survey is up and ready. Please take the fifteen minutes or so it takes to answer the survey questions. This tool has a multiplicity of uses in the coming period. It will help the District administration, our Board of Trustees, the larger community, and staff, students and faculty understand the precise situation we find ourselves in vis a vis our pay-checks and the cost of living in this area. We may know how it feels to be squeezed out of buying a home or to not be able to afford a good school for our kids, but we need to get this in the form of hard data so that we can be more effective in convincing the District and the Board to find the funding to support our needs.

Toward Part-Timer Parity

We will also begin working with the approximately \$1 million dollars from the state earmarked for our district for part-time equity. Given this long overdue influx of funding, we think it is a good time to reassess and improve the part-time/hourly salary schedule. Currently, it is comprised of one column with ten steps. We are looking at other district's schedules; for instance, San Francisco City College some years ago developed a part-time schedule that mirrors the full-time, with a number of columns going across the schedule reflecting education and experience. We like this model since it would honor the depth of experience and education of our part-time colleagues. According to state regulations, we also must define parity for our district. Some of the questions we still need to answer are: How much extra-curricular work should we expect from part-time in-



JOIN US FOR CAMPUS EQUITY WEEK, OCT. 28 - NOV. 3

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faculty will require \$225 million - \$75 million per year for the next three years.

All students, faculty, staff and administrators are urged to support part-time faculty by participating in Campus Equity Week. On each campus near student centers, there will be informational tables set-up with petitions to sign, buttons to wear, and hand-outs to read. A remarkable and riveting video, "Degrees of Shame," by Barbara Wolf, will run continuously. "Degrees of Shame" is modeled after a 1960 documentary by Edward R. Murrow called "Harvest of Shame." "Degrees of Shame" makes comparisons between the plight of California migrant farm workers and the conditions of "migrant" part-time faculty who have to travel from district to district to piece together a living wage for themselves and their families.

Fairness and equality in the work place are obviously profoundly important for educational institutions, and we must realize that **"Teachers' working conditions are students' learning conditions."** Richard Moser of the AAUP says: "What lessons are being taught to aspiring young academics when they realize that all of their foundational

courses, their introduction to their discipline, are being given by people who earn less than they did at their summer jobs? What values are being learned when those who

teach, who esteem the intellect and who extol the values of citizenship are apparently held in low regard by society and by the university community itself? The lessons are all too clear and instruct us all that teaching and learning, that the pursuit of truth, are all unworthy activities. Exploiting cheap labor to teach is teaching of the worst kind."

Please take time during Campus Equity Week to inform yourselves, take a button to wear, watch "Degrees of Shame" and sign letters and

petitions that will extend beyond our campus communities and alert state officials and the governor to the inequities that plague our highly dedicated and professional part-time faculty. Please also volunteer some time, even if it is just an hour before or after your classes, to staff the tables at your campus. Change will come about when all of us take an active role. Please call the AFT 1493 office at 574-6491 or Paddy Moran at 574-6677 x 9245 to volunteer to help.



The Freeway Flyer

structors once their salaries are more in-line with full-timers? What about committee work? Expanded office hours? We are gathering data from other districts around the state to help us. Note that increases in part-time salaries will be retroactive to August 2001.

Just a note on Campus Equity Week, details about activities planned for our district are outlined in the article on the front page. We wanted to draw your attention to a highlight of our campaign — the continuous showing on all three campuses of "Degrees of Shame", a highly regarded film on the situation of part-time instructors produced and directed by Barbara Wolf, a

nationally known documentary filmmaker. Try to get by to see it; it's informative as well as artfully done.

The Bond: Still Time to Help

By the time you read this, the BOND Campaign will be near the finish line. Just a last reminder to pick up a lawn or house sign, phone-bank with your colleagues and urge your neighbors (if you live in the county, of course) to vote for Measure C. By the way, if you live in San Francisco, you can support the S.F. City College bond. Their facilities are in much the same situation as ours are.

A final note: This is not an easy

time for any of us for a number of reasons we won't go into here; some of the more global issues seem to be out of our control. Locally, it is important that you know that your union is trying to be more communicative and accessible through social gatherings, CEW activities, collaborative projects such as the Quality of Life Survey and through the re-design of the Advocate and the new website. If you have ideas for us, concerns, questions, beefs or praise, please call one of us or your campus chair. We answer our phones; we return phone calls. We encourage dialogue, conversation, and thoughtful responses.



FACULTY PROFILES

Lilya Vorobey Brings an Artistic Touch to CSM Welding

by Linda Vogel, Skyline

Ed. note: "Faculty Profiles" is a new regular feature of The Advocate. Each month Linda Vogel, Skyline English professor, will focus on one member of our faculty and will also mention faculty who have news or accomplishments of note. Please contact Linda at x4289 with information to share about yourself or other District faculty.

On a Friday, late afternoon, after what seemed a long week, I was hoping for an easy interview and that's exactly what I got from Lilya Vorobey, CSM Welding professor. All I had to do was toss out the questions, and Lilya was off and running with more stories than I could ever hope to tell in this brief column. Of course I suspected that was the way it would go after attending her 2-day Metal Welding Workshop Flex Activity in August. Metal was not the only thing bonding in that workshop that brought together women from Canada, CSM, and Skyline. By the end of the 2 days, we "metal students" were emailing each other, entertaining fantasies of a metal works exhibit, and finally saying how much we wanted to get the word out about this great welding program at CSM.

In fact, Lilya says the welding program is a "great program getting better." The program, started some 30 years ago, is recognized for producing good welders due to practice...practice...practice. Currently "the shortage of qualified operators, technicians, and engineers in the field of welding is a potential threat to industries in this sector of the U.S. economy," according to Richard French, Executive Director of the American Welding Society. Lilya would like to see more female and ethnic students take welding classes. She says people who like to work with their hands might try Beginning Welding for Craftsmen. This summer, one-half of the class was women. Her students came to tell her that THEY were starting a CSM Metalworks club with 40 prospective members and already designed a logo and a website.

For her students and other reasons, Lilya says she's happy teaching at CSM because in this field where women

are often underrepresented, she has another female welder colleague, Durella Combs who is the Welding Department Chair. In addition, she also considers herself fortunate to work with Jim Cullen, her mentor and once her Machine Tool Technology Professor who has always generously given to others.

From Music to Art

A woman of many talents, Lilya, who played the piano, violin, French horn, and trumpet, had planned on becoming a music major when she started CSM. At San Carlos High School, she had been first chair in the brass section, but when she auditioned at CSM, she was put into the 3rd section. Worse yet, she was told there was no place for women in brass sections. Typical of her spirit, she said "Screw this!" and switched her major to art. At age 18, her photographs were soon noticed, and she was invited to work in graphic design at KCSM-TV. There she felt she "stepped into a man's world," and that experience led to a 15-year career as a cinematographer and art director in advertising.

After graduating from the Welding Technology Program at CSM, she formed Vorobey & Associates, a company that provided "tech" language desperately needed to bridge the gap between engineers and artists installing public art works throughout the United States. Now, back at CSM she hopes to bridge the gap between technology and art. Grants from Smithsonian, Rockefeller Foundation, University of California, Mexus, California Arts Council, National Endowment for the Arts, and Brooks Institute of Photography have enabled her to pursue this goal. In 1990, just after the Berlin Wall came down, she spent 2 months in Joensuu, Finland, during the summer solstice, working with performance artists from around the world at the Meeting of the Worlds Festival: The Road of Poems and Borders. Lilya was involved in another exhibition in Gorky Park, Moscow - The World Wall: A Vision of the World Without Fear - a traveling mural installation comprised of seven 10'x 30' panels that examine issues of global importance: war, peace, cooperation, interdependence, spiritual growth and envision a transformation from a war-based society to a peaceful one. Soon after, she curated an exhibition at the Smithsonian's Experimental Gallery, worked with the Cowboy Hall of Fame and Heritage Museum in Oklahoma to install 5 Wilson Hurley monumental tripdychs, and was the installation designer/technical advisor for the City of Los Angeles during the World Cup Soccer matches.

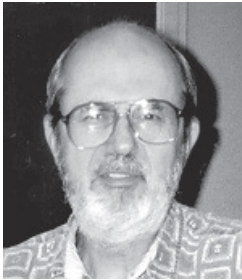
Currently teaching Manual Drafting, AutoCAD, Machine Tool Technology, Welding and Beginning Metal Casting, she stays busy dividing time among family, friends, art, and career. She, her mother and her dog, Hank, still live in the Emerald Hills where she was raised. Her half-



Lilya Vorobey

DISTRICT DRAGS OUT COSTLY & UNNECESSARY GRIEVANCES, THEN SETTLES AT LAST MINUTE

by John Kirk, AFT 1493 Chief Grievance Officer



John Kirk

Just as the arbitrator was about to begin the hearing, the union and the district worked out a settlement to an important grievance. The grievance involved a Cañada counselor who had been transferred involuntarily to an off-campus site (for the story see *Advocate* April 2001).

The settlement returned the counselor to the campus for four days per week with one day off campus. That was a complete victory for the counselor since she had been willing all along to work one day off campus. For the union, however, it was a Pyrrhic victory. Since the case went all the way to arbitration, the union and the district incurred legal expenses totaling thousands of dollars -to pay lawyers to prepare the case, the arbitrator and court reporter fees, etc.

A second grievance was filed when the Cañada administration increased the hours of the coordinator of the DSP&S program from 30 to 36. The person in that position began her

brother, Dimitri Elgin, lives nearby and is adjunct faculty at Skyline College in the Automotive Department. Her father, no longer living, left a rich legacy of stories of his early days as a Russian immigrant scrambling for a living in San Francisco. Lilya's energy and passion for her subject promises to leave her a legacy of happy students.

Faculty News...

On September 15, 2001, **Irv Witt**, retired Chairman of the CSM Sociology Department and current adjunct professor, was honored for his outstanding contributions to community and nation by Sue Lempert, Deputy Mayor of San Mateo. Irv was hired as a Sociology Professor at the then San Mateo Junior College in 1963, and served as chairman of the Sociology Department from 1964-1993. In 1996, Irv was appointed to the Senior Commission and has acted as Chair for two years and continues to help solve problems of senior citizens regarding housing, transportation and quality of nursing home care. Irv and his wife, Jo, have lived in San Mateo for forty-six years and have two sons and four grandchildren.



Irv Witt

employment at Cañada College in 1980, and the hours of her assignment never exceeded 30 hours per week—the same as a counselor.

In the Fall semester 2000, the Vice President ordered that her hours be increased to 36. The VP argued that part of her job was like a counselor (20%) and part was like a coordinator (80%). §7.3 of the contract states:

"Full-time faculty members on a regular academic year contract who are assigned to duties other than teaching or counseling will be employed for a basic workweek of thirty-seven and one-half (37.5) hours."

The VP calculated her hours by the following formula: (20% of 30 hours = 6) + (80% of 37.5 = 30) = 6 + 30 = 36. The arithmetic was correct, but the total (36) exceeded her normal hours (30) by 20%. For 20 years the grievant had the same duties and her hours never exceeded 30. If the concept of past practice is to have any meaning, this case was important to the union.



The union argued that the two functions are intertwined and can't be separated. Other counselors in the District are assigned to 30 hours per week even if their assignment includes coordinating duties. By equating coordinating with a non-teaching, non-counseling assignment, the Cañada administration was misinterpreting §7.3.

In researching this grievance, the union found that the same issue came up in 1988. The Cañada administration reassigned a counselor to the position of college psychologist and ordered his hours increased from 30 per week to 37.5. They based their argument on the same section of the contract, §7.3. Since the new job was not teaching or counseling, §7.3 required a 37.5 workweek. The union filed a grievance, and the Chancellor ordered Cañada to reduce the hours of the college psychologist to 30 and to issue him back pay.

The current grievance was rejected by the Cañada administration and rejected by the former Chancellor. The union appealed the grievance to arbitration and on the day before the case was to be heard by the arbitrator, the District agreed to reduce her hours to 30.

Let us hope that in the future such grievances are settled before the union and the district incur unnecessary legal expenses.

Court Rules Against Affirmative Action in Community College Hiring: Where Do We Go From Here?

On September 4, 2001, in the case of *Connerly v. State Personnel Board*, the Third District Court of Appeal struck down the community college statutes that address affirmative action employment, finding that the statutes violate equal protection guarantees and Proposition 209. On October 19 the California Community Colleges Chancellor's Office announced their decision (along with other defendants in the case) not to file a petition for review, thereby making the Court of Appeals decision final. Chancellor Nussbaum stated in his October 15 weekly e-mail update: "The law on non-discrimination, civil rights, and equal employment opportunity is still very much on the books. We have every right and responsibility to vigorously implement, monitor, and enforce these provisions. While 'race-based' factors are 'suspect' and virtually impossible to legally defend; other factors can be developed that will not fall into this 'suspect' class. We've got work ahead of us, and we're going to meet the challenge." The complete Chancellor's Office advisory is available on AFT 1493's website at: aft1493.org. The following articles by Paul Roscelli and Kate Motoyama were written before the Chancellor's Office announced their decision. We encourage other faculty to send us your thoughts and opinions on these issues. -ed

"The role model and diversity theories are bankrupt"

by Paul Roscelli, Cañada

Last spring several colleagues and I used *The Advocate* as a forum to debate the merits of race (and gender) preferences, goals and timetables in campus hiring. My peers forcefully argued, amongst other things, that in order to provide role models for the majority and minority student populations, as well as to respond effectively to the impact of past and systemic discrimination, our college must "look like the community that it serves." My colleagues concluded, therefore that, "racially sensitive" hiring policies, those that explicitly took into account one's race and gender, were both good and legal.

In contrast, I argued that the current use of race and gender preferences in hiring differs little from the past use of "preferences" by whites during the Jim Crow South. A preference granted to a white with respect to a seat on a bus or a place to sleep is no less offensive than a preference granted to a non white with respect to a teaching position. Such preferences have been argued to be necessary in order to redress the vestiges of past slavery and oppression; however, since the burden of these hiring preferences typically falls on individuals who did not commit the harm, while the benefit is conferred to individuals who were not actually

injured, serious questions of fairness and equity exist. For these reasons, and more, I concluded that "racially neutral" hiring policies, those that judge individuals "by the content of their character and not the color of their skin," were the better (and the only legal) tools to remedy past societal ills.

Race Sensitive or Race Neutral? The Verdict Is In

With the decision this past spring by the California Supreme Court in the *Hi-Voltage* case (a case involving the use of preferences in San Jose city contracting), along with the recent ruling by a California appellate court on the legality of the Community College Education Code in the *Connerly* case, the verdict is



in on which types of hiring policies (race neutral or race sensitive) can be used—and it is race neutral. What follows here is a summary of what the courts say we may, and may not, do.

In *Hi-Voltage*, a unanimous California Supreme Court held that "focused outreach" (i.e. outreach targeted to specific racial or gender groups in order to enhance a pool's diversity) is a violation of Proposition 209 and thus illegal. This case stated that, "A participation goal differs from a quota or set-aside only in degree; by whatever label, it remains a line drawn on the basis of race and ethnic status as well as sex."

On the heels of this Supreme Court decision, a California appellate court recently ruled on the legality of the Community College Code of Education, sections 87100-87107. These sections, if you are unfamiliar with them, are the basis for all our District's hiring practices. In a unanimous ruling, the three-judge panel held that these Ed. Code sections, which endorse all sorts of race sensitive hiring practices (chief among them hiring goals, timetables and preferences for affected minorities), are illegal, violating not only Prop. 209, but also The US Constitution's 14th Amendment (Equal Protection Clause). The EPC violation is important because it means not only that our hiring practices are now illegal, but that they have ALWAYS been illegal,

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Hiring Policies Struck Down: What Do We Do Now?

“We continue to need a carefully-crafted gender- and race-based affirmative action program”

by Kate Motoyama, CSM

Despite the existence of equal protection laws barring unfair treatment, Prop. 209—an anti-affirmative action ballot initiative—passed with 54% of the vote. Prop. 209 is premised on the position that no difference exists between the oppression of Jim Crow Laws and the assistance afforded by a well-tailored affirmative action program. Last spring, a colleague presented the position that affirmative action is equivalent to granting gender and race “preferences,” a construal I found untenable. I took a “support” position for the principles and practice of affirmative action as a means of extending opportunity to those historically underrepresented in higher education. Affirmative action uses gender- and race-sensitive measures to combat sexism and racism. Affirmative action does not use set-asides, since gender or ethnic minority status is an insufficient qualification for employment; to put it differently, affirmative action does not compel us to hire a woman or an ethnic minority. Affirmative action is constitutional and moral public policy to create equality in order that, *someday*, we can be judged by the content of our character and not the color of our skin. In fact, Martin Luther King, Jr., supported “compensatory treatment” for African Americans as a means to achieve a better world than the one in which he lived.

It is an undeniable fact that federal and state government singled out and officially sanctioned discrimination against women and ethnic minorities through regressive policies and judicial rulings. Our sad history of oppression resulted in the accumulation of material, intellectual, social, and cultural capital in the hands of those who have held and wielded power. I will not enumerate the large body of laws and decisions that have disadvantaged women and ethnic minorities, but will mention two examples of discrimination’s lingering effects. First, the Federal Housing Act enabled the purchase of millions of homes but, because it was believed that African Americans drove down property values, African Americans purchased less than 2% of homes with FHA backing between 1946-59. Second, California’s Alien Land Law (which prohibited Japanese immigrants from owning land) and the YWCA’s discriminatory policies (no mixing of races) created a situation in the early 1920s where Nikkei women built their own facilities with the YWCA being asked to hold the building’s title in trust. The Soko Bukai lawsuit came into being as recently as 1997 when the YWCA sought to sell off the

building without consulting the community that had paid for the building. The two cases illustrate how unjust policies burdened particular minority groups and concentrated capital—defined broadly—in the hands of those who had long enjoyed access to privilege and advantage.

Must We Recompense the Injured Parties?

Those of us who may not have been benefited or burdened by officially sanctioned racism and sexism, who may indeed be far removed from such injustice, may ask whether we are obligated to recompense the injured parties. I believe we are, and we have established precedent for providing such relief for governmental wrongs in the form of restitution to Japanese Americans interned during WWII or special treaties with the Indian Nation and, perhaps someday, with reparations for those of African ancestry or special treaties with the indigenous peoples of Hawai’i. Similarly, affirmative action is a form of restitution to remediate an established pattern of discrimination against women and ethnic minorities. While a decision in *Connerly v. State Personnel Board* has been rendered, it is an undeniable fact that the California Community Colleges, a system in the most diverse state in the continental United States, has made small progress in diversifying faculty ranks. We continue to need a carefully-crafted gender- and race-based affirmative action program, not “preferential treatment.”

Speaking as an Asian Pacific American, a community that has been victimized by unjust law and legal precedent, a community that has been burdened by the lowest rate of tenure at colleges and universities, a community that has not always benefited from affirmative action policy—and justly so, in certain areas—APAs resoundingly rejected Prop. 209 in 1996. I like to think that APAs, who have been under public scrutiny because of the “model minority” myth and the contested issue of affirmative action in college and university admissions, voted their conscience to enable a wider community of justice. I hope that APAs and others join together in support of affirmative action because, as Dr. King wrote in “Letter from Birmingham Jail,” “Injustice anywhere is a threat to justice everywhere.”



After a 22-Year Hiatus, New Sabbatical Program Funds Seven Faculty Members in First Year

by Katharine Harer, AFT 1493 Co-President

We've been getting a lot of questions about sabbaticals, so I thought I'd try to answer some of them here. Then you can go on and read what the three Professional Development chairs have to say about their experiences.

First of all, in the last round of negotiations the District only agreed to a one-year "experimental" program which they wanted to call Extended Professional Development and we continued to call Sabbaticals so as not to confuse it with our existing Professional Development program. This one-year program was funded at one-half of what we originally proposed and because of this shrunken pot of dollars, we only had enough money to fund a limited amount of sabbaticals at each college. The number available per campus was derived in the same way that Professional Development funds are allocated, by calculating the number of personnel on each campus. When we did the calculations, we used a full-time faculty member's salary at the highest step; what we didn't take into account was the cost of replacing a counselor, nurse or librarian, which is calculated differently because of their workload. This skewed our numbers and created problems at one of our campuses.

Criteria Include Seniority & Relative Merit of Project

In the process of reviving a program dead for twenty-two years, we gathered data from other colleges with sabbatical programs, compared it, and created our own contract language, application guidelines and application form, and criteria for selection. The application materials and criteria were reviewed, revised, and approved by all three Professional Development committees. Paul Goodman, long-time member of the Skyline Professional Development committee, created the instrument for evaluating the applica-

tions. This instrument tried to balance the number one factor, seniority, with the second and third factors, benefit to students and the district and relative merit of the project. We decided to make seniority our highest criteria because of the gap of twenty-two years in which no SMCCCD faculty member could receive a sabbatical leave, but Paul's instrument helped to provide fairness and consideration for the excellence of projects that may not come from the more "veteran" faculty members in our ranks.

Like anything you do for the first time — and after so many years it was like starting all over again — we learned a lot from the process and are indebted to the three committees and their chairs for all their thoughtful work. Our challenge is to make the program permanent, not "experimental" as the District has suggested. This is one of our main goals during negotiations. We may ask for your help, as we did when we first began the struggle to bring sabbaticals back to life. We are determined to fight for this absolutely essential right for faculty to have opportunities for renewal and in-depth professional growth.

CSM Report

by Madeleine Murphy, Chair, CSM Professional Development Committee

In 2000, our Professional Development Committee had the long-deferred pleasure of awarding five sabbatical leaves. Sabbaticals are a vital part of faculty development. We can't write books, complete doctorates, or work in the field without taking a break from teaching. Yet these achievements make us more effective in the classroom, and indeed, make our colleges more attractive to students.

The five successful proposals were very diverse. Gerry Frasseti, counselor and erstwhile English prof, will

spend the Spring semester completing his Ph.D in International and Multicultural Education—clearly a field of primary importance. Pat Tollefson, a professor of English, is working towards a Certificate in Teaching English as a Second Language, helping to meet a crucial need in our student population. Another English teacher, Susan Petit, plans to improve her Web skills and to work on computer-assisted learning—and in her role as French teacher, to travel to France to maintain her language skills (and, we hope, to have a good time). Kate Motoyama, Speech professor, is writing a textbook on public speaking; and Kathryn O'Connell from Political Science has already embarked on a year-long internship in Washington, working for Congressman Tom Lantos in the House Committee for International Relations.

It's easy to see how these activities will contribute, in various ways, to our students' education. To have a political science professor at the center of decision-making (especially in these turbulent days); a counselor with his own research in the field of multiculturalism; a French teacher with up-to-date knowledge of the country and its concerns—this is what makes a college excel. But I should add that although we could only fund half of the proposals we received, every one of them deserved funding. We had to turn down funding for books, field research, retraining, and other projects that would equally have served the College and its students in all kinds of ways. And for each proposal we received, we had many more inquiries from faculty who were interested in submitting proposals but who could not make arrangements at such short notice. In short, there is plenty of interest and plenty of good work that we can be doing. We hope to be awarding more sabbaticals in the coming years, and to continue to help CSM faculty attain the achievements and recognition that we are capable of.

Skyline Report

by Barbara Young, Chair, Skyline Professional Development Committee

Under a one-year Sabbatical Leave program negotiated for 2001-2002, the Professional Development Committees of the three colleges met last spring to review sabbatical proposals submitted by full-time faculty. Guided by AFT and District negotiations, three criteria were used to evaluate the sabbatical applications: seniority (applicants must have completed six years of continuous service with the District), usefulness to the District, and merit of the proposal.

With these criteria in mind, the Skyline Professional Development Committee looked for proposals that were well defined with measurable objectives, thoughtfully planned, and indicated the potential for enhancing the applicant's teaching and/or professional development. Other considerations included whether or not the proposed project would enhance existing curriculum or develop new curriculum. Evidence that the proposal addressed a stated college or district need or might generate external recognition or funding to the college was also considered. As with all long-term proposals, the committee found supporting letters from discipline colleagues and managers helpful.

Two sabbatical proposals were recommended for approval by the Skyline committee. A spring 2002 semester sabbatical was recommended for Jeff Acidera, EOPS, and a full-year sabbatical for Ray Jones, Counseling. Jeff will be taking advanced study in Spain in conjunction with his doctoral program at the University of San Francisco. Ray is involved in redesigning learning support services at the College of Notre Dame and reconfiguring the ASTEP program.

Cañada Report

by Barbara McCarthy, Chair, Cañada Professional Development Committee

The Cañada College Professional Development Committee received two faculty proposals for Sabbatical Leave

CSM CHAPTER CHAIR REPORT

More Information & Faculty Input Needed on Facilities Planning & New Calendar

by John Searle, CSM Chapter Chair



John Searle

Item 1: New Master Plan

On Friday afternoon, October 5, at the request of the Science faculty, Jose Nunez (District Director of Facilities, Planning, and Operation), and Linda de Silva gave a presentation on the new improved Master Plan for the College. This plan, if the Bond is approved, promises (amongst many other changes to the campus) a new science building to replace the present outdated and unsafe facilities. The present buildings 10, 11 and 12 might be gutted and reconvened, or simply demolished and rebuilt depending on the relative costs. It was the first time the science department has formally and officially been promised a new building: it would be placed north of the campus, close to building 18, and would feature a new entry to the campus proper.

There is no question that the small audience of the Math/Science

faculty was genuinely excited by this new vision and promise. Certainly it was acknowledged the size of the building's "footprint" was not decided, and under questioning it became apparent there was some vagueness on the number of stories, though it was stated that the proposed planetarium planned for the top of the building would have an unrestricted view of the stars and the surrounding sky. The thrilled excitement describing the faculty's response was equally matched with amazement that so little faculty input had been sought by the three separate consultants used for this Master Plan project (a plan approved by the Board in September). It was expressed by more than one faculty that the teachers are the long-term users of such a building and should have the major role in the planning process. Fortunately at this presentation it was emphasized that the building design is not a done deal, and that faculty input will be enlisted in the next two phases. Phase 1, taking 9-12 months, will begin in January (assuming a successful Bond vote) with the creation of new committees and consult-

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for 2001-2002. The Committee was aware of the fact that Cañada College had not been allotted enough money to fund the proposals we received as they were both for full academic year projects from non-teaching faculty whose replacement costs are higher than the model used in the initial calculations. Had we received one-semester proposals, we could have funded two for regular faculty or one for a non-teaching faculty member. However, after bringing this to the attention of the AFT, we were asked to continue with the procedure, in case there was a surplus of funds left over from one of the other two Colleges.

Both of the proposals presented to us were turned down, based on an

evaluation of the proposals using the point system criteria presented to us by the AFT. When the applicants were informed of our decision, both of them took issue with the fact that the criteria presented to the Committee for evaluation purposes were more specific and more stringent than the guidelines given to applicants in their Sabbatical application. This discrepancy—between what applicants were led to believe were the salient points to be made, and the guidelines which the evaluation committee followed in judging the worth of the proposals—is a problem which I have spoken with the union about and which will be addressed in the next round of sabbatical proposals.

CFT Women's Conference Promotes Union Sisterhood

by Kathleen De Azevedo Feinblum, Skyline

Just when I had put my Women's Studies books on a lower shelf in my hallway, thinking I pretty much had a handle on sisterhood, the 2001 CFT women's conference, held in San Francisco October 12 and 13, reminded me once more that not only is sisterhood global, but it is still necessary. I had been to the CFT women's conference a couple of years ago when it was headed by Susan Conrad, past president of AFT 2121 at City College of San Francisco. This year, at the helm was our Local 1493's Katharine Harer and Alisa Messer of Local 2121. When I saw them in the throes of getting out a big mailing back in late August, they had already been working on this event for six months.

A Heated Living History

The event started Friday afternoon, with a crash course on women's history. Suzanne Pullen, living historian and performer, presented a splendid interactive piece using all of us attendees to play the roles of famous women. Watching her perform in her turn-of-the-century wool traveling clothes on one of the hotter Bay Area days, we, in our comfortable cotton pants and dresses, could see how far we had come. She reminded us of how women in the beginning of the last century could be institutionalized if they refused to grant their husband a divorce and could not own property nor their own children. I looked around a room full of vibrant sisters with our jobs, and our power to make decisions, and appreciated even more the struggle of our women's rights pioneers.

The guest speaker for the evening was Daisy Zamora, Nicaraguan poet and activist who fought, along with other women, to topple the Somoza regime. Women, she said, must build coalitions amongst each other, "not by sharing victimization, but by sharing resources." In other words, women must unite and create a political agenda that transcends the differences between us. Her presentation, which included a fine poetry reading, set the tone for events the following day.

The next day, we had a host of workshops we could attend. The most frustrating thing about these workshops is that I couldn't be in several places at once, and the multitasking I do on a regular basis, wouldn't do here. The workshops included such topics as leadership, how to mentor other women, public speaking, financial investing, and advice on how to negotiate contracts (I went to this excellent session at the last conference). The opening workshop was an eye-opener for many of us. Classified staff and instructors discussed the challenges of our respective jobs. As a teacher,

I sometimes forget how overworked some of our classifieds are, and how many feel unappreciated. One classified told us that many of them have advanced college degrees but have chosen "not to be crazy," and go into teaching. I thought she was rather prophetic, especially when I found myself in the workshop designed to help us "juggle our personal and professional lives."

Making Global Connections

Our luncheon speaker was Katie Quan, labor policy specialist at the Center for Labor Research and Education at UC Berkeley's Institute of Industrial Relations. She gave a presentation on her study of overseas sweatshops. At



Nina Floro (left) & Romy Thiele were among the AFT 1493'ers at the conference

first, one might ask, "What do sweatshops in Indonesia have to do with our struggles here?" The fact is, the world is becoming more global, and the policies of our country affect the lives of others outside our borders. We became painfully aware of this on September 11. We already know that large corporations have a stranglehold on many global products, which present a challenge to regional commerce. The biggest growth industry world wide, stated Quan, is services, including education. As we become part of the commodity chain, the quality of education is sacrificed for the "bottom line." We see this trend already, in the increased reliance on part-timers, and the cutting back of counselors and classified staff. As union members, we need to be conscious of worldwide labor struggles in order to understand our own.

In both the CFT women's conferences I attended, I felt an energy and solidarity that I often don't find in other events. This is not to disparage our brothers, but there is something refreshing about being in a group of all women

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CSM Chapter Chair Report

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ants to decide on space needs and allocations (with some ominous references to FTES's in determining square footage assignments). Phase 2 will be another 9-12 months, and will involve the detailed planning and design stages. There was talk of including space for the Nursing program as part of this science building.

Item 2: Calendar Discussion

CSM campus activities have also included a number of meetings of various ad-hoc committees investigating the feasibility of switching to a 15-week semester. In theory, they are in a fact gathering mode, identifying issues that would need resolution before implementation: a position that is essentially neutral in stance. With this in mind, a number of faculty will spend the day (October 25) on a visit to Pierce College, to elicit facts and to sample opinion, favorable and unfavorable. If you know a member of one of these committees, you get to hear the inside scoop; presently there is no formal mechanism to share the information gleaned by these committees.

CFT Women's Conference

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discussing concerns. We share many of the same struggles and, in spite of our "liberation," old habits die hard. These conferences are not the consciousness-raising events of 1960's feminism. The focus is on how we can help each other grow as professionals and as world citizens. As Megan Seely, president of the California National Organization for Women stated, "Women are fighters and a major force of labor across the globe. When we come together, change does happen."

The CFT women's conference is surely a start. Alisa Messer and our own Katharine Harer have brought us together in a dynamic forum. The next conference will be in Southern California. For any sister thinking of attending, I say, "You go, girl."

In fact, there seems to be a genuine failure to communicate, not just to the CSM faculty, but also between the three campuses.

The CSM ad-hoc committee on pedagogy listed 8 issues of concern, and provided 4 possible solutions. According to one member they have now fulfilled their charge. The scheduling ad-hoc committee issued an optimistic report on June 19, which concluded that there were "adequate rooms available for the science program" and that the current number of sections can be offered: they did not assemble a mock schedule. At their last meeting, the ad-hoc committee on pedagogy decided to assign Joan Bell (office of the VP) to create a one semester mock 15-week schedule for fall, itemizing class times and room assignments. The consensus of those present also dismissed the reality of the 5-week intersession, arguing that a January intersession would make the spring 15 week semester go late, removing an attractive marketing feature of the calendar. An alternative proposal was to possibly lump these 5 weeks on to summer, with what would be another possible full semester.

Additionally, at the October 1 meeting of the District Shared Governance Council a new report (written by Richard Gilliland, the new interim Assistant Chancellor, Educational Services) identified current activities, targeting their work to be near completion February 2002. It included a goal to create a mock schedule for the 15-5-15 semester plan. This report identified the need for forums and discussion "to be encouraged through the President and Vice President". It also identifies "adequate time for union response".

At the administrative level, Bob Verzello has been assigned the task of determining the fiscal impact of a change to a new calendar. It is claimed that new recording methods would automatically increase funding by 5-6%, but this number would be reduced if students chose to take fewer units.

I am not clear on the timetable to be followed in a move to a 15-5-15-5-5 calendar. Presently the union negotiates the calendar that is created and recommended by the District-wide calendar committee. This committee was originally set up back in the 80's and consisted of 12 people (3 administrators, 3 students, 3 CSEA, 3 Academic Senate, and 1 AFT) with the then Vice Chancellor Jim Wyatt being the 13th, but non-voting member. This committee has blossomed to as many as 34 names listed in the 2001-2002 year. (I am curious as to how this large expansion of the District Calendar Committee came about.)

I believe that the union wants a continuing and full debate on the merits of the proposed change. This would be followed by a district-wide vote by the faculty. If the faculty voted for any change, it would go to the executive committee of the union and then to the union's negotiators.

In a meeting on Friday, October 12, with myself and Dan Kaplan, President Kelly affirmed that, in her mind, Fall 2003 was the goal for implementation (if agreed to; she stated that she was neutral on the issue) and that the District could not spend unlimited time debating the decision. This process might take time because of potential contract issues involved. An obvious concern is how to handle a 5-week intersession if offered; presently this assignment would count towards an adjunct's load. Few full-time faculty would want this assignment, which might pose a problem in staffing, with adjunct faculty preferring the meatier 15-week packages. The buzz amongst the CSM science faculty is that those at Pierce earn equivalency for lab/lecture (our present pay schedule provides 0.8). If so, then this again becomes a contentious money item. The ad-hoc committee on scheduling identified another money item: that some present double section science sections would out of necessity be assigned single sections, again costing more for the additional hires involved.

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NOVEMBER 2001

the Advocate

Vote Tuesday November 6: AFT 1493 Endorses Measure C & Holober & Hausman for Trustees

Local elections have not been on many people's minds since September 11, but Tuesday, November 6, San Mateo County voters will be able to vote for a community college bond measure, Measure C, and for two seats on the San Mateo County Community College District Board of Trustees. AFT 1493 is strongly supporting a YES vote on Measure C and has endorsed incumbents Richard Holober and Helen Hausman in the Trustees race.



Holober



Hausman

Richard has been an outstanding Board member, always accessible and very supportive of faculty issues. Helen has been supportive of many of our issues during the past few years and in

the interview with us she expressed her desire to be accessible and her willingness to work with us on issues important to us like, for example, improving faculty compensation. We are very proud to endorse both of them.

We are also supporting our bond measure, Measure C. We all know the deplorable conditions of many of the buildings we work in. The passage of this bond measure is our best hope to improve and upgrade our buildings. In addition, passage of the bond will free up some general fund monies that could then be used to improve our salaries.

Please support Richard Holober, Helen Hausman and Measure C. Call the AFT office at x6491 if you want to help in the campaign.



Affirmative Action Overturned

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since the 14th amendment predates the creation of our Ed. Code.

Moreover the appellate court held, amongst other things, that our hiring "scheme suffers from multiple (not just one) constitutional faults." Among its many flaws is the Ed. Code's reliance on the "role model theory" as well as its reliance on the "diversity theory" (which says that "the richness which racial diversity brings to our national heritage can best be taught by the presence of staffs of mixed races and ethnic groups..."—Ed. Code section 87100). The court makes it clear that these rationales are no justification for the continued use of goals, preferences and timetables based on race and gender. The role model and diversity theories are bankrupt logically, but more importantly, illegal

when implemented in hiring practices.

The judges go on to say that a hiring scheme that includes the re-opening of the application process after it has closed because insufficient numbers of women and minorities have applied, or for that matter any process that requires it to be reopened or redone *at any time during the selection process* to ensure sufficient applicants from "favored groups" is "...not an inclusive outreach scheme, it is a preferential recruitment and selection process,"—and thus it is illegal under 209 and the EPC of the 14th amendment.

Given the above, what will our State Chancellor do? What will our District do? And what will we do? Will our State Chancellor have the courage to develop race neutral policies consistent with these court cases? Or will it file yet another appeal to the

Help with Election Phone Banking

Please help in phone banking for Richard Holober, Helen Hausman and Measure C. The San Mateo Labor Council phone banks are being held Monday-Thursday evenings from 5:30 to 8:30 p.m. through election day, November 6, at the Machinists Local 1781 Union Hall in Burlingame, 1511 Rollins Road. An excellent dinner is provided. Call AFT at x6491 for more information.

The Measure C campaign is running phone banks Tuesdays, Wednesdays and Thursdays until the election. Tuesday phone banks will take place at Alain Pinel Realtors, 520 S. El Camino Real, suite 100, San Mateo, from 6:00 - 8:00 pm; Wednesday phone banks will take place at DES Architects, 399 Bradford St., 3rd Floor, Redwood City, 6 - 8pm; Thursday phone banks will take place at Prudential Realty, 180 El Camino Real, San Bruno, 6 - 8 pm. Refreshments will be provided. Please call Seamus Murphy of the Measure C campaign at 650-758-0500 for more information.

Calif. Supreme Court—a court that is clearly unsympathetic to the use of these preferences? Will our District expend the political capital necessary to reject the role model and diversity theories (as the law now says it must), developing instead effective race neutral policies? Or will it continue, as the courts say it must not, in its misguided attempt to create ethnically proportional representation within the faculty? Will our District re-deploy our "faculty diversity funds" in a legal manner? Finally what will we do? Will we, regardless of our personal beliefs, enforce the law as it currently exists, or will we go along with an attempt to circumvent the law—effectively marginalizing it's rule and subjecting one another to lawsuits that could claim our personal assets? Only time, and our actions, will tell...