

Faculty poll favors later start calendar

2 to 1 vote for 2007-08; Some want renewed look at compressed calendar

In preparation for negotiating with the District on the academic calendar, AFT polled the faculty from October 18th to 24th about two possible calendar options for the 2007-08 academic year. Academic Calendar Option 1 was an earlier start calendar in which Fall flex days would be August 13-14, Fall classes begin August 15, 2007, Fall finals end December 14; Spring classes begin January 14, and Spring finals end May 23, 2008. Option 2 was a later start calendar with Fall flex days August 20-21, Fall classes beginning August 22, 2007, Fall finals ending December 21; Spring classes beginning January 22, Spring finals ending June 2, 2008.

112 to 58 for later start

The results of the poll were as follows: 58 votes for Academic Calendar Option 1 (earlier start) and 112 votes for Academic Calendar Option 2 (later start). After learning the results of the poll, the AFT Executive Committee voted to support the Option 2/later start calendar, and this preference was sent to the District administration on October 27 for their approval. Since the two options both met all of the state requirements for academic calendars, the District is expected to approve the calendar that was sent.

In the process of carrying out the poll, AFT received a variety of questions about different potential academic calendar configurations, including "compressed" (shortened) calendar options. Beyond the 2007-08 calendar, which must be set very soon, the AFT is open to considering other calendar options and will

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Petitioning and fund-raising needed for California Community College Initiative

Petitioning is now under way for the California Community College Initiative, the proposed ballot measure that addresses Proposition 98 funding, student fees and community college governance. The deadline for ballot qualification is January 22, 2007.

While the initiative addresses several issues of longstanding frustration to community college leaders, the primary reason for the ballot measure is that it creates a separate funding stream within the Proposition 98 formula tied to community college enrollment which will avoid the impending funding crunch due to slowing K-12 enrollment growth (see chart below.)

The statewide campaign has given each college district—faculty,

staff and administrators—a goal for petition signatures and for fund-raising. Our district's goal for signatures is **9,435** and we have barely begun our petition drive. We need help from all faculty and from the other constituencies as well. AFT has asked for assistance with the campaign from the other district unions (CSEA and AFSCME), the Academic Senates at all three colleges and the Associated Students at all three colleges. The fundraising goal for our district is \$50,000 and we have raised \$12,500 so far.

Please call the AFT office at 574-6491 to help out with petitioning or tabling or to donate funds.

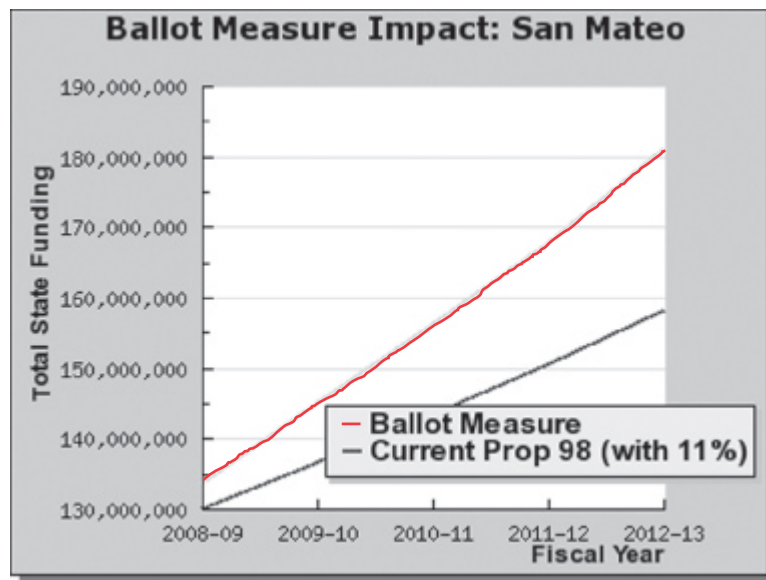


Chart shows increase in funding to SMCCD if the community college initiative qualifies and is passed by voters compared to current Prop. 98 funding

(data from Californians for Community Colleges)

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PRESIDENT'S LETTER

Asking some tough questions

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

Greetings to all as we head into the final half of the fall semester. Fall is a



time rich with the color of the changing seasons and the smells and flavors of foods offered in celebration and fellowship. As usual, there are a number of

items to add spice to the menu as I write my second letter to SMCCD faculty.

SLOs: Good, Bad or Ugly?

Despite the very committed efforts of a number of very well respected faculty colleagues, I, for one, continue to have serious doubts about the value of the SLO movement. I remember my old community college, social science professor, Mr. Manley, telling students in his opening class, "If you take my class you are not going to get the same experience as with another instructor. Here you will learn social science through the lens of my understanding and education." I loved that; that is what I wanted. As a student, I didn't want standardization, I wanted to work with a professor who was learned and who could mentor me by sharing his or her unique perspective.

So, I have to ask myself how did higher education get to the place where we are being asked to standardize and objectify our curriculum? How did we get to such a focus on measurable, objective outcomes? Certainly, in many places in our curriculum this goal is of great importance. For example science and math classes must evaluate students by objective measures. But weren't we already doing this? Didn't we already have curriculum standards and curriculum committees? Do we no longer trust individual faculty to continue to hold the privilege of evaluat-

ing student achievement?

And what of more qualitative areas of learning, such as the social sciences, philosophy or the arts? In these courses the unique, subjective aspect of the learning process is as important to intellectual development as is the amount of objective content learned by students. Can you see Socrates using precious time to develop SLOs and measure learning outcomes? What is the true meaning of productivity in higher education?

The motivation for the SLO movement perhaps lies in the not so subtle message from folks like our current Secretary of Education, Margaret Spellings. Her "No Child Left Behind" perspective wrongly attributes the failure of students to poor quality instruction. Her message seems to be, "If those teachers only taught better, everything would be ok."

It is true that our educational system is failing to fulfill its promise. Our students are falling behind those of other nations, our school system is more segregated than before Brown vs. the Board of Education, and culturally diverse students, while experiencing better access to higher education, are too often failing to get through the system and graduate. Will all this be solved by implementing SLOs? Our educational system operated successfully for generations without SLOs. What has changed? Is it possible that the real problem is a failure to adequately resource education so that devoted teachers have what they need to help students succeed? Why, for example, is the dollar amount reimbursed by the state for each FTES so much less for the community college system than for our other two systems of higher education? The community colleges are the front lines of higher education in California. The greatest challenge for educators is at the community college, open door level and yet we receive far

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Presidents' Column

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less money.

Are we being led in the wrong direction by expending a huge amount of time and energy developing SLOs? Are SLOs just the current fad? Are SLOs and the subsequent measurement of outcomes even realistic?

Before the next issue of the *Advocate*, AFT will be putting out a quick online poll inviting comments about your perspective and experience with SLOs. Since many of you have not only been doing a lot of thinking about SLOs, but have participated in development of SLOs, I hope you will participate in the dialogue about this important topic. I will summarize the outcome of this unscientific poll in my next letter.

Two District Initiatives

AFT is currently in the process of examining two proposals from our District administration. One of these is already well on its way to implementation, the other is still in the beginning planning stages.

New Construction Department: Devil is in the Details

In August, our Board of Trustees approved the formation of a new Construction Planning Department. The basic purpose of this department is planning and oversight related to implementation of the second voter approved community college Bond measure. Establishing this in-house department will require the addition of at least six new District Office positions. Vice Chancellor Harry Joel has stated that the majority of money to fund these positions will come from the second Bond measure and that the Construction Planning Department will actually save Bond money to be better spent on campus projects. Apparently, costs associated with Swinerton, managers of implementation and planning for the first Bond measure, were very high, leading our Board to

conclude that the process could be better handled in-house for far less money.

In general, the new Construction Planning Department sounds good. But as the saying goes "the devil is in the details". Your AFT Executive Committee is exploring a number of concerns related to formation of this department and all of the new hires needed to staff this effort. At its' October 11 meeting, the Executive Committee voted unanimously in support of a resolution stating the importance of terminating all of these positions at the conclusion of Bond two implementation in mid 2012. The Executive Committee wants to make sure that the large number of dollars needed to fund this department don't come out of general revenue once there are no Bond funds left to pay salaries. The expense of maintaining these positions without Bond funding would clearly be excessive.

Given that District administration has stated that these positions will not be devoted 100% to Bond implementation, the Executive Committee is also concerned about where funds will come from and how much money will be involved in funding the portion of these positions not exclusively devoted to Bond implementation and therefore whose salaries cannot be covered directly out of bond money.

As the *Advocate* goes to press we are asking for more details from District administrators. Stay tuned for more information about construction planning in the next issue of the *Advocate*.

Concurrent Enrollment: Vice Chancellors to meet with AFT

Our other interesting new initiative is the Concurrent Enrollment Initiative currently titled the "Early College Partnership Agreement". Development of this new initiative is being led by our new Vice Chancellor, Jing Luan. Impetus for this initiative came from our Chancellor Ron Galatolo. In September, our Board of Trustees conducted a study session to explore the possibility of a major expansion of concurrent enrollment offerings at local high school

AFT raising questions about Professional Development Program funding

After running up against various funding problems in recent semesters, the current and past Chairs of the Professional Development (PD) Committees of all three District colleges met on Wednesday, October 18. The meeting was convened by the AFT to discuss the recent operation of the PD Program at each of the colleges, and to compare and contrast the problems that each committee has faced.

It quickly became clear that there were two issues in particular that needed to be addressed at the District level that concern the funding of the Professional Development Program: The carry-over issue that was reported in the October *Advocate*, and the question of whether or not the \$50,000 in Partnership For Excellence (PFE) monies

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campuses. Several high school district Superintendents were in attendance at the study session. The overall sense of our Board and District administration regarding expanded concurrent enrollment was very positive. AFT is engaged in the process of dialogue about this new initiative and have invited Vice Chancellors Joel and Luan to attend the next Executive Committee meeting to present further information and address questions. There are many important details to be settled before deciding whether to expand our present concurrent or co-enrollment effort. The next issue of the *Advocate* will cover this initiative in greater detail.

So, in closing, enjoy what remains of our lovely fall weather. And as we pass through the season of Halloween, All Souls' Day and Dia de Los Muertos, it might be wise to remember the words of Mahatma Gandhi, "Live as if you were to die tomorrow. Learn as if you were to live forever."

AFT 1493 Recommendations for Propositions on the November 7 ballot

The following five bonds have been approved by the California Legislature, and we recommend a **YES** vote on them.

1A: Transportation funding protection

1B: Transportation projects to relieve traffic congestion, improve air quality and enhance highway safety

1C: Housing for low-income families and emergency shelters

1D: Education facilities bonds for K-12 (\$10.4 billion) and for higher education (\$3.1 billion)

1E: Disaster preparedness and flood control

YES on Proposition 84: Bonds to protect water supply and quality, park improvements, flood control, and natural resource protection

NO on Proposition 85: Parental notification before termination of a minor's pregnancy

YES on Proposition 86: Tax on cigarettes to improve emergency services and expand health care coverage for children

YES on Proposition 87: Tax on California oil to fund alternative energy research and production incentives

NO on Proposition 88: Regressive \$50 property tax that raises little for K-12 education and allows corporations to pay the same as individuals

YES on Proposition 89: Creates a system of public financing of political campaigns through increasing corporate taxes, with contribution and expenditure limits

NO on Proposition 90: Limits on government acquisition of private property

Prop. 1D, educational facilities bond, will benefit community colleges

Prop 1D, the education bond measure, is part of the omnibus bond package placed on the ballot by the legislature and governor. It enjoys wide bi-partisan support. It would issue \$13.5 billion in bonds for school and university construction.



One welcome feature of Prop 1D is that fully half of the higher education portion of funding would go to community colleges, reflecting their importance in educating the greatest numbers of the state's post-secondary students.

Prop. 89 cleans up campaign spending

The top 10 corporate donors to the 2006 ballot initiatives are responsible for half of all of the money given to ballot initiatives - most of which is spent on TV ads. Just 10 corporations gave \$132 million or 51 percent of the \$255 million raised as of October 19, according to an analysis by the Foundation for Taxpayer and Consumer Rights. At least one in four of all political contributions to candidates and ballot measures come from these ten corporations, led by Philip Morris (over \$30 million), Chevron (over \$30 million), Exxon-Mobil/Shell (over \$24 million) and R.J. Reynolds (over \$22 million). Corporations have outspent unions on ballot measures more than 12 to 1: \$157 million to \$12 million.

Proposition 89 on the November ballot limits corporate contributions to ballot measures to \$10,000 to stem the tide of blank checks written by big

companies. It also provides for voluntary "clean money" funding for candidates who reject private money and accept spending limits. It also provides for tough penalties for violators. It



would enable regular Californians to run for office and win, even if they are not connected to wealthy donors or lobbyists.

AFT 1493 has endorsed Proposition 89 along with the United Teachers Los Angeles (UTLA), San Jose/Evergreen Faculty Association (AFT 6157), League of Women Voters, California Common Cause, Sierra Club, Consumer Federation of California, Sen. Barbara Boxer, and House Minority Leader Nancy Pelosi.

"We hope that UTLA's endorsement of Prop. 89 will send a strong message that teachers are fed up with a system of political corruption that has put big donor demands ahead of fulfilling our state's commitment to excellent schools and a top quality education for our children. Prop. 89 will end big money control and allow us to take back our government so that it's accountable to the needs and concerns of California teachers and families," said Leonard Segal, member of the UTLA Board of Directors and a substitute teacher, after the vote.

Prop. 88 sounds good, but is unfair and inadequate

Proposition 88, on the face of it, should be a no-brainer for educators. Its language says that it would impose a \$50 tax on each real property parcel in the state to pay for K-12 programs, including school safety, textbooks, and extending class-size reduction beyond K-3. It would bring in several billion dollars for public education. Sounds great, you say. It seems egalitarian and supports education.

But Prop 88 hits poor people for the same chunk of money as the well-to-do. This is not an equal levy. If you're Bill Gates, \$50 is pocket change. If you're a Wal-Mart "associate" and you have a mortgage to pay, \$50 could mean having to choose between medicine and shoes this month.

Another difficulty with Prop 88 is that it would raise false expectations. Remember the lottery? Ever since that

ballot initiative passed, much of the public wonders why we complain about the public schools still being un-



der funded. Yet, in reality, the lottery never brings in more than 2% of the state's public education budget, and in

many years the total is closer to 1%.

Prop 88 would impose a statewide property tax, the first since Prop 13. But it would raise fewer funds than the lottery does for schools. We need to reform Prop 13; but if we do, it should be a significant state budget reform that brings in substantial monies to schools and other necessary programs. Prop 88 would make it harder to enact real budget reform.

Prop 88 would award its facility grants to fewer than one in a hundred schools, targeting schools without state bond monies and with standardized test scores in the top half. Its backers' intent is to quietly favor charter schools.

The stated goal of Prop 88 is laudable; the mechanism is faulty. Vote NO on Prop 88.

AFT looking into Professional Development funding issues

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that originally was allocated to the new Sabbatical/Extended Leave Program (and is now received by the District from the State each year and put into the District's base) is still being allocated to fund the Sabbatical Program.

District has been confiscating uncommitted funds

The District has apparently been taking back unused Professional Development Funds. As John Kirk wrote in the October 2006 Advocate, "the administration has been confiscating two thirds of all uncommitted funds each year. The union believes that all uncommitted funds should be carried over each year unless the uncommitted funds are more than one third of the total funds allocated to the college for the year. In the latter case, only one third of the total funds committed for the year can be carried over. The district's interpretation encourages the faculty to spend every penny allocated each year---to use it or lose it."

With regard to this "1/3rd carryover" issue, Harry Joel apparently now agrees with the Union interpretation. But the question remains: are we getting these monies, and who would know given the lack of open reporting practices?

Each of the past and present PD Chairs present at the meeting expressed frustration at not being able to obtain straight answers from the District on the carryover monies for many years. Straightforward direct questions have been met with circuitous belabored excursions into the land of twisted logic. Everyone present expressed the need for an explanation of the District's accounting procedures.

Allocation should increase when salaries increase

Another question that was raised concerned the issue of why the base allocation for the PD Program isn't increased each time the Union negotiates salary increases? If the Program is funded at 1% of full-time salaries, then shouldn't last year's allocation be increased by 3.23% and this year's be increased by 4.92%? We need to verify that the District has increased the Professional Development allocation by these percentages, as they have assured us is the case.

Several PD Chairs raised concerns about the situation of when a full-time faculty member is replaced with an hourly instructor. The part timer costs are always calculated on the basis of that part-timer being at the top of the P/T salary schedule. But if the part-timer is not actually at the top of the salary schedule, then there is money saved, but on some campuses, because of unclear, unsatisfactory accounting procedures, the specific amount of funds saved is often not made

clear to the Chairs. Nor is it usually clarified as to where the saved money went, but apparently it rarely comes back to the PD Programs at the colleges. Clearly, the PD Chairs need to be better informed about this aspect of the Program.

Who monitors the PD budget?

Over and over the same question was asked: who exactly monitors the budget for Professional Development at the District and college level? Clearly, we need to better understand the District's whole process of professional development funding and allocation.

Several suggestions emerged from the discussion:

It was suggested that we might consider developing a pool of leftover monies that is put into a communal District pot of PD funds.

It was suggested that we could request an outside audit of the District's budget to track PD funding or obtain the budget papers and analyze the budget ourselves.

It was also suggested that we need to clarify the meaning of "Faculty Development Funds" and research whether or not we have been properly allocated those monies.

Everyone felt the need for AFT to organize a follow-up meeting in the spring. In the meantime, everyone present agreed that we need to make the Professional Development Program more transparent. To that end, we need to ascertain whether District funds are being properly allocated, and we need to better understand the process by which the Professional Development allocations are determined.

Many questions for the District

To help get answers to these questions, AFT is now in the process of reviewing the Professional Development program. We have formulated a series of questions that we are asking the District to answer. Among other things, AFT wants to know:

1. For each of the last 5 years, the total amount of the salary and benefits of regular academic employees (a separate total for salary and a separate total for benefits).
2. For each of the last 5 years, the total amount of Partnership for Excellence Funds received by the District whether received as a separate category or as part of the District's base funding.
3. For each of the last 5 years, the amount of Faculty development funds received by the District.
4. The amount the District will receive from SB1131.
5. For each of the last 5 years, the number of regular academic employees on each campus.
6. For each of the last 5 years, the number of third and fourth year academic employees on each campus.

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Ron Brown, new CSM Chapter Co-Chair, teaches CIS courses and explores slave ships on the side

Professor Ronald C. Brown is AFT 1493's new CSM Chapter Co-Chair. He is taking over the position vacated by Teeka James, who is now Co-Vice President of the Local, and he shares the Chapter Chair duties with Yaping Li (who is continuing in the same position she has held for several years.)

Ron teaches Networking and Computer Forensics for the CIS department. He has been a CSM faculty member since 1993. In addition to his full-time position at CSM, Ron is also an adjunct professor at De Anza College and City College of San Francisco. He is a graduate of Rutgers College.

"Faculty need to get more involved"

When asked what prompted him to get involved in the AFT, Ron said

that "Faculty need to be more involved in their own destiny. Faculty



Professor Ronald C. Brown

who don't participate in their union are akin to people who don't vote. They should have nothing to complain about."

Aside from teaching, Ron is involved in marine ecology and Caribbean Studies. He possesses a Coast Guard Masters license that helps him in his pursuits as a slave ship archeologist. He belongs to the National Association of Black Scuba Divers, which participates in diving on ship wrecks to recover artifacts of slave traffic history. The latest find the organization has been involved with is the Henrietta Marie, the oldest slave ship ever excavated and one of only a handful from American waters. This ship was wrecked off Key West, Florida in the year 1700.

Professional Development funding

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7. For each of the last 5 years, the amount of committed monies carried over on each campus for the Professional Development Fund.

8. For each of the last 5 years, the amount of uncommitted monies on each campus at the end of each year for the Professional Development Fund.

9. For each of the last 5 years, the amount of uncommitted monies carried over to the next year on each campus.

10. For each of the last 5 years, the budgeted replacement costs for each Professional development grant and the actual replacement cost of each grant on each campus. (If possible can grants be broken down into the following categories: short-term, long-term and sabbatical?)

11. An explanation of how replacement costs are calculated.

12. For each of the last 5 years, the allocation to each campus for the Professional Development program including any salary increases that retroactively augmented a later year's allocation (based on §13.3 of the contract).

13. If there are monies committed for an approved grant, but the faculty member decides not to take the grant, what happens to the unclaimed funds?

When AFT receives the answers to these questions, we will share this information with faculty in the *Advocate*.

Academic calendar options

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be interested to get further faculty input on this issue in the near future. Compressed calendar options were explored extensively District-wide

in 2001-02 and then "tabled" in Fall 2002 by District management due to budget constraints; but faculty have recently begun to raise the issue again, most recently at the Cañada Academic Senate. If a reasonable number of faculty are truly interested in the possibility of a compressed academic calendar, AFT will be open to supporting a new investigation of the issue. One simpler alternative calendar option is to shorten the Winter break from 4 weeks to 3 weeks so that the Spring semester could end a week earlier. When this was discussed by the AFT Executive Committee before polling the faculty, an overwhelming majority was opposed because they valued the extra time during the Winter break. Since various faculty expressed interest in this option during the polling, we will consider this option again when we decide on the next calendar.

**Hartnell College
faculty strike leads
to better contract**

*Hartnell administration led by
former Skyline dean Ed Valeau*

Faculty members at Hartnell College in Salinas went on strike for five days after negotiations collapsed on October 20. An independent arbitrator had recommended the teachers receive the increase they wanted, but Hartnell administrators, led by President Ed Valeau (a former dean at Skyline College) said they couldn't afford the raise without running a deficit. The faculty asked for the intervention of the California Mediation and Conciliation Service, whose chief mediator met with both parties and helped draft a settlement.

The last administration offer presented before the strike was a three-year contract that included a 3 percent bonus for 2005-06, which would not have counted toward future pay increases, but by the end of the strike, they agreed to a four-year contract which includes 3 percent raises for both 2004-05 and 2005-06, a 5 percent increase for 2006-07, and a raise equal to the increase in the cost of living for 2007-08. Starting at \$1,000 in 2004-05, the benefits cap increases \$100 a year.

***Faculty had no contract
for over two years***

The teachers had worked without a contract for more than two years, and in the last few months organized to gather community support for a possible strike. Many students and community members had urged the trustees to meet the faculty's demands so they would not strike. Even the school's football team vowed not to play if their teachers were on strike. Members of various other unions, including California Federation of Teachers members, as well numerous local citizens supported the strikers. It was the first strike by a California community college faculty in more than 25 years.

**Don't forget: Vote November 7th!
* See page 4 for AFT 1493's
recommendations for
ballot propositions**

AFT 1493 Presents

**A SPECIAL HOLIDAY FAMILY EVENT
EL TEATRO CAMPESINO'S PRODUCTION OF
LA VIRGEN DEL TEPEYAC**

**Come join fellow faculty for the
Sunday, December 3, 4 pm
presentation of this classic holiday production!**

Where: Mission San Juan Bautista

**A limited number of tickets are still available at a special
group discount price on a first come, first served basis**

General Adult Admission \$20.00

Senior (55+)/student \$16.00

Children 12 & under \$12.00

**Send checks made out to: AFT Local 1493 to the AFT office,
CSM Bldg. 15, Rm 131**

**If you would like, join fellow faculty for a pre-show,
pay-your-own-way lunch at 12 noon**

**FOR MORE INFORMATION AND TO REQUEST LUNCH
RESERVATIONS, CONTACT THE UNION OFFICE (x6491)**

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

**Wednesday, November 8
at Skyline, 2:15 pm, Room 1319**

**Wednesday, December 6
at CSM, 2:15 pm, Faculty Center, 18-206**