

Results of AFT 1493 Faculty Survey
on 2008-09 Academic Calendar

Faculty favor later start, added flex day in 2008-09

During the week of October 15, AFT Local 1493 conducted a survey of district faculty regarding dates for the 2008-09 academic calendar and on adding an additional flex day in the middle of the Spring semester, beginning in 2009. 82 percent of the over 300 faculty who participated in the survey, favored the later of the two calendar options and just over 60 percent of the surveyed faculty supported adding the additional Spring flex day. Following the survey, the AFT Local 1493 Executive Committee voted unanimously to support both the later calendar option and the additional flex day, reflecting the faculty's preferences.

Below are the specific survey results:

1. For the 2008-09 academic year, would you prefer Calendar Option 1 (Earlier Start) or Calendar Option 2 (Later Start)?

Academic Calendar Option 1 (Earlier start: flex days Aug. 11-12, Fall classes beginning Aug. 13, 2008, Fall finals ending Dec. 15; Spring classes beginning Jan. 20, Spring finals ending May 29, 2009): **58 = 18%**

Academic Calendar Option 2 (Later start: flex days Aug. 14-15, Fall classes beginning Aug. 18, 2008, Fall finals ending Dec. 19; Spring classes beginning Jan. 20, Spring finals ending May 29, 2009): **257 = 82%**

2. Do you want to add an additional Flex Day in the middle of the Spring semester, beginning in 2009? (Note: This would mean that a Wednesday in the middle of the semester would be converted from an Instructional Day to a Flex Day. The start date and end date of the Spring semester would not change.)

Yes 199 = 61% No 125 = 39%
Total 324 = 100%

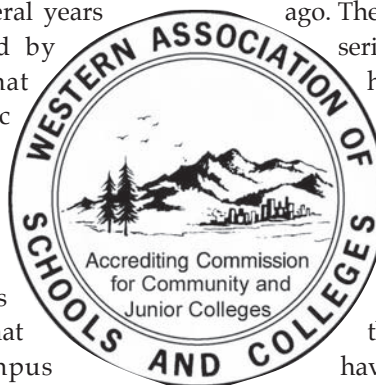
FACULTY ALERT

Accreditation teams tell colleges to use SLO's in evaluation, but union contract prohibits it

The accreditation teams that visited the three District colleges during the week of October 22 provided "Exit Reports" on Thursday, October 25. Among the three District-wide recommendations, applied to all three colleges, was the following: "Develop and implement policies and procedures to incorporate student learning outcomes into evaluation for those with direct responsibility for student learning." This recommendation is based on Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standard III.A.1.c, which states: "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes."

AFT Local 1493 is disturbed by this recommendation and the standard upon which it is based. We have been concerned with the implementation of student learning outcomes and, especially, the linking of SLO's to faculty evaluation since the new ACCJC standards began to be implemented in our district several years ago. The Union's concern was initially triggered by serious objections to the new standards that had been raised by the statewide Academic Senate (ASCCC).

Standard III. A.1.c is in direct contradiction to the faculty evaluation language now in place in our AFT contract, a legally binding document. This standard is also in conflict with a basic principle that the SLOAC Coordinators on each campus have made clear-- that SLOs should never be used in faculty evaluation. This ACCJC standard concerns both AFT and the Academic Senate, as it entails both contractual and curriculum issues.



The AFT Executive Committee will discuss this new development at its next meeting. An update will be presented in the next issue of *The Advocate*. We will also be opening the pages of *The Advocate* for a faculty discussion of this issue. For now, AFT would like to be clear that, legally, SLO's are not part of the evaluation process in any way. Current faculty evaluation instruments do not include the use of SLO's. For student learning outcomes to become a component of faculty evaluation in any form, would require revision of our current contract through collective bargaining with the Union.

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PRESIDENT'S LETTER

District could use a collaborative review of shared governance

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

Change, our only constant

The weather is changing. Fall has arrived suddenly. We are well on our way to the holiday season. With the changing colors of fall I am reminded that the one thing that is constant is change. The cycle of death and rebirth is present in everything we do. Eric Hoffer, the old longshoreman, reminded us of how difficult change is in his classic work, *The Ordeal of Change*. We often seem to resist change until the "wheels fall off" as the saying goes. Long ago, in my doctoral studies, I learned that planned change rarely works. Just yesterday, I had a fascinating conversation with one of my colleagues. As a historian, this colleague remarked on the number of times, in the sweep of history, when unseen forces have resulted in surprising and far reaching change. Or, as John Lennon is quoted as saying, "life is what happens while you are busy making other plans."

I recently heard a fellow psychologist refer to our present era as the "age of insecurity." Elliot and Atkinson have published a book of the same title describing how the new global economy has decimated the middle class. Further exacerbating the sense of insecurity is the rapidly increasing rate of change. It is easy to find information documenting the increasing pace of change. In one such popular internet slide show titled, *Shift Happens*, a number of interesting facts are presented that dramatically demonstrate the impact of the pace of change on the field of education. According to *Shift Happens*, "the U.S. Department of Labor estimates that today's learner will have 10-14 jobs by age 38." According to this



presentation, "we are currently preparing students for jobs that don't yet exist using technologies that haven't yet been invented. For students starting a four year technical or college degree this means that half of what they learn in their first year of study will be outdated by their third year of study."

Mark Wade Lieu, our state Academic Senate President, in the current edition of *Rostrum*, discusses changing standards for community colleges in an article titled, *Change is in the Air*. In this article he states, "Organizations need new challenges to stay vital. Organizations that cannot change may not be responsive to the changing needs of its members and circumstances."

The intent of shared governance

Bob Dylan, elegantly restated the death / rebirth cycle of change when he penned the line, "He not busy being born is busy dying." Kenneth J. Gergen in his classic book, *The Saturated Self*, discusses the impact of the post-modern era on our experience of self. In discussing the ever-expanding relativity of the current post-modern context, Gergen finds the only possibility of any solution to our present existential dilemma to lie in the creation of genuine relationship.

I have recently been complimented by a few colleagues who have expressed appreciation for my efforts to increase communication between the Union and our faculty. This indeed has been one of my major goals as AFT President. I, like Gergen, feel that our one hope for a reasonable path forward lies in a collaborative, "power-with" relational process. I believe this was the intent of AB1725 in declaring that shared governance should direct the future development of our community colleges.

Shortly after passage of AB1725, I participated, as a Union representative,

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Administration's unilateral "clean up" of evaluation documents raises the question of reconstituting the Trust Committee

by Teeka James, AFT 1493 Co-Vice President

At the beginning of the current semester, it came to the union's attention that some of the forms and documents used in conjunction with faculty evaluations had been changed. Perhaps you noticed it yourself? Were there suddenly cover sheets where none had existed before? Was everything just a bit more organized than it used to be? It turns out that Harry Joel, District Vice Chancellor of Human Resources, and Susan Estes, CSM's Vice President of Instruction, had initiated and executed the "clean up."

While the resulting documents are for the better, the fact that the faculty union was left out of the loop seems like yet another check mark on a growing list of whoopsies in the District's communication record with faculty. However, to his credit, Harry Joel did acknowledge that he should have called Ernie Rodriguez or Joaquin Rivera, our union's president and chief negotiator, respectively, to let the union know his plan to edit the evaluation forms and to invite us to participate in the editing process. To the union's credit, it graciously accepted Harry's apology. And thanks to Susan Estes's careful record keeping, her editing in fact restored our faculty evaluation documents to their original glory.

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on our District Trust Committee. The purpose of the Trust Committee was to bring together Academic Senate, Union and administration representatives to collaboratively draft a range of policies and procedures.

Meaningful shared governance quality control

Given that a period of time has passed since the original Trust Committee was disbanded, and believing in the critical importance of communication and collaborative relationship, par-

Remixing evaluation docs

CSM has a posse of new deans this year: three interim and two who are only in their second year as deans. So when Susan Estes became Vice President of Instruction this summer, she called Harry Joel and suggested that they make up packets for the deans on the evaluation processes for faculty. As they appear in our contract (appendix G), the evaluation documents are difficult to follow, and must be especially so for the three interim deans who have never led the process before. So a packet that was separate from the rest of the contract and that contained everything a dean would need to administer a successful evaluation season sounds like a proactive idea.

But in pulling together the packets, Susan realized that many of the documents in our newly reprinted contract looked strange. Signature lines were gone, for example; cover sheets were missing; spaces prompting commendations and recommendations had vanished. So Susan, who luckily had been a dean for many years and before that a faculty member, pulled out her original files from when the Trust Committee first created the evaluation processes and forms (the ones with the *je ne sais quoi*), and put back into the documents what had somehow gotten lost in the

particularly in light of the challenges that lie ahead, I believe the time has come for our District administration to reconstitute the Trust Committee. I believe that the focal task for this committee should be to conduct a review of the state of our current shared governance efforts. It is clear that there are specific areas that need attention such as faculty evaluation, peer review and tenure review. (See the article above.) In addition, it would be of great value to have such a reconstituted Trust Committee assess the health and vigor of our relational process and the effectiveness of our

sauce. *Voilà*, the packet those of us participating in faculty evaluations this semester were handed in September.

Bits and pieces evaporated

So what happened? It turns out that since the early 1990s, when we adopted our current evaluation system and forms, little bits and pieces of the original documents have, as Harry Joel aptly put it in our meeting of October 23, "evaporated." We don't think anything that was missing was specifically negotiated out of the contract, so it's not clear how signature lines, cover sheets, and instructions were deleted. Harry speculates that so many people over the years have dealt with these documents in one way or another—typing them, editing them, moving them from early 1990s typewriters to early computers to newer computers to the web and so on—that it was inevitable that bits and pieces would get lost in the shuffle of personnel and equipment.

Bring back the Trust Committee?

Now what? At the next AFT 1493 Executive Committee (EC) meeting, the union will review the new, old documents and discuss the possible recreation of the Trust Committee (the group of faculty and administrators

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efforts to address the changes necessary to keep our colleges vital in serving the future needs of our local community. A check-in of this sort could help all constituencies feel that some degree of shared governance quality control is meaningfully in effect in the San Mateo Community College District.

Well, enough of this musing. Time to get back to trying to catch up on grading papers, planning lectures and keeping up with the regular flow of Union business. Crunch time is here. How many weeks until the end of the semester? □

CSM English Department takes position against District's new concurrent enrollment plan

Ed. Note: *The following is a shortened version of a letter to Academic Senate from the CSM English Department expressing the department's position on District's proposed concurrent enrollment plan. It was edited by Madeleine Murphy.*

Recently, the CSM English Department rejected a proposed model for concurrent enrollment in which core English courses (notably ENGL 100) would be offered on high school campuses by high school teachers. We would like to explain that position.

We completely support the goals of concurrent enrollment as expressed by the Chancellor and others: to expose high school students to the college experience, to encourage students to attend College of San Mateo, to work with the high schools to bridge the high school/college gap, and to promote student success. We support expanding currently successful programs such as Middle College, and exploring new ones (particularly those which might address the needs of the 80% of underprepared high school graduates who do not place in ENGL 100). However, farming out core English classes to high school teachers to teach on their campuses will not serve the students or the college.

Reprise the Trust Committee?

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who originally created the documents we use every fall) so that it can coordinate and execute a revision process of this very important section of our contract. Some areas clearly call out for radical editing or rewriting: for example, there are four groups of faculty—nurses, librarians, counselors, and online teachers—to whom our current forms don't really apply (imagine how a student would fill out the student evaluation form for a librarian, for instance). The Trust Committee could address this issue and also—if it seems necessary—revise, clarify, or reaffirm some of our procedures that apply to classroom faculty as well. If we do decide to take this route, the Committee would likely include representatives from all three colleges, the academic senates, the union, and the administration. In any event, it's another conversation topic we all might think about putting on our departments' meeting agendas in the future, for if we do embark on a review of these documents, we surely will want all faculty to be able to contribute their view to the revision. □

The college experience requires a college instructor

K-12 schools serve minors; but college curricula and pedagogy are designed for adults. Recent high school graduates, therefore, must learn to see their teachers, their work and their classmates differently. They must learn self-reliance, discipline, and responsibility; they must be prepared to partake in challenging or uncomfortable discussions; they must manage their workload, rethink their grade expectations, and do without their parents. Even academically prepared high school graduates are often emotionally unprepared for college - and most also require extra academic preparation and support from instructors, counselors, learning support centers, administrative staff, and the other, older students who set an adult tone.

The high school teacher, teaching her own students on her own campus, would have none of this support. Her students already know her in a different capacity, and may have difficulty adjusting their grade expectations, class behavior and study strategies. She would need to convince this class to assume a new identity, and to assign her a new identity, for three periods a week, in an otherwise unchanged high school environment. In addition, she would not be able to count on the extensive support systems that CSM English teachers rely on for helping our students, or to participate in necessary professional activities (SLOs, curriculum development, and so on). Now, we have no doubt that our high schools contain many first-rate teachers who would make first-rate college instructors. The problem is not the teacher, but the circumstances in which she would be working.

The proposed model risks our reputation

The "CSM Speaks" report recommends that we build on a reputation for academic merit by "reinforcing [our] image as a reputable academic institution" - and stresses that we need to avoid the "high-school-on-the-hill" stigma. This will sound pretty hollow to our ENGL 100 student who discovers that his friend from high school is taking ENGL 100 from Mrs. McGregor in their old home room, with his own friends, every Friday afternoon.

There is no proven need to try this model

We have read the White Paper and other research carefully, and have seen nothing supporting or even addressing this model. In contrast, our own experience - and collectively, we have logged hundreds of years serving hundreds

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CSM Speech Department passes resolution against District's new concurrent enrollment plan

Ed. Note: *The following is a resolution passed by CSM's Department of Speech Communication in opposition to the District's expanded concurrent enrollment plan.*

Whereas, academic and professional matters are defined by regulation as including "curriculum, including establishing prerequisites" and "standards or policies regarding student preparation and success" [Section 53200, Title 5];

Whereas, the "delineation of authority" agreement between the Board of Trustees and the District Academic Senate states that the board will rely primarily on the advice and judgment of the academic senate in academic and professional matters [Rules & Regulations 2.06];

CSM English Department position

continued from previous page

of thousands of students - strongly suggests it will fail. Of the 80% of students who do not place in ENGL 100, a dismaying number have received high grades in high school (sometimes honors) English, and they are often surprised and angry to find themselves so unprepared. Again, we do not disparage high school teachers, who contend with enormous and conflicting demands from parents, government, administrators, and high school culture. But the fact remains that they very often give passing and high grades to students who are not prepared for college. They do not seem, therefore, to be well-positioned to offer the college courses too.

Why not try it?

True, this program has not been tried at CSM, and thus no empirical study confirms that it would not work. But a pilot program requires clear goals, recruitment, tracking student success (well beyond the course itself, since as noted above, high passing rates may indicate failure rather than success) and evaluation. It would also mean educating high-school based adjuncts in community college curriculum and performance standards (SLOs again). It would be, in short, a lot of work, requiring reassigned time - meaning even fewer full-time hours in our classrooms, already a serious problem. It makes no sense for us to prioritize a clearly risky program just to see if it would work.

The Chancellor is clearly committed to expanding concurrent enrollment, and while we applaud this vision, we feel strongly that we must avoid blurring the line between high school and college, undermining our standards, or threatening our students' success. Thus, we have explained in some detail why we do not see this program working for our department. □

Whereas, even successful concurrent enrollment programs for "special admit" minors, such as the San Mateo Middle College High School, seek to "adequately prepare [students] for college" and provide "a solid foundation for life as a college student" [Goals of San Mateo Middle College High School];

Whereas, the primary focus of the California Community College is adult learners who are in most cases adequately prepared for college and possess a foundation for life as a college student;

Whereas, faculty, along with the Committee on Instruction, exercise primacy in curricular decisions such as creating or revising baccalaureate-level courses and determining whether these courses may be recommended for transfer to four-year receiving institutions such as the CSUs and UCs;

Whereas, faculty in speech communication have developed content and pedagogy of baccalaureate-level courses for the learning needs of adults, typically 18 years of age or older, who have achieved a high school diploma or are prepared to succeed in college due to academic, work, and life experiences that far exceed the ability to meet basic English and mathematics prerequisites;

Resolved, That the Academic Senate oppose the San Mateo County Community College District's expansion of concurrent enrollment as it has been implemented in this district;

Resolved, That the Academic Senate exercise its rights to collegial consultation and meet with or appear before the governing board to oppose the district's expanded concurrent enrollment plan.

Moved by: Kate Motoyama

Seconded by: George Kramm

If you have not yet received your 2007-08 CFT pocket calendar, please call the AFT office (x6491) or get in touch with your AFT Chapter Chair on your campus and ask for one.

Edgar H. Andrews, 1923-2007, Founding President of AFT 1493

by David M. Andrews

Ed. Note: The following remembrance of AFT Local 1493 founding President Edgar H. Andrews was written by his son, David M. Andrews, a professor at Scripps College. From A History of the CFT (1919-1989): "AFT Local 1493 was founded in 1963 as the College of San Mateo Federation of Teachers by ten courageous faculty, led by Ed Andrews."

Some detractors of my father's union activities would not be surprised to learn that he was born in Moscow. It was in Moscow, Idaho, however, and not the USSR, that Dad first saw the light of day. He was born in 1923; his mother, Hannah Warner Andrews, died of rheumatic heart disease the following year. In 1925 my grandfather, Joseph Virgil Andrews, moved with his two tiny sons to Bakersfield.

Those years were hard, but Dad had fond recollections of his family. One story he used to recount about my grandfather pleased me as a young boy, but frankly astonishes me as an adult. It seems that a black man was knocking on doors in the area, asking local residents how they would feel if his family were to move into the neighborhood. My father, then still a child, watched as my grandfather smiled. "You're as welcome as the flowers in spring," he stated simply—a remarkable response for the 1930s, and for the son of a Confederate officer.

Dad was six years old when the stock market crashed; during the next decade he attended Lowell Elementary School, Emerson Jr. High and Kern County Union High School, all in Bakersfield. As a product of the Depression, he was frugal to the end; and as a product of that education, he could astound his children by identifying all of California's counties (and their county seats). He briefly attended Bakersfield Junior College as well; and then, in April 1944, he was inducted into the Army.

As a member of the 323rd Infantry Regiment, Dad was stationed in Michigan, Arkansas, Texas and California before finally embarking for the Pacific theater. He served in the Southern Philippines and, later, in the occupation of Japan. His feelings about this period were profoundly mixed. As one of his wartime buddies put it, Ed was in the army but not of the army; certainly most of the stories he told his children about that period had to do with the incompetence of officers and the ridiculousness of military bureaucracy. Yet he also developed close friends during these years, friends with whom he would correspond over the course of a lifetime.



In one such correspondence, some forty years after the war, a former first lieutenant—who later retired as a general in the reserves, with command over six western states—recalled their service together fondly. "Your impact on me from those many years ago still held," he wrote, "and I was always considerate of corporals who published cartoons demolishing the egos of those of Higher Rank"—referring to Dad's brief stint with The Stars and Stripes. These anti-establishment sentiments, and Dad's skills at expressing them playfully, later served him well during the struggle to found Local 1493.

After the war Dad finished his degree at Bakersfield while working various jobs, mostly as a roustabout in the oil fields; later, while at university, he would return to Bakersfield in the summer months for more of the same. It was the GI Bill that allowed him to continue his education. He enrolled at UC Berkeley, where in 1949 he was awarded a BA (with honors) in History; he later earned an MA in the same field. It was also during his Berkeley years that he met Rudy Lapp, who preceded him to the division of history and social science at the College of San Mateo.

Hired by CSM in 1958, Dad thrived in his new environment—first at Coyote Point, then atop College Heights. Dad's continual delight at learning, plus the touch of the showman in him, flourished in the classroom. He was a dedicated teacher who refused to compromise standards, even under mounting pressure to do so. He continued to view teaching—and particularly teaching at a community college—as a true vocation: an opportunity to assist students from all walks of life to discover both their individual talents and their common civic heritage.

Dad was a fountain of information about events, people, politics, and the arts. Many a colleague will recall

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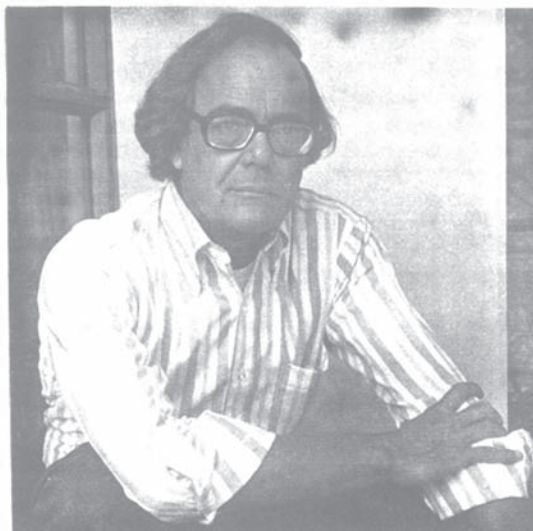
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TRUSTEES GIRD FOR NEGOTIATIONS

The Board of Trustees, at its September 14 meeting, prepared for negotiations with teachers and classified employees.

Trustee James Tormey, noting the scheduled teacher bargaining election, recalled that he had told teachers to "keep your politics out of the Board Room." He said that no teacher should stand before the Board and say he is a member of the public, at least until after the election. "It's a crisis and it's a discourtesy," he said, for representatives of teacher organizations to attempt to address the Board.

"Our Board doesn't have to hear any member of the public," Tormey concluded. "This Board has always been very open." Chancellor Glenn Smith agreed with Tormey, and other Board members gave tacit assent. Tormey con-



Edgar Andrews, CSM, reflects on the birth of the union -- see page 2.

This front page photo from the second issue of The Advocate shows Edgar Andrews, in 1977, after he had recently helped establish AFT Local 1493 as the representative of the faculty of the San Mateo Community College District.

his tireless inquiries, whether about crossword puzzles, the given names of old movie actors, or the interpretation of key decisions in U.S. jurisprudence. Many others became recipients, over the years, of gifts from KKHI's old "Telemusic Quiz"—gifts he would win while using their names as pseudonyms.

Concerns about liberty and justice were never very far from Dad's mind. I suppose it was this characteristic that caused him to develop 'misgivings about the very cozy relationship' between the administration and the California Teachers Association, which was then affiliated with the CSM Faculty Association.

Writing in a 1977 retrospective for The Advocate, Dad recalled that "my experiences at both the local and the regional level led me to conclude that the 'teachers' association' was a far more effective representative for administrators than it was for teachers," and "less helpful...for those teachers who needed help when faced with arbitrary, capricious, and even outrageous actions by their superiors." Shades of his Army days!

These concerns led Dad to play what I am told was a

significant role in the establishment of Local 1493. I say "what I am told" because he never said so himself; even his 1977 narrative is oblique on this point. But it fits with the pattern of the man that I came to know.

That pattern continued until his death. He officially retired from CSM in 1987, although he continued teaching for another five years on a post-retirement contract. In retirement he volunteered as a literacy instructor and at the National Archives in San Bruno, while continuing to nurture his great love for classical music and old films. In 2004 he moved to Claremont, California, to be closer to his grandchildren.

Through all this he never stopped thinking about the little guy, and about the injustices that a big organization can create. While in Claremont he began attending the meetings of the residents' association at his retirement community, and—wouldn't you know it?—got to posing difficult questions and eventually to agitating.

Once again, I mostly learned of these activities indirectly. But that should hardly be surprising. Dad took his causes seriously, but always with a touch of self-deprecation and a twinkle in his eye. We shall miss him.

Corporatization trickles down in public higher education

by Greg Davis, CSM

Ed. Note: *The following is the first of a two-part article by CSM political science professor Greg Davis on the corporatization of higher education. Below, Davis describes developments in the University of California system. In the next issue of the Advocate, Davis will discuss how related developments at the community college level, including administration by managers, emphasis on workplace training at the expense of broader educational values, the adoption of new behavioral and quantitative standards, and an increasingly deprofessionalized faculty, are congruent with the corporatization which has occurred at U.C.*

The revolution at the apex of California's public higher education system

Research for outside corporate and government clients trumps education for the student

U.C. President Clark Kerr's *Uses of the Multiversity*, published in 1962, confirmed the sea change which was taking place in American higher education and whose origins were in World War II, when there was a significant influx of federal money for military-oriented research. As Kerr proudly explained, at a time when corporate power was significantly expanding and the U.S. and the U.S.S.R. were engaged in Cold War competition, the university was no longer just an institution which only served the education needs of the individual student. It now was a "multiversity" which served, to use Kerr's terminology, "many publics." By this, he meant government and corporate clients who hired its brain power and facilities for practical research objectives.

The Free Speech Movement of 1964 at UC Berkeley, led by Mario Savio, was the student response to some of the negative effects of this on-going transformation, praised so highly by Kerr. In an interview in *Life* magazine, Savio lamented that the educational needs of the individual student had been relegated to a secondary status, with an increasing amount of the undergraduate teaching left to graduate student TA's, while the university as an institution was being subordinated to interests whose debatable objectives included the buildup of nuclear weapons of mass destruction and the promotion of corporate profits regardless of negative social and environmental consequences. In the view of the students, academic standards of truth, objectivity, ethics and social responsibility, and higher education's traditional role of serving the interests of the students and the so-

ciety as a whole were being threatened. Another consequence of this new orientation was a downgrading of the humanities, whose disciplines of history, philosophy, languages, cultural studies, and literature served to prepare the student for life as a human being and citizen rather than to serve immediate, more "practical" objectives of military power and corporate profit.

The University and its professors become entrepreneurs

The subordination of the educational needs of the individual student and the traditional institutional role of higher education to the research concerns of specific corporate and government interests is a process which has continued unabated since Kerr's book appeared. The passage in 1980 of the Bayh-Dole Act was an important development which made it possible for institutions of higher learning to patent research discoveries funded by the federal government and sell them for profit to private corporations. This law, in effect, amounted to federal subsidizing at taxpayer expense of a significant amount of corporate research and signaled the reorientation of the goals and standards of institutions of higher learning along lines closer to those of for-profit enterprises. At the same time, professors, particularly in such areas as economics and finance, aerospace, biochemistry, biological and systems engineering, behavioral and physical sciences, management, and computers and information technology, were hiring out their services as consultants and researchers to private corporations and government agencies like NASA, DOD, and NIH. And frequently they also were benefiting personally from the sale of patents for their research. In 1998, to provide an illustration of the money involved, universities in the UC system obtained 395 patents and earned \$88.5 million in revenue.

The increasing corporate presence inside the walls of academia

In 1998, the Chancellor of UC Berkeley signed, behind closed doors, a controversial agreement with Novartis, a giant biotechnology firm, agreeing, in exchange for an infusion of \$25 million, to appoint several Novartis scientists to the faculty of the Department of Natural Resources and to give Novartis first commercial rights, including publication approval or denial, for any research findings. This development was symptomatic of increasing direct corporate penetration of the faculty ranks of taxpayer-funded public institutions of higher learning, representing an escalation of the degree of privatization of the university research.

In 2007, the UC Board of Regents and the UC Berkeley faculty (which in 1964 had voted 7-1 to support the Free Speech student protest movement!) overwhelmingly approved -- in the name of the "freedom of individual professors to contract for

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Sick leave, librarians' schedules, mistyped contracts are among the current issues your union is dealing with

by John Kirk, AFT 1493 Chief Grievance Officer

1. In early August, a CSM part-time instructor, who has taught in the district for 32 years, suffered a stroke. Since he was unable to teach his eight unit assignment because of his health, he supplied the district with a note from his doctor saying that he would be out on sick leave. The interim dean decided on August 21st to cancel the 5 unit class because he said he couldn't find a replacement instructor. On August 22nd, the instructor had another stroke. He was told that he could only get sick leave for the remaining 3 unit class since his 5 unit class had been canceled. The union contacted the college president who immediately corrected the problem by assuring the instructor that he would receive sick leave for the full 8 units.

2. It was over a year ago that the CSM administration stopped giving the two most senior part-time librarians semester length contracts. The most senior adjunct librarian received a fixed schedule from 1988 until 2006 and the other from 1998 until 2006. The definition of a fixed schedule is a set number of hours per week on specified days of the week memorialized in a contract given to the individual before the semester begins. Beginning with the Fall semester 2006, the adjunct librarians were given weekly schedules which changed throughout the semester. They were unable to plan their other jobs and their everyday life activities. The union filed a grievance and an Unfair Labor Practice charge with the State Public Employment Relations Board. To date, PERB

has not ruled on the case. As recently as last week, the part-time librarians were given two weeks notice for their hours in November. The union hopes that PERB will rule that the District has unilaterally changed the hours of the librarians and that as a remedy they will be forced to return to the past practice of providing semester length contracts.

3. Once in a while the contract is retyped, and sometimes, during the retyping, inadvertent changes are made. A sharp-eyed CSM instructor found such an error recently. The following language has been in the contract since 1982:

The minimum elapsed time between any regular workday assignment and the following regular workday assignment will be eleven (11) hours, except by mutual agreement between the employee and the District.

Thus, if you have a Monday evening class from 7-10pm, then your first class on Tuesday morning could be no earlier than 9am. When the above section was retyped around 1999-2000, the language was changed to the following:

The minimum elapsed time between the beginning time of any regular workday assignment and the beginning of the following day's regular workday assignment will be eleven (11) hours, except by mutual agreement between the employee and the District.

Since this language is nonsensical, the District has agreed to change back to the original language. If you have a contract on your shelf, make a note that §7.6.1. is in error. The contract is online at the AFT website (www.aft1493.org); if you would like a printed copy, call the union office at x6491. □

CSM Social Science Division says farewell to Al Acena



Last May 4th the CSM Social Science Division threw a party for its retiring Dean, Al Acena. Al was hired to teach history at CSM in 1966. During his 41-year career at CSM, Al spent more than 15 years as Social Science Division Dean. Not only did Al continue teaching throughout his years as an administrator, but he also continued to pay his union dues to AFT! And he marched behind the CFT banner in anti-war demonstrations in San Francisco prior to the start of the Iraq war. Al Acena has been a beloved Dean and an accomplished teacher who will be deeply missed by his colleagues at CSM.

California Community College Initiative--Proposition 92 on Feb. 5 ballot--is critical for community college funding

The California Community College Initiative has received its official ballot number; it is now Proposition 92. The initiative, which is sponsored by a coalition of the California Federation of Teachers (CFT), Faculty Association of California Community Colleges (FACCC), the Community College League of California, and others, will be on the state ballot on February 5, 2008 along with the Presidential primary election. Proposition 92 will ensure minimum funding for community college growth, while setting \$15 per unit fees (that can only rise with the cost of living) and guaranteeing a system of independent community college districts.

Proposition 92 is critical to California community colleges because it would assure the community colleges' share of Proposition 98 funding. The initiative would set the level at 10.46%, with a requirement that the new level be consistently met year to year. Currently under Prop. 98, there is no assurance that the community colleges' will receive their designated share. "[The initiative] is really about making that very small tweak to the funding formula to enable us to provide access to this generation of college students," said Carl Friedlander, CFT's Community College Council President. The community college system's statewide

enrollment is growing about 5 percent annually while K-12 enrollment growth is flat.

A campaign in support of Proposition 92 is being built around the state. AFT Local 1493 has donated \$20,000 to the campaign. Faculty members across the state are working together with students, trustees, administrators and classified staff to organize programs in support of Proposition 92. The campaign is looking for community college faculty and staff from our District for support. Please contact the AFT office at 574-6491 to find out how you can help. For more information, go to the Yes on 92 website at: www.prop92yes.com. □

AFT 1493 Calendar

AFT 1493
Executive Committee/
General Membership Meetings:

Wednesday, November 14,
2:15 p.m.
Skyline, room 1319

Wednesday, December 12,
2:15 p.m.
CSM, Faculty Center, 18-206

Reminder:

Veteran's Day holiday is
Friday, November 9

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research" -- an agreement for \$500 million over ten years with one of the world's biggest energy corporations, British Petroleum. Its purpose was to establish an Energy Biosciences Institute at UC Berkeley for research on biofuels, a technological fix intended to make possible, despite global warming, the retention of our automobile-based transportation system. Significantly, the agreements provided for the presence of numerous BP scientists and engineers at the Institute on the UCB (or UCBP) campus, where they could conduct proprietary (i.e., secret) research, which could be commercialized by BP for profit.

Corporate-like salaries, perks, and scandals at top administrative levels

In line with these developments, it is significant that several of the recent past Presidents of the UC system have

been scientists or engineers, a breed of academic which has particularly benefited from the corporate and government hiring of academic brainpower and facilities for the production of profitable or militarily-applicable new discoveries. President Robert Dynes, a physicist who had worked 22 years at AT&T Bell Laboratories before joining the U.C. system as a professor and then administrator, was typical of an ever-growing corporate-academic nexus of scientists and engineers. Dynes, whose base salary was over \$400,000, submitted his resignation in August of this year after it was revealed UC had provided extra pay (a total of \$334 million for fiscal year 2005-6 to employees) or benefits to 113 senior managers in violation of its rules. The University of California has handed out millions for extra vacations, severance packages, bonuses, and paid housing for top administrators at various U.C. campuses, supposedly to "compete with others" who might want to engage their services. While such financial shenanigans were going on, however, students were subjected to a series of fee increases. And in a criticism common at all levels of public higher education, UC faculty charged that the University has become top-heavy at the administrative level and cited the fact that the Office of the President in Oakland presently has a budget of \$89 million and 517 full-time employees!

To be continued... □