

VIEWPOINT

District budget cuts

Is there a better way to reduce the budget?

by Ernie Rodriguez,
AFT 1493 Past President

The roll-out of initial proposals dealing with the massive budget cuts facing the District and its



three colleges has begun. The most well developed proposal is that currently being debated at College of San Mateo.

This initial administrative proposal focuses on cutting courses, departments and programs. While elimination of two CSM administrative positions has also been formally announced, and other cuts have been alluded

Second-order change focuses on saving dollars by first looking at structural reorganization & centralization strategies

to, major emphasis has been placed on cutting classes, which in many cases results in elimination of entire departments and programs.

At the state level, it is already clear that the current state budget plan for fiscal year '09-'10 will not work and that, despite budget plans already in place, there will indeed be an additional significant budget shortfall for the current year. In addition, conservative estimates project a three year budget shortfall of \$35 billion dollars for the state of California with no certainty as to when the budget situation might improve. It appears that ongoing budget deficits will plague community colleges for

continued on page 8

PRESIDENT'S LETTER

Budget situation is worse than a Halloween horror movie

by Monica Malamud, AFT 1493 President

Spooky, creepy, scary, ghastly, frightening, horrific... The latest Halloween movie? No: the budget!



And, while Halloween will definitely be over by the time November starts, unfortunately the budget situation will continue to haunt us for a while, and it will likely get worse before it gets any better.

Mid-year cuts very possible

The cuts to the California Community Colleges in 2009-2010 amount to about \$754 million. This figure may well increase before the end of the fiscal year: mid-year cuts are always possible. And last year the state dealt cuts to the community colleges at the end of the fiscal year, after budgets had been long approved and money had been spent.

Categorical funding, in particular, took a big hit: the state reduced funding by \$333 million in 2009-2010. We have already seen how programs and services have been affected on our campuses. Counseling, for example, had to drastically reduce its staffing and hours. Many part-time counselors lost their jobs, and many of our students are not able to see counselors when they need them.

You may have read that the community colleges are getting some money from ARRA (the federal stimulus program) to help fill the gap in categorical funding. But while this was the rationale behind the ARRA funding request, federal money actually goes to the community colleges' general funds. Additionally, community college district Boards are now authorized to transfer funds out of certain categorical programs and into other programs. Conclusion: categorical funds have lost not only funds, but also what makes them "categorical".

State deferrals hurt colleges

After funding reductions, can community colleges at least plan on receiving their reduced funding according to the regular schedule of payments from the state? Not really. In order to balance its own budget, the state is resorting to deferrals. There are some \$300 million in intra-year deferrals (money that is paid to the community colleges within the 2009-2010 fiscal year, but several months later than it's due), and inter-year deferrals amount to just over \$700 million (money that is due to the community colleges in fiscal year 2009-2010, but will not be paid until the next fiscal year). Intra- and inter-year deferrals combined add up to a shocking ONE BILLION dollars. "Deferrals" are just a euphemism for "late payments". What happens to you

continued on page 6

INSIDE THIS ISSUE

- 2 District part-time faculty group proposes new social contract
- 4 Know your rights in evaluation procedures
- 7 Letter: Community colleges' transfer function needs support
- 10 A part-timer's view on the state budget and our colleges
- 11 Retirees' group planning two end-of-year events
- 12 We need to fight for California's future

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PART-TIME FACULTY

District part-timers' group proposes new social contract

**When you look in the mirror,
do you like what you see?**

by Erin L. Scholnick. *Part-time, Adjunct, Contingent, Assistant Professor of Political Science, College of San Mateo (since 2005)*

Like many of you, I have noticed the diminishing number of full-time tenured positions at Community Colleges. In our district, just 28% of the faculty, hold full-time, tenured positions. The remaining 72% are part-time non-tenure-track contingent adjunct, at-will employees. I don't see this number changing any time soon, or perhaps ever. We are no longer the exception. We are the rule.

Attention folks, this is not because we are not capable and qualified educators. Part time faculty are just as capable and knowledgeable as the Full time faculty. We have the same experience and education. It is because there is little or no public tax-payer support for the hiring of a full-time, tenured or 'lifetime' position. I can't blame the folks. A tenured position is like writing a blank check. We don't know what the benefits will add up to in the future and with sky-rocketing health insurance, this can be a delicate and expensive undertaking. Plus, when many Americans are out of work because they once held part-time or full-time, AT WILL jobs, why on Earth should some-

one, especially a publicly-supported someone, be given a job for life. Many of you may have answers for this, but allow me to be blunt. At this time, it is a moot point. I, along with many of my part-time peers, believe that we aren't going to convince folks that their thinking is wrong. In the current state of the economy, it just isn't going to happen. We suggest therefore, that we need to make changes to adjust to this new reality. It is in our best interest to be the ones leading the movement for change. We need to offer solutions, not more problems. The time for petty in-fighting must come to an end if we are to survive this evolution.

Beginning last summer I, along with a number of our peers, began meeting once a month to discuss the 'state of the nation' for the 72% of part-time faculty who work in the SMCCD. Most recently, we attended an AFT Executive Committee meeting which led to a later meeting with some of the Union negotiators who are responsible for voicing our needs and supporting our interests during the current contract negotiations. We had a list of proposals and demands for them to relate during the negotiations. Some of the issues that we discussed at the meeting include the following proposals which are separated into two categories: Economic Proposals and Non-economic Proposals.

Economic proposals:

1. Part-time faculty request that we receive the same benefits and pay (health, sick, vacation, retirement) as other AFT-represented faculty, at neighboring Districts (North Bay, South Bay and San Francisco).
2. Part-time faculty request that credit towards step promotion be awarded for teaching in other districts.

continued on the next page

The Advocate

The Advocate provides a forum for faculty to express their views, opinions and analyses on topics and issues related to faculty rights and working conditions, as well as education theory and practice, and the impact of contemporary political and social issues on higher education.

Some entries are written and submitted individually while others are collaborative efforts. All faculty are encouraged to contribute.

The Advocate's editorial staff, along with the entire AFT 1493 Executive Committee, works to ensure that statements of fact are accurate. We recognize, respect, and support the right of faculty to freely and openly share their views without the threat of censorship.

Part-Time Faculty

continued from the previous page

3. Part-time faculty request that step promotion be the same at all schools represented by AFT. (Some schools have 10, others 14, for example.)
4. Part-time faculty propose that all part-time faculty who have been in the District for more than 1 year, and who are teaching more than 3 units, receive health care benefits. These should be partially funded by the District and/or available at a discounted rate via the District Providers.
5. Part-time faculty STRONGLY OPPOSE the current full-time faculty OVERLOAD system. If a full-time faculty member wants to take on additional responsibilities, than they should have one or more of their regularly-scheduled five courses redistributed to a part-time faculty member.
6. Part-time faculty request that we be paid the same hourly rate for office hours as for classroom hours. The time spent in the office is just as important.

Non-economic proposals:

1. Part-time faculty wants each monthly paycheck to be in equal amounts. It is disruptive to receive different amounts of money each month. (For example: If we make \$4000 per class, per semester, divide the \$4000 by the number of months.)
2. Part-time faculty wants the right to STRIKE. We oppose any clause in any contract that denies us this right.
3. Part-time faculty DOES NOT support the proposal to give Post-Retirement faculty, who have also been teaching part time, SENIORITY ahead of part-time faculty who have already earned their seniority. Post-Retirement faculty should begin at the bottom of the seniority list.
4. Part-time faculty, who comprise 72% of all faculty, wants to change the local bylaws so that adjuncts have proportional representation at all three campuses, on the Executive Council, among the officers, and on the Collec-

tive Bargaining Committee.

5. Part-time faculty request that our contracts define exactly what is expected of us during the semester for which we are signing a contract. Included amongst this information should be: number of hours we are expected to work each week, both inside and outside the classroom, number of hours to be spent in the office, number of hours of expected preparation time, number of hours we are expected to attend meetings.

Part-timers need secure, reliable employment

While these are certainly not all of the issues that concern us, we have determined that, for the time being, they are the most important. We also agree that we must cooperate in order to take ownership of the situation at hand. Most of us will never get a tenured position and it is time to stop ignoring reality, embrace our majority, and use our minds to promote a reformation of opportunity in the Community College system. We need to re-design the education grid so that there are secure, reliable employment opportunities for the 72% of the faculty who are not tenured. This may include full-time, non-tenured positions, part-time positions with 5 year employment contracts and health benefits, or some other form of employment that benefits the majority of the faculty, rather than the , 'tenured few.' I know that if we do nothing, nothing will happen.

SMCCD has the opportunity to act. We can choose to face the challenges together, in competition with one another, or not at all. We have the opportunity to work with one another right now, to bring about positive change in our SMCCD Nation. Change that that will allow me to be happy when I look in the mirror upon waking and when I walk into my classroom. We can work together for the common good.

I propose a new social contract in which every SMCCD community member is an equal stakeholder. To be successful, administrators, part-time

faculty and full-time faculty must agree to listen to one another and act in the interests of the whole. In order to open the dialogue, each stake holder must meet with their respective social groups and create a plan of action. Only then can we begin to effect change.

A challenge to part-time faculty

I challenge you all to do this as soon as possible. More directly, I challenge the part time faculty, 72% OF THE FACULTY IN OUR DISTRICT, to participate in our future. If we work together, we can create a stronger community. A community that is cohesive. We will then be able to command attention. We can illustrate what it means to say, "There is power in numbers." We are a strong, committed, organized, group of educators encouraging our future generations to be leaders, not followers. Join us –it may be our last opportunity to be active participants in deciding our futures. It is going to be done with or without us. The Part-Time Faculty Group prefers to have a say.

We plan to act now before it is too late. We will ask questions. We will demand answers, because we care that many of our peers do not, or will not, have money for their rent or mortgage. We care that many of us won't be able to feed our families healthy, balanced meals. And, we care that each of us is concerned that no member of their family gets sick for fear of experiencing a death in the family, or personal bankruptcy due to lack of Health Insurance.

I implore you all to get involved. Our most recent meeting for the Part-Time Faculty Group, of which there are now 41 members, was on Friday, October 23rd in San Mateo. If you would like to join us at a future meeting, please email me for more information and the location; please email me at parttime-faculty@gmail.com. I will add you to our team list-serve.

REMEMBER: We can make a difference. We must change the status quo. It is not healthy for me, for you and most important for our students. □

Know your rights in evaluation procedures

by Nina L. Floro, AFT 1493 Grievance Officer
and Skyline Chapter Co-Chair

By now, most of you have heard that the District faculty evaluation procedures and instruments so badly in need of updating and revising will be with us for a while longer. Just how much longer is unknown. Until the District agrees to fund release time, the Trust Committee will not be reconstituted and the faculty evaluation procedures and instruments in our current contract will remain as they are.

Though most faculty members have probably been evaluated in one way or another, and though specific procedures and instruments are available for review in our contract, it is often hard to grasp just what it is that we should know when we are undergoing that daunting process of evaluation. It is easy to get lost in the language of the contract and difficult to remember that our contract is there to protect us during the process. We may be undergoing evaluations, but we do have rights!

Here some things to remember:

Ask your College Evaluation Guidance Committee

- As participants in the evaluation process, whether we are the evaluator or evaluatee, **we can seek assistance from our College Evaluation Guidance Committee.** The Committee, composed of 3 members—the Presidents (or designees) of the AFT, Academic Senate, and the College—guides the evaluation process and resolves some of the issues that may arise. Additionally, the Committee is responsible for providing orientation and training to those involved in the process. Each college must have an Evaluation Guidance Committee, and we should know who the members of the Committee are.

Request an orientation to the evaluation process

- Whether we're newly hired and scheduled for our first evaluation, or whether we're tenured and being evaluated for the fourth time, **we have a right to request an orientation to the evaluation process.** Being well acquainted with the process allows us not only to understand the procedures that will take place, but it also gives us the power of knowing what our rights are in the various stages of the process.



All faculty have the right to academic freedom

- Any faculty member being evaluated continues to have the right to academic freedom that all other faculty members have.** We need to remember that freedom of inquiry by students and faculty is one of higher education's fundamental missions and that the process of evaluation should not limit our access to that freedom.

The dean's function is only to support, not lead

- Those of us undergoing regular faculty review or tenure review should remember that the **Chair of the evaluation committee coordinates and facilitates all of the committee's activities.** The dean is not primary in these functions. Although the dean does evaluate non-teaching responsibilities for evaluatees and conducts classroom observations for tenure track faculty, the evaluation process itself should always be a peer-driven process. **The dean's function is only to support, not lead, the activities of the evaluation committees and/or peer evaluator.**

The bottom line here is that the dean's role in our evaluation outcome is limited. Too often we

may find a dean controlling the faculty review process and its outcome. Our contract and its faculty evaluation procedures include our **right to have our peers, not our dean, drive the faculty review process and determine the outcome of our evaluation.**

Only permanent faculty can serve as evaluators

- We have the right to be evaluated by tenured faculty with the proven expertise to assess and inform our teaching during our evaluation. Therefore, **only permanent faculty can serve as our evaluators.** If permanent faculty in our discipline cannot be found at our college, then the dean should consult the Evaluation Guidance Committee for advice and efforts should be made to find a solution.

You may appeal a particular evaluator

- Prior to being evaluated, **tenured faculty have the right to know who will be serving on their evaluation committee.** If the evaluatee objects to the evaluator, he/she may seek assistance from the College Evaluation Guidance Committee to appeal the

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membership of the evaluation committee or the peer evaluator. Such appeals may occur, for instance, if the evaluatee believes the evaluator may have a conflict of interest or a bias that may negatively impact the process or outcome of our evaluation.

AFT would like to include the Evaluation Guidance Committee in the procedures for tenure review and adjunct evaluations; for now, however, the Committee is primarily designed to help resolve issues around permanent faculty evaluations. **If adjuncts or non-tenured faculty have objections to tenure committee members or peer evaluators, respectively, then the faculty member has a right to seek the assistance of a Union grievance officer, who may help resolve the issue on his/her behalf.**

You have the right to know evaluation timelines

- **We also have the right to be informed of the timelines that will guide the various stages of our evaluation process.** For example, dates or window periods of classroom observations, post-observation meetings, student evaluations, portfolio deadlines, and meetings with the evaluation committee should be indicated within those timelines.

Observation times should be arranged in advance

- Neither the peer observer nor the dean has the right to “drop in” to observe our classes except on an agreed upon date or window period during an evaluation period. **These observation dates and window periods should always be arranged in advance.**

Observer should meet with you within one week

- After a classroom observation is completed, it is our right to discuss the results with the observer within a reasonable amount of time. The policies and procedures in our contract note that the **peer observer and the evaluatee should meet within one week to discuss the observations.** It is the primary responsibility of the evaluator to make sure this is done. This post-observation discussion is critical in helping the peer evaluator formulate his/her written report of the observation.

Evaluators must consider your explanations

- It is important for us to remember that our **peer evaluators must take into consideration any self-evaluation and explanations that we provide of the classroom events before they formulate the written report of their individual**

judgments of our performance. Many of us forget that this is written in our contract!

You have the right to assess yourself

- **Faculty undergoing evaluations have the right to self-assessment.** Assessments of ourselves allow us to reflect on our own teaching and communicate those ideas to our evaluators. Self-assessments provide yet another way for our evaluators to go beyond what they see in the classroom and in the portfolio.

You have the right to respond in writing

- As evaluatees, **we also have the right to respond in writing to any part of our evaluation.** Doing so provides a documented record of a specific response we’ve had to a specific issue noted as part of our evaluation. We can use these records as tools for our own growth as teachers or, in worse case scenarios, as documents that may help us if we need to file a complaint or a grievance.

If you have a disagreement, you have the right to file a grievance

- **A faculty member who has a disagreement with the outcome of an evaluation has the right to file a grievance,** but such a grievance must be based solely on a claim of misinterpretation and/or misapplication of procedural aspects of “Appendix G: Evaluation Procedures” in our contract. In cases where denial of tenure occurs during the fourth year, the faculty member has the right to file a grievance on any of the above grounds as well as on a claim that the decision was “unreasonable;” however, this right applies only to fourth year tenure track faculty.

As we are evaluated, we often fill ourselves with worry and busy ourselves with preparations for classroom “visitors,” portfolio information, and extra meetings to discuss with our peers what we think we already do well. We need to remember that evaluation procedures were put into place not to keep us in line, but to afford us the opportunity to continue to grow and learn professionally. The evaluation process is a lot of hard work for everyone involved. For those of us being evaluated, the evaluation process should be a constructive, collaborative, transparent, and unintimidating one.

The information above is an attempt to summarize some of the rights that are embedded within the language of our District faculty “Evaluation Procedures.” If we can remember that we have these rights, then perhaps we’ll also know we have some power in what can be a daunting experience for many of us. □

President's Letter: Scary Budget

continued from page 1

when you are late on a payment? You are probably charged interest and penalties, right? You guessed it: this doesn't apply to the state. The state pays districts late, and districts are expected to manage.

State won't fund additional students

In the past, a reasonable way to increase our funding was by recruiting more students. After all, much of our funding is determined by how many students we serve and how many units they take, as measured by FTES (full-time equivalent student). Now things have dramatically changed: there is no money to fund growth, and we are already teaching more students than the state pays us for (our district, like many others, has unfunded FTES). And, instead of being rewarded for growth with additional funding, the community colleges have been authorized to reduce their workload by 3.39%.

The three colleges in our district have made impressive gains in terms of number of students served (FTES) and efficiency in course offerings (load). These were the figures on Census Day (September 8, 2009):

	Cañada		CSM		Skyline		SMCCCD	
Overview	Count	Change	Count	Change	Count	Change	Count	Change
Course Enrollments	17,003	13.9%	28,538	4.7%	27,840	14.6%	73,381	10.4%
College Headcounts	7,248	10.5%	11,508	2.6%	10,604	12.2%	29,360	7.8%
FTES*	2,334	16.5%	4,066	4.6%	3,857	11.0%	10,257	9.5%
Load**	602	16.9%	568	11.0%	639	6.7%	601	10.9%
Sub-Populations	Count	Change	Count	Change	Count	Change	Count	Change
First-Time	738	-14.2%	1,315	-3.0%	951	-8.4%	3,004	-7.7%
First-Time Transfer	549	33.9%	1,069	11.8%	1232	33.5%	2,850	24.5%
Returning	808	4.5%	1,050	-12.8%	984	0.1%	2,842	-4.0%
Returning Transfer	361	34.2%	810	0.2%	746	14.1%	1,917	20.7%
Concurrent K-12	512	24.0%	619	-1.0%	283	-0.7%	1,414	6.9%
Continuing	4,280	11.6%	6,643	3.7%	6,406	15.1%	17,329	9.6%

Source: Hyperion Enrollment Statistic Reports

"Change" refers to the difference in percentages from a comparable day a year ago.

*FTES: Full Time Equivalent Student.

□WSCH: Weekly Student Contact Hours

**Load: Teaching Load is taken as the ratio of WSCH[□] to FTE^{□□}

□□FTE: The Full-Time Equivalent faculty

Under normal circumstances, we would be celebrating these accomplishments, and our increased enrollments and productivity would yield higher revenues for our district. But nobody is in a celebratory mood, when so many of our part-time colleagues are losing their jobs and the programs we worked hard to build are shrinking or disappearing. It is absurd that at a time when we have more students com-

ing to the community colleges, we have to close the doors to them, or teach them without the state paying for their education. It's frustrating to find out that our efforts are not enough. They are not enough because the present budgetary condition of our district is the result of an enormous crisis at the state level that affects us all.

Does this mean that the whole thing is just hopeless? It may seem that way, but try not to lose hope. Instead, find out what you can do to make things better for yourself, for our students, for our colleges and for the state. You will even find some suggestions elsewhere in this edition of the *Advocate*.

State tax reform needed

Funding for the community colleges cannot improve unless the state budget improves; this is not likely to happen unless there are changes in tax revenues for the state and in the way the state budget is ultimately approved. The California Federation of Teachers (CFT) will be launching a tax reform campaign and the article on page 12 about the need to fight for California's future provides some background for why tax reform is so critical. For more information, please

contact Elizabeth Terzakis at terzakise@smccd.edu.

In his page 1 article, AFT 1493's former president Ernie Rodriguez explains that the drastic budget cuts that are necessary in our district require structural changes, not just "pruning", and suggests possible changes for consideration. In yet another article in this *Advocate*, Erin Scholnick, a part-

continued on the next page

Obama needs to support community colleges' transfer function as well as job training programs

To The Advocate:

I venture into print in the *The Advocate* for the first time. I never expected that my first public writing on the Obama administration would be one of criticism, but I have reluctantly concluded that, at least in its public rhetoric, the Obama administration has been a partial disappointment to many community college colleagues not only in this District, but also across the state. Although my comments will focus on the transfer component of community college education, I do not undervalue the other aspects of the missions of the community college system in California. I am also definitely NOT here interjecting myself into the current

budget decisions our District happens to be making at the moment.

The Obama administration has certainly singled out the community colleges across the nation for special attention. As President during a time of economic decline and growing unemployment, one of his initial goals has necessarily been to put Americans back to work. He has used several measures to this end, including the wide-ranging economic recovery package and special funding for community colleges. The idea has been to put people to work in "shovel-ready" jobs, even outside the construction sector. He wants community colleges to train workers as green energy installers and technicians, for example. A laudable goal to be sure, for both the re-trained workers themselves and the environment. However, by focusing on short-term training in his approach to higher education, the administration is missing an important opportunity. If America is to re-gain and maintain its stature as the world leader in research in all fields (from Anthropology to Zoology) and therefore contributing not only to the collective wisdom of humankind but also long-term economic success, the community college transfer function needs to be supported.

One shouldn't be deceived by the recent spate of Nobels going to Americans (indeed, Californians); these were for, as is typical for Nobels, work done decades ago. America no longer leads the world in percentage of adults who are college/university graduates. Here in California, the state legislature is systematically demolishing the education of all Californians. One of the topics missing from the whole debate is that community college transfer courses offer students a chance at an education that leads to the kinds of jobs that keep America afloat: doctors, lawyers, public administrators, and even bankers (well, we could probably do with a lot fewer of these); researchers in biotech, nanotech, and electronics; engineers for safer and greener power plants; learned leaders of all religious faiths; heck, even scholars and teachers. These are the high-paying, intellectually challenging jobs of the future. And where can socio-economically disadvantaged students or middle class students whose parents can no longer afford four years of UC tuition begin to aspire to these patterns of employment? How can they help lead America forward? Through our community college transfer programs. Where are you, President Obama?

Jim Robertson,
CSM History Department

President's Letter

continued from the previous page

time faculty member, calls on fellow part-timers to participate in the part-time faculty group that is now meeting regularly, in the union and in our district, so that they can "work together for the common good". (See pages 2 - 3.)

Get involved in budget decision-making

In order to make budget reductions of the magnitude that is required at this time, very important decisions will need to be made. I urge all faculty to become informed about and involved in the decision-making process. If you are a member of a body that weighs in on budgetary decisions, attend meetings well prepared and speak up on behalf of faculty; if you are not, make sure you know who your reps are, and communicate with them so they can adequately represent you. If you cannot attend meetings, read agendas and minutes so you know what's going on. Established processes for shared governance should be followed even in times of crises. If ad-hoc processes have been delineated for the short term because of the current time constraints, they should have openness, transparency and fairness as guiding principles. If these ad-hoc processes are not working satisfactorily, say so—after all, they were designed specifically in order to deal with the current situation, and they should be modified if necessary so that they serve their purpose.

At a time when our district is shaping its future, wide participation in the process is more likely to yield better results for all involved. □

Is there a better way to reduce the budget?

continued from page 1

the foreseeable future.

In the face of this daunting situation it is reasonable to ask if the still emerging District budget reduction plan is the right way to go. Judging by the document distributed to faculty at CSM, it appears that the key District budget reduction strategy focuses primarily on cutting classes.

What should be the guiding rationale for budget cuts?

As one considers which criteria should be used in determining cuts, it is important to keep in mind the underlying core mission of the community college system. The term "core mission" is being thrown around a lot these days to justify cuts. This term apparently means different things to different people.

Probably the best definition of what is meant by "core mission" can be derived from the initial movement to establish community colleges in the first place. Prior to Proposition 13, community colleges were locally funded and locally controlled. As the community college movement progressed in California, local communities wanted their own open-entry colleges whose mission it would be to offer a college level curriculum, including occupational and vocational programs, to local residents. From this perspective the core mission of the three colleges in the SMCCCD is to offer college level classes and programs to local residents of San Mateo County.

Given that this is the historical core mission of our three colleges it makes sense that everything should be done to protect the college level curriculum, including vocational and occupational programs.

The apparent initial strategy being utilized by the District, as evidenced in proposed cuts at CSM, reflects the exact opposite of the above stated rationale. Rather than being the last to go, classes and programs are the first to go. A track record of several semesters of significant cuts has already been established. Over the past several semesters cuts have been made at all three colleges that have focused on eliminating course offerings.

In addition, faculty are the only group to receive no recent pay raises. Indeed, in fall of 2007, the Board of Trustees increased pay for District administrators by approving a new five-step pay schedule for administrators as recommended by District administration. At the time, AFT pointed out to the Board that major budget cuts were looming and yet administrators were still given significant pay increases. Faculty have also been told

that no senior administrative positions are slated for elimination at the District Office. At this point it is appropriate to wonder to what degree our Board and administration support academic programs and classes as opposed to other priorities.

Are there other alternatives?

While it will, in all probability, still be necessary to cut classes, it is absolutely clear that the impact on courses and programs can be significantly reduced through implementation of strategies other than cutting classes. In addition, should budget cuts continue into the future, as appears to be the case, the current strategy of pruning back the existing curriculum will not work if the colleges are to remain viable. Of course, if cuts continue to be severe, nothing will be protected. But based on the original mandate that established the SMCCCD and the core mission of our District, it seems clear that everything should be done to try to protect the college level curriculum.

A well established, well researched strategy for dealing with change in the face of crisis involves the distinction between first-order and second-order change (please go to the National Academy for Academic Leadership website for more information, www.thenationalacademy.org/ready/change.html). What this research shows is that first-order change strategies, essentially the pruning back approach, work when dealing with limited change. However, in the face of massive cuts, larger scale second-order strategies are more effective. First-order change strategies will not work over the long run in the face of big, ongoing deficits. Second-order change focuses on saving dollars by first looking at structural reorganization and centralization strategies. The focus of second-order change is on doing things differently. So far, all of the emphasis of proposed cuts has involved first-order change that focuses on cutting back on what is already being done.

Examples of possible second-order change strategies

Before proceeding to cut classes and programs vital to the core mission as defined above, every effort should be made to enact second-order change by focusing on structural reorganization and centralization. Clearly, some of the possible choices in this category cannot be accomplished given the short timeline involved in finalizing District cuts. However, a significant amount of money could likely be saved

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Structural reorganization and centralization could help limit the amount of class and program cuts

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by implementing those second-order changes that can be accomplished by Fall of 2010. What follows is a brief list of possibilities for consideration. These possibilities, if enacted, would need to be costed out and vetted by all key constituencies before final decisions are made. It is highly likely that other second-order change ideas might emerge as a result of more focused discussion and brainstorming.

It is important to say that there is no joy in proposing the following possibilities. The situation is indeed so dire that we are cutting into bone no matter which way we go. But cut we must, inevitably dictating that any way you look at it, important components will need to be eliminated or redesigned.

The following possibilities are meant primarily as examples designed to illustrate second-order thinking and designed to show that there are many ways to go once you start thinking "outside the box." They are intended as examples to explore and are not meant as firm recommendations.

- **Centralize student services by creating one-stop student service centers on each campus. Eliminate or integrate free standing programs (Skyline is already doing this).**
- **Reorganize District Office operations. Consolidate and integrate functions. Keep in mind that the District Office budget is roughly equivalent to that of Cañada College. While cuts have been made at the District Office, some of these appear to be peripheral to core District Office functions. For example, 5 of the 21 positions that have been eliminated are custodial positions. In addition, a number of positions likely funded through Bond dollars as opposed to the District general fund were also eliminated. Perhaps additional reorganization and consolidation of core District Office functions can be achieved.**
- **Eliminate Division Dean positions. Have VPIs with two full-time, high-level administrative assistants handle Division Dean duties.**
- **Eliminate several high-level District Office administrative positions. In particular, reduce the number of high-cost Vice Chancellor positions.**
- **Consolidate financial aid operations. Have financial aid for the entire District handled by one central office.**
- **Consolidate enrollment functions. Have enrollment for the three colleges handled by one central office.**

- **Eliminate printed schedules. Print only a brief, "Guide to Online Registration." Direct potential students who do not have Internet access to campus computer registration terminals.**

- **Relocate District Office staff and functions to the CSM campus. Rent out or sell the District Office site. Few remember that, at one time, we had no District Office; the District consisted of the three colleges and a rented District Office site in downtown San Mateo.**

If even a few of these strategies prove possible literally millions of dollars might be saved. These dollars could then be devoted to saving sections of classes and important programs, all critical to the core mission of the District.

Inform students

As word of impending cuts is getting out to students through word of mouth conversations it is apparent that there is a great deal of confusion, misunderstanding and understandable frustration among our student population.

Since students are our customers and the reason for our existence, a better job must be done of informing students and supporting them through this crisis. It is not enough to leave it to the good efforts of campus student government leaders to inform students. Our student leaders must be helped by administration to establish an effective process for informing our students about what is happening. A special effort must be made. Perhaps campus student convocations could be organized. An additional possibility would be to establish a special online site devoted to information sharing and dialogue about the budget reduction process as it continues to unfold.

Creative and responsible administration

Finally, it is important during this time of crisis that our campus and District administrators, as well as our Board of Trustees, act with creativity and high ethical standards, particularly when it comes to honesty and open disclosure. Our administrators must support faculty, staff, students, and our local community in expressing concerns and in becoming active shared governance partners in co-creating solutions. It is time to encourage a focus on second-order change strategies that support the core mission of our colleges which is to offer college level classes and programs to our local community. □

One part-time faculty member's perspective on the state budget and community colleges

by Angela Skinner Orr, Adjunct Geography Professor, CSM

A student walks into a dark, empty classroom, hoping to add another class to her roster. You, the professor, turn her away. Not because the class is full. But because the class no longer exists. You're both shucks-out-of-luck.

By Fall 2010, I could lose my entire department

Although the loss of jobs in California hasn't been nearly as drastic as in states like Michigan, which has a 15.2% unemployment rate, according to the Bureau of Labor Statistics, we're not far behind at 12.2%, as of August--and this number is growing rapidly. As an adjunct faculty member at the College of San Mateo, by Fall of 2010, I could very well lose not only a class or two, but my entire department. Teachers are being given their walking papers, just when we need them most. Who is going to retrain the workers who've lost jobs? Who is going to help not only our children prepare for a more competitive hiring environment, but us?

SMCCD Chancellor Ron Galatolo is downright ticked off by this state of affairs. During his Opening Day remarks last August, he claimed that he believes the State of California is systematically dismantling public higher education—whether intentionally or not—and community colleges are being dismantled faster than any other college system. In California, the funding per full-time student at a UC is \$18,508. At a CSU, it's \$12,293. At community colleges, each student receives \$5,891 (according to Chancellor Galatolo, because of the way the State plays with the numbers, it's actually more like \$4,500). For comparison, a K-12 student receives \$7,000 per student.

Community college faculty teach 3 times the number of students as CSU's, 30 times more students than UC faculty

Jing Luan, Vice Chancellor of Educational Services and Planning for SMCCD, points out another telling indicator: the student to faculty/staff ratio. Last year, CSUs served 440,000 students and UCs 220,000. By comparison, California's community colleges served over 2.6 million students. At the UCs, there are 1.2 students per faculty/staff member. At the CSUs, it's 9.4, on average. At California's community colleges, it's over 30 to 1. College of San Mateo President Michael Claire notes that some CSUs actually have fewer students than the College of San Mateo, yet the CSUs have triple the number of full-time faculty and staff.

Despite the neglect, community colleges have been providing high-quality education for decades—high enough to create transfer opportunities to UCs and CSUs; high enough to provide up-and-coming nurses, police officers, fire fighters, and K-12 teachers with certification programs; high enough to create job opportunities for students that otherwise might not have been able to afford them.

But things have taken a turn for the worse. We're no longer holding our heads above water. According to reports from the California Community Colleges Chancellor's Office, at the outset of the 2007-08 school year, the San Mateo Community College District lost \$82 million to budget cuts. The following year, we lost \$82 million again and suffered an additional mid-year cut of \$26 million. This fall, we're looking at a base reduction of \$200 million. And we're being told in meeting after meeting that the cuts are going to continue. How many limbs can we sever before this patient can't be revived?

In a recession, more retraining is needed, but instead, funding is being decreased

Most of us have seen an increase in the numbers of students crowding our classes (of which there are fewer). This fall, enrollment was up 20% and our wait lists grew 100%. An economic recession (can we call it a depression, yet?) is the very best time to retrain our workforce and we have the demand. Yet California has consistently decreased funding for higher education and colleges are forced to turn students away. Student fees in this district rose 30% this year, a steep increase for students coping only marginally with the economic recession. These aren't just young kids being denied an education: 45% of our students are over the age of 24. This is affecting our entire workforce.

California educates almost half of the nation's 6 million community college students. But the state couldn't get its act together and so lost out on Federal Stimulus money to help those millions. The Fed wouldn't throw good money after bad, and rightly so. Our ridiculous fiscal standing is sending us further and further backward.

Long-term solutions needed

Last November, the California Legislative Analyst's Office forecast deficits of nearly \$28 billion by the end of the 2009-2010 fiscal year, and their models indicate consistent shortfalls in the range of \$22 billion each year thereafter. "When I say the problem is here, I mean it's here to stay,

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A part-time faculty member's perspective on the state budget and community colleges

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unless there is some true structural change," declares Galatolo. We need to rethink how the State is spending, how its revenues are being utilized. "We're in trouble. It's a perfect storm of two critical elements: lasting economic downturn and perpetual mismanagement—or non-leadership—by our Legislature."

He sees no immediate end to the crisis of community colleges scraping up a shrinking slice of the pie. The State continues to defer designated funds and move money from education to other programs in order to stay afloat. The California Legislature requires a 2/3 majority in order to pass any legislation to change this appalling pattern, forcing our representatives to make short-term deals just to function. What we need, says the Chancellor, are organizers of long-term solutions. RepairCalifornia.org and similar organizations have been building traction for a Constitutional Convention, which could potentially bring about wide-ranging, badly-needed changes.

"The List": CSM courses, programs and departments slated to be eliminated

But it won't happen in time to save programs from what faculty at CSM are informally calling "The List", a group of courses, programs, and departments slated to be removed from the college curriculum. The List is longer than there is room to print it in this segment. Trust me, it's downright appalling.

The hard-working, talented, caring, and creative people of California's community colleges are doing all they can with what they have. If SMCCCD only had the funding, I'd no longer be a part-timer doing full-time work. I could spend more time giving my students the feedback and basic skills assistance they deserve. I'd have the resources to do all of the amazing things in my classroom that I dream of on my best days. Maybe my struggling students would be able to graduate and go on to solve the climate crisis, negotiate peace treaties, and become teachers who set a spark in the minds of even more youngsters. As educators, we all work tirelessly to make those dreams come true—but we can't do it all and still have enough left for ourselves and our families. Heck, we're not even sure how many of us will be left, next year.

My dear, desperate California. If you leave your community colleges in the dust, I fear it will be to your detriment. And then we're ALL shucks-out-of-luck. □

Angela Skinner Orr is adjunct Geography professor at College of San Mateo. She writes for the Silicon Valley Mom's Blog www.svmoms.com and her own blog, A World of Words: <http://artnikproductions.blogspot.com> She can also be found at <http://twitter.com/angelorr>

RETIREES

DART (District Association of Retired Teachers) is planning two fun events to close out the calendar year

by John Searle, DART President and Elaine Burns, DART Treasurer

Save the date of Friday, December 4th for a Holiday Wine Tasting event. The party is scheduled in the District's College Vista Clubhouse to begin at 3:00pm, going to 6:00pm. Please contact searle@smccd.edu to indicate your attendance so we can provide sufficient snacks and wine.

The other event is a casual stroll/hike on Wednesday, November 11 on Sawyer Camp Trail to be followed by lunch. Elaine Burns is the contact person for the event, burnse@comcast.net Meet at Our Place Restaurant II, 742 Polhemus Rd., Crystal Springs Shopping Center. We will meet at 10:00 am and car pool out to the trail. After a leisurely stroll or a fast walk (your choice) we will return at noon to the restaurant for lunch and discussion.

Both retired district teachers as well as soon to be or those thinking about retirement are encouraged to attend partly for the fun of it. You will have a chance to discuss retirement and the DART organization.

This group was originally founded by AFT retirees, who wanted to maintain ties with their colleagues as well as maintain a connection with the national AFT retiree's organization in Washington DC. One of the unique features of DART, as mentioned in an earlier article, is that all the dues (\$30 yearly) stay with the local organization and are used to sponsor these social events. □

DART events:

**Stroll/hike on Sawyer Camp Trail
Wednesday, November 11, 10:00 am
Meet at Crystal Springs Shopping Center**

**Holiday Wine Tasting Party
Friday, December 4, 3:00 - 6:00 pm
College Vista Clubhouse**

We need to fight for California's future!

by Fred Glass, CFT Communications Director

If the state of California is going to have a viable future, we must reform the way government is run. After years of budget cuts, California now ranks close to the bottom in almost any measure of how well we support public education and the other basic services of our state. We cannot afford to cut our state programs any more.

Two years ago the state budget was \$102 billion. At that time California's per pupil spending had already fallen to 47th in the nation. This year's state budget is \$84 billion. The public education portion of that budget, around 40%, has been reduced more than \$11 billion, and if you consider COLAs that would have been added, but were eliminated, the tab is more like \$15 billion in two years. Class sizes are soaring in K-12. Teachers have fewer and fewer supplies. Support staff are being laid off. School bus routes are being eliminated.

In higher education, thousands of classes have been cut in UC, CSU and the community colleges, at a time when the Great Recession has sent unemployment to 12.2% (the worst rate since 1940, at the end of the Great Depression) and economic refugees are seeking to take college courses to retool themselves. Students are unable to take classes they need to graduate. Part-time instructors have lost courses they taught for years, and as their teaching loads are being reduced, they are also losing their health ben-

efits. The only "solution" offered by the UC Regents and CSU Trustees is to raise student tuition and fees, restricting access to higher education to those who need it most.

We need a movement

It's time to build a movement to change this picture. The Fight for California's Future is everyone's fight. We need to stand up for education—from early childhood through the universities. We need to defend public health clinics, fire stations, and the programs that help keep California alive.

When people say "we don't have the money to provide adequate public services," they are wrong. If California were a country, its economy would be the eighth richest in the world. The problem isn't a lack of money. The problem is the wrong priorities.

Wealthy pay less taxes and state budget process is broken

There are two parts to this problem: We have a tax system that does not ask those who have the most wealth and resources to pay their fair share; and we have a broken state budget process.

Wealth has been massively redistributed in California and the nation over the past three decades—in the wrong direction. The top one percent of the economic pyramid (people who make on average \$1.6 million each

year) owns thirty four percent of the wealth. The very richest people are paying less in taxes and keeping more money for themselves. Their luxury consumption and lower tax rates equal the neglect and decline of our public services.

This arrangement is kept in place by undemocratic rules in the state constitution that allow anti-government, anti-public education forces to block the will of the majority of the people of the state and the majority of the Legislature as well. These rules are not well understood by the general population. The general population also does not know how skewed wealth distribution has become.

The Fight for California's Future seeks to bring together everyone who wants to protect public education and services. We are working on direct actions such as the ones that shook the University of California in the last week of September, which called for rolling back student fee increases as well as stopping faculty and staff layoffs and furloughs. We are building political coalitions to change the undemocratic rules that block effective government, such as the requirements for a two thirds vote to pass a state budget or new taxes. And we are working to educate the public about who and what the obstacles are to a better future for all Californians.

This won't change overnight. But with your help, it will change. Fight for California's Future! □

Final AFT 1493 Budget Forum

Faculty need to stay informed and be active participants during this budget crisis. In order to provide one more venue for information and participation, the AFT has been conducting meetings at each of the three campuses to talk about the budget. Meetings were already held at Cañada and CSM; the meeting at Skyline will be held on Friday, October 30, 1-2:30 in 6203 and all district faculty are invited to attend.

Final AFT 1493 Budget Forum:

**Skyline College
Friday,
October 30, 1-2:30
Room 6203**

Upcoming AFT 1493 Executive Committee/ General Membership Meetings:

**Nov. 18, Skyline, 5131
Dec. 9, CSM, 18-203**