

Chancellor Answers Questions on Bond Victory; How Will Facilities Improvements Affect Us?

On November 6 San Mateo County voters passed Measure C, our District's bond measure. The Advocate asked our Chancellor, Ron Galatolo, to answer some questions about how the bond will effect faculty and staff. Below are our questions and the Chancellor's answers. Also see Board President Pat Miljanich's comments on the bond victory on page 11. —Ed.

What facilities improvements—the particular repairs and renovations—will happen at each of the Colleges as a result of the bond victory?

What is the timeline for these improvements to be realized?

On July 25, 2001, the Board approved a \$246 million facilities project list, organized as follows: \$106 million for new Facilities Master Plan projects, \$100 million for repair and renovation of existing facilities, and \$40 million for equipment, furniture and fixtures (including technology and communication systems). The funding sources include \$207 million in proceeds from general obligation bonds and \$39 million from State and local support. The estimated duration to complete all improvements is approximately 8 to 10 years, with initial projects and repairs commencing in Summer /Fall 2002.

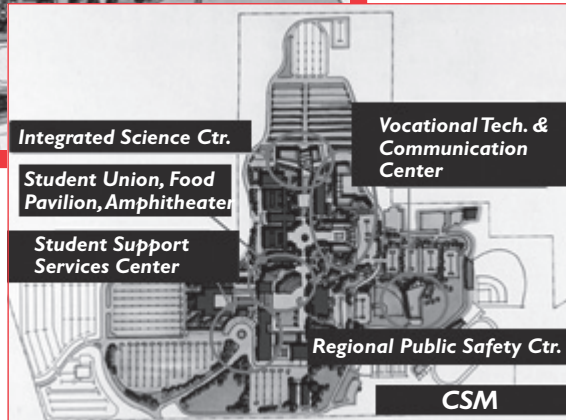
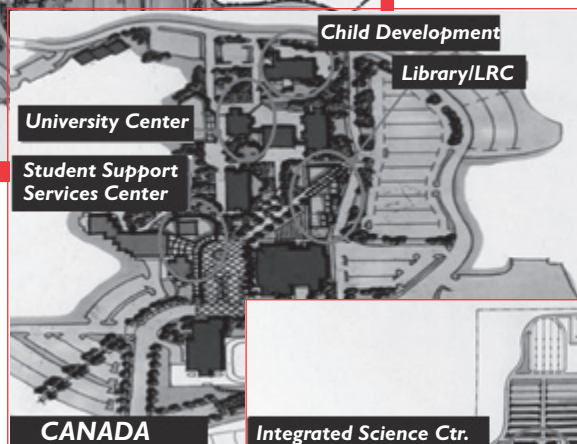
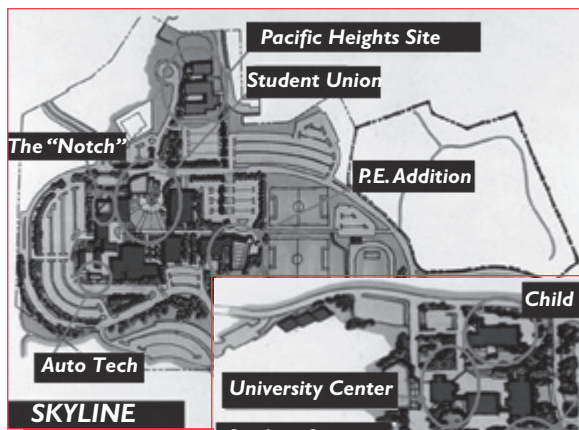
More specifically, the early projects will likely include a new Child Development Center at Cañada College, seismic retrofit and further remodeling of Building 18 at College of San Mateo, and a new Center for Advanced Learning at Skyline College. These facilities are first on the list because of our ability to coordinate the three projects with available State fund-

ing. Many of our projects are partially State funded; accordingly, our construction plans and related time lines must be coupled mindfully with the State's funding cycles.

Other large-scale projects include a Library / Learning Resource

projects focus primarily on infrastructure (plumbing, sewage, electrical, heating and ventilation systems), safety (asbestos removal, fire alarms / sprinklers, back-up systems, and other mitigation efforts), accessibility (barrier removal, elevators, signage, etc.) and renovated bathrooms. There are also plans to improve our athletic facilities by rehabilitating tennis courts, playing fields and the aquatic center.

Equipment funds will address both instructional and non-instructional needs to include upgrading or replacing science lab apparatus, occupational labs, performing arts and audio / visual equipment, class-



Center and Student Support Services Center at Cañada College, an Integrated Science Center and Student Support Services Center at College of San Mateo, and Occupational / Workforce Development Center and Student Union / Community Services Center at Skyline College. Repair and renovation

room and office equipment (such as white / chalk boards, lighting, carpeting, tile, window coverings,

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PRESIDENTS' PERSPECTIVES

Negotiations Priorities: Salaries, Part-time Parity and Sabbaticals

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



The end of the semester is fast approaching and your negotiating team: Joaquin Rivera (Chief Negotiator), Katharine Harer and Romey Thiele, are concentrating on three major issues: full and part-time salaries, part-time parity and the creation of a permanent sabbatical leave program. The District is aware that these issues are the union's top priorities for this round of bargaining. We continue to hear from a great many faculty members about the serious disparity between salaries and cost of living in our district; this is a problem that not only doesn't go away, but just gets worse. The Bay Area Consumer Price Index as of Spring 2001 is 5.7% and the state COLA is 3.87%. If faculty were only given the state COLA, we would experience a nearly 2% cut in purchasing power. Furthermore, the average salary in Silicon Valley (as of October of this year) was \$76,076, the highest in the nation. We all know the figures on housing — again the highest in the nation.

The district has completed the first step in the process of applying for part-time equity funds provided by the state for the first time this year. We will establish a definition of parity as well as apply these funds to the part-time/hourly salary schedule during this round of bargaining. All increases are retroactive to August of this year.

We are in the process of tabulating and compiling the data from the *Faculty Quality of Life Survey* that so many of you participated in this past month. We will share the results with you as

soon as we have them. This information will help to inform the district about the severity of faculty work and life issues and will be very useful at the bargaining table. We want to thank all of you who did fill out the survey. It will undoubtedly prove enlightening to our board of trustees and the larger community to know more about our quality of life.

The new system we're engaged in, Interest Based Bargaining, necessitates a great deal of attention to process in order to ensure better communication between all parties and, ideally, mutually acceptable agreements. Since our training in September, we've worked on establishing ground rules and delineating issues; we're now engaged in an accelerated schedule of bargaining sessions which will deal directly with the substantive issues outlined above. The goal of the AFT team is to put out a negotiations update before the end of the semester to let you know where we stand.

A hopeful sign in an otherwise bleak economic landscape is the victory of Measure C, the facilities bond for our district. The influx of funding for buildings and other structural improvements will certainly improve the quality of life for all of us — students, staff, faculty and administrators — who spend so much of our time on campus. (See the front page article in this issue for more details about the impact of the bond.)

We also would like to take this opportunity to congratulate both Richard Holober and Helen Hausman on their re-election to another four-year term on the San Mateo County Community College District Board of Trustees.

Finally, over the last year a number of concerns that fall under the purview of the Trust Committee have come to the attention of the District

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Campus Equity Week Brings Out Many Heroes

by Paddy Moran, AFT 1493 Part-Time Faculty Coordinator



Who are the heroes in our society? Are they the ones who receive adulation in a public way by risking their own lives and safety for others? Or are the heroes the ones who stand up for principles against all odds, who become "invisible" even to their own colleagues and privately

endure a painful sense of isolation and abandonment? Of course, in both cases, there are heroes. The second case depicts the "unsung" hero – the person who seeks justice by calling attention to a truth that is not widely accepted or popular.

During Campus Equity Week (CEW) there were many examples of the "unsung" hero – the student, the classified worker, the part-time teacher, the full-time teacher, the union secretary, the union executive secretary, the union co-presidents, the occasional administrator, and the members of the Board of Trustees. To my mind, the most remarkable heroes, though, were two teachers who participated mostly by themselves at Canada College during Campus Equity Week. They staffed a table for three days to draw attention to the inequitable treatment encountered by part-time faculty in community colleges in this district and throughout the state. Like the tables at Skyline College and College of San Mateo, the table at Canada College contained factual information pertaining to part-time faculty salaries and benefits. Noteworthy were also the endorsements of the San Mateo Labor Council and the resolution signed by the Board of Trustees supporting CEW. A petition to Governor Davis and legislators was available for signing, thanking the governor for the unprecedented \$57 million dollars allocated to bring parity to part-time faculty and requesting his continued

support.

Martin Partlan, Science instructor and Harilaos Costarides, English instructor, both from Canada College, did experience a generally non-receptive response. Although this was disheartening to them, they greatly appreciated the people who did sign the petition and the ones who stopped by to discuss the issues. In a follow-up meeting after Equity Week, both instructors agreed that increased prior publicity would have helped and also bold signs to attract attention to the table. They also thought that staffing the table should have started earlier than noon, since so many leave the campus by that time. The irony is that without more help, these two professionals couldn't change their volunteer time anyway. Martin



Part-time instructor Victoria Clinton staffed the CEW table at CSM

teaches in two different college districts and has parental duties that make it necessary to stick to a definite time frame. Harilaos stated that he actually holds four jobs to make ends meet, only one of the four being an instructor at Canada College. As part-time faculty, Martin and Harilaos are representative of many of us: We often have to travel to several community college districts to piece together an income, we love the profession and are dedicated to teaching, most of us would prefer full-time positions, and we try very hard not to feel demoralized by our conditions. To put ourselves on the line, to encounter apathy when we try to change an unfair system is almost more than most individuals can endure. The truth is, though, part-time instructors like Harilaos and Martin, along with a growing number of part-

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Presidents' Perspectives

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Academic Senate and AFT leadership. These concerns include the policies, procedures, and practices related to the hiring of full-time faculty, and various other related matters. The District Academic Senate and AFT are now in the process of requesting that the new Chancellor reconstitute the Trust Committee in order to begin the discussion of these important issues.

COMPRESSING THE CALENDAR?

CSM'ers Travel to Pierce College and Get Postive Reviews of the 15-Week Calendar

by Michael Burke and Anne Stafford, CSM

By 6:00 Thursday morning, October 25, the CSM team had successfully negotiated airport security at SFO and was gathered at the gate, with coffee, to await boarding for a 7:30 flight to Burbank. We were headed for Pierce College to learn about their experience with a 15-week calendar. After an uneventful flight, we were met at Burbank by the Airport Shuttle. The driver, a former Pierce student, delivered us directly to the office of Rocky Young, President of Pierce College.

15-5-15-5-5 Configuration

Two years ago, Pierce adopted a compressed calendar. Although they describe it as a 15-week calendar to distinguish it from the 16 week calendar used by Santa Monica College, their semesters are actually 16 weeks long when you include the week long final examination period. Pierce uses a 15-5-15-5-5 configuration for the year: a 15-week fall semester, a 5-week winter session in January, a 15-week spring semester, and two 5-week summer sessions. Pierce also runs 8-week courses inside the 10 weeks of summer sessions. Under the Pierce calendar the fall semester begins after Labor Day each year and finishes before Christmas.

For arcane reasons related to the technicalities of the manner in which the State calculates FTES (and thus determines our funding levels), the compressed calendar both lengthens the daily class sessions and reduces the number of meetings per week. Thus, a five-unit class (which meets under our calendar for 50 minutes a day, 5 days a week), would meet for 70 minutes, 4 days per week. Similarly, a four-unit class would meet 3 days each week for 75 minutes each day, and a three-unit class would meet 2 days per week for 85 minutes each day. The Pierce calendar was designed with careful attention to the state funding guidelines, so that FTES is maximized for a given student population. One effect of this is that most of the Pierce schedule falls within a Monday through Thursday time frame, although Pierce does offer Friday-Saturday classes and even some classes on Sunday.

We began our visit to Pierce by meeting with President Rocky Young. Pierce adopted the 15-week compressed calendar in Fall, 2000, so they have had only one complete

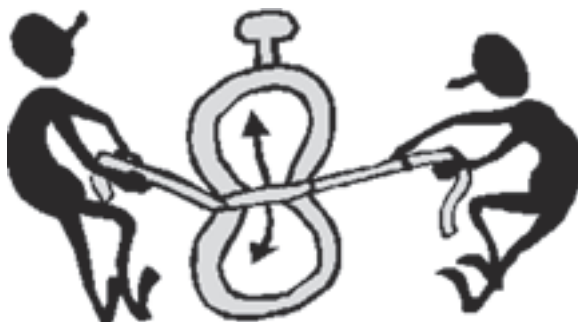
year of experience implementing it. They have not yet done a comprehensive evaluation of the calendar change, but they do have some preliminary statistics based on their experience last year. Rocky Young reported to us that, college wide:

1. Success rate in courses (that is, percentage of grades of A, B, or C) has increased since the calendar change.
2. Persistence rate (that is, percentage of students who take successor courses) has increased since the calendar change.
3. Enrollment (headcount): Twenty years ago, Pierce had 26,000 students. Over the twenty-year period, enrollment had gradually declined to the point where Pierce had 13,000 students two years ago. This fall, since the implementation of the compressed calendar, enrollment at Pierce has increased to 18,000 students. Of course, factors other than the calendar change may have contributed to this enrollment growth, but faculty and administrators at Pierce believe that it played a major role.

Pedagogical Challenges for Faculty

President Young stressed that in order for the 15-week calendar to be successful, faculty must carefully reevaluate both curriculum and teaching methods. Compressing the total elapsed time into 15 weeks while simultaneously lengthening the class period creates pedagogical challenges for faculty. Simply shoehorning our current courses into a new configuration is not likely to be particularly successful.

President Young also explained that, although for many faculty Friday is a non-teaching day, the faculty work week is definitely not a four day week; most meetings are scheduled for Fridays, and other college activities and business take place on Fridays. A final issue President Young addressed concerns the 60% rule for part-time faculty. The LA District has made the interpretation that teaching in the winter session will not count toward the 60% yearly limit for part-time faculty. This is an issue that needs to be addressed and resolved by our district.



We had two sessions with campus leaders. By the time the day was over, we had met with the Academic Senate President, the Classified Union President, the President of the College Council, the Faculty Union President, and the Chair of the Department Chair Council. The faculty leaders were all strong supporters of the 15-week calendar. Before the calendar change, Pierce offered virtually no afternoon courses. Because of the longer class times, the compressed calendar requires use of the campus in the afternoon. People at Pierce had their doubts about the feasibility of afternoon classes, but their experience has been that afternoon classes are now well enrolled. The Pierce campus is active at all hours of the day.

Better Retention & Preparation for Transfer

The faculty leaders felt that the shorter semester led to better retention and student success. One consequence of the faster pace of the courses is that students make an earlier decision to commit to their classes or to drop. Faculty also felt the compressed semester was beneficial for their transfer students; the faster pacing at Pierce better prepares them for the rigors of their transfer institution, particularly those who transfer to schools on the quarter system. Finally, the faculty leaders reported on calendars in the nine-campus LA District. Last year, three of the colleges (Pierce included) adopted the 15-week calendar. They were joined by three more this year. Next year, two additional colleges will adopt the 15-week calendar, so by next year 8 of the 9 colleges in the district will have converted to the compressed calendar.

Classified Staff Face More Demands

The only campus leader who expressed some reservations about the compressed calendar was the Classified Union President. The 15-week calendar has made their jobs more difficult. With five sessions during the year, there are more registration periods, more grading periods, and more schedules to construct. Further, the campus is in use more hours of the day and more weeks of the year, so there is less down time for maintenance, computer upgrades, and the like. It seems clear that the 15-week calendar does place more demands on classified staff, and if we were to move to such a calendar, the district would need to provide more classified support.

Math Faculty Positive Despite Time Pressures

Finally, we had the opportunity to meet with colleagues in our academic disciplines. The four faculty in the Math department we spoke with report that the new

calendar definitely changed the rhythm of their week. Their teaching days are much more intense, and there is time pressure to accomplish all they want to accomplish in the semester. The Math department was not particularly enthusiastic about the calendar change but when it happened, they resolved to make it work for their students, and they feel that they have been successful with it. Their reading of their classes is that the compressed calendar has had no dramatic affect on the quality of instruction or student success. Students do just as well now as they did before: no spectacular improvements, no disastrous consequences. Math faculty, on balance, now prefer the 15-week calendar. Although their teaching days are more stressful, this is more than compensated for by the availability of Friday to catch up on their grading and to use for committee work, and by the fact that the semester is two weeks shorter. When asked if, given the choice, any of them would prefer to go back to the traditional 18-week calendar, all four said "No".

English Faculty See Less Burnout, More Learning

Faculty in the English Department generally echoed what others had told us throughout the day - while it is true that the workweek is slightly more intense with the compressed calendar, faculty and students like it. English faculty have found that despite the slightly longer work week, the longer breaks in winter and summer leave them less burned out, and they believe that students are doing better.

Although they did not cite hard data, they did say that since Pierce adopted the new calendar, pass rates in English classes have gone up and attrition has gone down. Students who do withdraw are doing so earlier in the semester. And while there is less time for in-class writing, faculty do not feel that the quality of students' work has diminished; in fact, they see students taking greater responsibility for their own learning. The college will be getting feedback from students and about student performance at the end of this year.

English faculty also pointed out the benefits of the winter session. Some students, particularly ESL students, who often must take a number of ESL courses before enrolling in transfer-level English courses, are using the winter session, along with summer sessions, to complete their course work more quickly.

Overall, English faculty feel the results have been better than they expected.

The above discussion summarizes what we were told and what we observed on our visit to Pierce College. Before they made the calendar change, they had many of the same questions and concerns that we have today. Overall, their experience with the compressed calendar has been a positive one.

Cañada's Judy Liteky Teaches Math And Peace

by Linda Vogel, Skyline

November has special significance for Cañada math professor and peace activist Judy Liteky. She and Charlie, her husband of 20 years, and about 100 others from the Bay Area will make their annual trip to Fort Benning, GA, where they will protest the School of the Americas. (The name has been changed to Western Hemisphere Institute for Security Cooperation, but all else appears to be the same as before.) The goal of the School of the Americas "Watch" is to close the training facility and instead expose future Latin American military leaders to democratic traditions by having them attend established universities in a regular setting rather than at a military base.

Congressional investigation into the shocking deaths of 6 Jesuit professors and 2 women in San Salvador in November 1989 revealed that 19 of 26 named murderers had been attendees of the School of the Americas. The Litekys and others are hopeful that Congress will vote to close the Institute.

Since the events of Sept. 11th, Charlie wrote to President Bush: "If there is any enemy here, it's violence. We need to protest and boycott violence because we eat, drink and sleep it in our country; we are entertained by it. If we don't stop, we're just going to join in an unending cycle of violence, like an escalator that keeps going up and up and up."

On September 11th, Judy was scheduled to teach elementary algebra. Believing that images are a way of thinking about core human experiences, she gave each student a piece of white paper and colored markers and told them to fold the paper in half. She asked her students *to draw an image from the TV news stories* on one half of the paper, and *to draw what they were most concerned about* on the other half. This activity led to a discussion whereby students were able to get out their feelings.

Supporting Underrepresented Students in MESA

At Cañada, Judy is also very committed to MESA (Math-Engineering-Science-Achievement), a statewide program that fosters academic success and highlights opportunities for financial assistance to underrepresented, educationally disadvantaged students who undertake calculus-based majors and intend to transfer to a 4-year institution. Benefits for MESA students include special workshops, tutorials, and lots of support. Along with MESA Program Co-coordinator

Raymond Lapuz and Faculty Sponsor Amelito Enriquez, Judy sees this program as a way of using resources to help develop the potential of its participants, and helping others is what Judy has been doing for most of her life.

"Ever since the 8th grade, I've had an awareness of

my spiritual connection to other humans and the 15 billion year story of the universe. In my early years, I decided to become a nun, and I was a member of the Sisters of the Immaculate Heart of Mary in Los Angeles for 13 years. I joined the Sisters in the midst of a Feminist Revolution which, after a long struggle, resulted in Roman Catholic authorities forcing the women to renounce their vows. Ultimately this meant that none of us could teach in the L.A. Catholic schools. Essentially all of the women, myself included, had been 'fired.' I saw myself coming up against someone who deprived others of their rights, and this

injustice established me as a feminist. I saw how a group of women fighting together was stronger than the individual. Later this realization combined with my reading and traveling led me to conclude that human creativity could come up with something better for people everywhere. As I traveled in Latin American and Asian countries, I saw a great disparity in lifestyles and I questioned why it was accepted. My analysis was that the global commitment to develop and use military methods didn't leave enough money to consider the needs of all people globally."

Judy went on to tell me about how she, an ex-nun, and Charlie, an ex-priest, met (love at first sight), married, and moved to Washington, D.C., where they could influence Congress by protesting and lobbying. There for 6 years, they honed their skills in political activism. Judy modestly claims Charlie is the symbolic leader, the person most visible at public events, while she is the organizer and strategist. The roles they play are so seamlessly and passionately interwoven that I find myself coming away from the interview feeling as though I've talked to both of them. One and a half hours isn't really much time for an interview, yet I have a very clear idea of Judy's commitment to activism in her personal and professional life.

For anyone interested in additional information, check the websites of School of the Americas Watch or of Non-violent Peaceforce.



Judy Liteky

Senate Leaders Raise Concerns About Revised Accreditation Standards; Ask Faculty to Speak Out

by Kate Motoyama, CSM, District Academic Senate President

The Accrediting Commission for Community and Junior Colleges (ACCJC) has recently proposed major revisions to the accreditation standards that I (and many other Academic Senate leaders throughout the state) believe raise serious concerns for community college faculty. All faculty should be concerned because these revisions:

- use outcome measures to evaluate faculty,
- use outcome measures as the sole criterion for teaching effectiveness,
- eliminate specific reference to the authority of elected leadership of faculty or that of other constituencies, and emphasize the “vested authority” of the board and “chief executive officer” and
- eliminate the strong emphasis on institutional integrity.

The ACCJC solicited written responses to “Draft A” by December 1st and will hold public hearings in early January 2002 in San Francisco. ACCJC will then issue a revised draft for further comment, schedule a public hearing in March 2002 in Hawai‘i, and approve a final version of the standards at its meeting in June 2002.

The proposed revisions engendered spirited discussion when senate delegates from 108 institutions that make up our system voted, at the statewide senate’s fall plenary session, on no less than nine resolutions related to Draft A. That so many resolutions were introduced and passed by the body indicate the significance of the proposed changes.

Why should you speak out about Draft A?

First, faculty has legal grounds for doing so. In Title 5, Section 53200(c)(7), the academic senate consults collegially with the governing board on “faculty roles and involvement in accreditation processes.” By accord- ing greatest weight to the advice and judgment of the senate in this specified area, regulations invoke faculty primacy in matters related to accreditation.

Continuing along the lines of legal grounds, both statute and regulation of the California Community Colleges protect faculty primacy in academic and profes- sional matters and provide that collegial governance is the expected practice of an academic institution. Elected leadership of the faculty or of other groups, representing the voice and will of respective constituencies, and the expectation of “collegial consultation” or of “effective participation” in governance needs to be referenced in the revised standards.

Second, faculty is committed to academic integrity. We believe in, and provide assurance for, quality in teaching and learning experiences. Education is not reducible to capacity measures such as “learning outcomes.” Students are not inputs, outputs, or throughputs. Learning outcomes alone cannot begin to measure the many qualitative aspects of the learning experience and of institutional effectiveness. I will not continue to belabor the point because this perspec- tive is well-understood by faculty colleagues.

Third and finally, it is instructive to look at the evolu- tion of accreditation standards to see that education is un- dergoing a paradigm shift. Pre-1996 Accreditation Stan- dards, for example, begin with Standard IA, Institutional Integrity:

IA1. Institutional policy regarding the safeguarding of aca- demic freedom and responsibility is published and readily available.

IA2. Governing Boards and administrators protect and sup- port faculty in their exercise of academic freedom. The faculty protects the academic freedom of its members.

IA3. *The institution fosters the integrity of the teaching-learning process. . .*

The Accreditation Standards used until recently, while including Standard II, Institutional Integrity, remove pre- 1996 criteria requiring assurance of “safeguarding” aca- demic freedom and integrity. However, the proposed Ac- creditation Standards eliminate entirely Standard II, Institu- tional Integrity and include “Assessment of Effectiveness:”

IB1. The institution makes decisions regarding measuring and improving student learning by using data in a systematic cycle of evaluation, integrated planning, implementation, resource allocation, and re-evaluation. . . .

IB2. . . . *The institution articulates its goals and objectives with measurable precision so that the degree to which they are achieved can be determined and widely discussed.*

Textual changes from the pre-1996 standards to today’s proposed standards in Draft A show that accreditation is moving away from what even the president of the Council for Higher Education Accreditation (ACHE) concedes are “core academic values” of American higher education: “general education, collegial governance, academic freedom, institutional authority.”

I urge faculty and others who believe in these core aca- demic values to get a copy of Draft A from your senate or union leadership or online at: www.accjc.org (or link from AFT 1493’s website at: aft1493.org), study it, and be sure to express your views on it to the Accrediting Commission.

Keep Part Timers in Flex Days

By Roy Derksen, part-time Math instructor at CSM since 1982

The change to additional optional flex days, under consideration by the District Academic Senate, has significant negative consequences for part-timers, reducing our pay for a semester's work and eliminating our participation in some flex day activities. This should be a matter of serious concern for all faculty. A simple solution would be to include pay for part-timer's participation in the optional flex days, as is now done for the structured flex days.

Part-time faculty who teach semester-length daytime courses are now paid for structured flex day participation, for the number of hours they would teach on those days. However, the optional flex day is scheduled after the semester ends (upcoming May 28 this year); since we would not teach that day, we receive no compensation for that flex day.

The college has traditionally paid its instructors for the 175 instructional days per year mandated by the state. When flex days were increased (to 3, then 4 flex days per year) some years ago, reducing the number of actual teaching days, part-timers who participated in flex days continued to be paid for a full semester's work, under the policy mentioned above. However, under the change to an optional flex day two years ago, part-timers now are paid for one less day per year. Under the proposed change to two or more optional flex days, the reduction in pay to part-timers becomes a more significant issue.

More important than the pay issue, at least to me, is participation of part-timers in flex days. I have appreciated the benefits of close interaction with my colleagues and of learning new things to improve my teaching. At least in my department, part-timers have been welcome and active participants in flex activities, and several of us have even led workshops. We would also benefit from the professional development activities (such as conferences) covered by the optional flex day.

Note that this would not involve any new expenditure by the District, but only that part-timers be paid for a full year's work, as was done for many years. Minor details need to be worked out, and perhaps related issues (such as whether part-time evening instructors should be eligible for flex day pay) resolved. I encourage all faculty to support the principles of part-timer participation in all flex days and of continued pay for a full semester including flex days.



Academic Senate President Responds to Part Timers' Flex Issue: Response to Roy Derksen

Kate Motoyama, District Academic Senate President

Thank you for expressing your concerns. On behalf of the District Academic Senate, I would like to explain why the senate will refer your issues to AFT 1493 and discuss your ideas—from an academic and professional perspective—with our union colleagues.

All district faculty belong to the academic senate. The senate has strong language in statute and regulation guaranteeing our primacy in academic and professional matters. The academic senate is, however, a entity separate from the union. It is through our union, governed by the Education Employment Relations Act, that faculty participate in collective bargaining. While there are overlapping areas of responsibility on some issues for both the faculty senate and the union, the senate may not intrude on matters subject to collective bargaining where a bargaining agent, such as AFT, is recognized as exclusive representative.

The role of the academic senate with regard to Flex Day grows out of its responsibility for "policies concerning faulty professional development activities" [Title 5, Section 53200(c)(8)]. The District Academic Senate's charge is to **develop policies pertaining to faculty professional growth**, such as for Flex Days; in keeping with its charge, to provide another example, CSM's senate raised concerns about "Boot Camp" as faculty professional development, a matter on which the senate—not individual faculty or a district committee—is entitled to consult collegially with the board. Recently, the District

Academic Senate sought faculty views on "optional" Flex Days when asked by Chancellor Galatolo for data on the matter. The response to the surveys administered at CSM and Skyline overwhelmingly favor "optional" Flex Days; we are awaiting Cañada's results. The compensation issues you raise pertaining to a possible conversion of fixed Flex Days to "optional" Flex Days, however, fall within the scope of negotiation.

In passing AB1725, the Legislature sought to strengthen faculty's participation in college governance—but not at the expense of collective bargaining. The District Academic Senate cannot be drawn into a discussion of matters within the scope of bargaining. As I stated, however, I will carry your issue to AFT leadership as a rank and file member of our local.

AFT 1493 Co-Hosts Faculty Socials with Academic Senates

Cañada's Event

by Romy Thiele, Cañada Chapter Chair



Romy Thiele

Cañada's Academic Senate and AFT Local 1493 sponsored a faculty social event at Mulligan's in Redwood City on Friday, October 26th. The event was primarily to welcome the new faculty and to get acquainted with the tenured faculty. It was attended by about thirty people, including a couple CSM faculty. Also in attendance were part

timers. It was a fitting event as a kick off to Equity Week.

Moving from table to table, the faculty were fully engaged in conversations on topics such as Catholicism (which prompted a plan to see a play in the city soon), best practices in teaching ESL, learning communities, and different methods of teaching (which was sparked while reminiscing about events in past hiring interviews). Many more mundane conversations about families and life occurred with great intensity.

The faculty enjoyed the wonderful appetizers and dinner (for some) and the beverages of their choice. What a wonderful way to start the year and get acquainted with the family of professionals in such an informal setting.

Congratulations to Karen Olesen and Sally McGill for coordinating this very successful social event.

CFT Scholarship for College Tuition Available

The Raoul Teillet Scholarship was established by the California Federation of Teachers (CFT) at its 1998 State Convention. Scholarships are available to high school graduating seniors planning to attend community colleges, four-year colleges or universities, and trade, technical or art schools. The award grants for the 2002/2003 academic year will be a maximum of \$1000 for students attending two-year schools and \$2000 for those attending four-year colleges. The award is for one year only. All complete applications must be postmarked no later than January 31, 2002. Applications may be obtained by calling the AFT office at 574-6491. You can also obtain a copy of the application from the CFT website at <http://www.cft.org>

Skyline's Get-Together

by Bess Chandler, Skyline Chapter Chair



Bess Chandler

The Skyline Academic Senate and AFT Local 1493 co-sponsored a social event on Friday afternoon, October 26, between 3:00 and 5:00. The social took place at Chevy's in South San Francisco, with both food and drink provided by the sponsoring groups. There were just under 20 people who at-

tended at one point or another.

What was most interesting was the breadth of faculty who dropped by the party. There were both full-time and part-time faculty who came. But also of note was the fact that most of the academic disciplines were represented. There were faculty at the social from the Science/Math/Technology, Business, Language Arts, Physical Education, and Social Sciences/Creative Arts divisions!

CSM Pizza Party Planned for Dec. 7

CSM's Chapter of AFT Local 1493 is sponsoring a social event (beer/wine and pizza) for faculty on Friday, December 7 from 1:00 to 3:30pm at Jack's Pizza (Crystal Springs shopping center, adjacent to the Chevron gas station).

Share your thoughts on the 15-week calendar, celebrate the end of the semester or the passing of the bond, or just come for convivial company and an exchange of gossip.

Harriet Tucker, AFT 1493 Staff Member, Honored for 10 Years of Service

At the November 28, 2001, meeting of AFT Local 1493's Executive Committee, a glass diamond award was presented to Harriet Tucker, AFT 1493's office staff member. The inscription read: "For 10 years of outstanding and conscientious service on behalf of the membership of the San Mateo Community College Federation of Teachers, AFT Local 1493."

Thank you for everything, Harriet.

Chancellor Answers Questions About Effects of Bond Victory

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desks, tables and chairs). Additionally, obsolete voice, data, computer, network, broadcast equipment, cabling and related software will be replaced.

Have all of the decisions concerning what improvements will be undertaken at the 3 Colleges already been made? Or is there still the possibility of receiving more input from the faculty and classified staff regarding how the \$207 million in bond money will be spent?

Let me preface my response to these questions with some key information. The facility project list was developed for two closely related purposes. First, we had to identify our institutional needs on a global scale, as specified under the updated Facilities Master Plan. Secondly, we needed to conform with the reporting requirements of Proposition 39 as they relate to the use and accountability of bond proceeds.

To those ends, the facility project list was developed over a 13-month period with the assistance of tBP Architects. (Yes, it really is lower case "t" with the "BP;" I'm still adjusting to it myself!) The process included an extensive series of meetings at the three Colleges which were attended by 73 faculty, staff, administrators and students who were active Planning Participants. The meetings were open to all District employees.

The decisions made for the projects to be funded by bond proceeds covered the overall project requirements. For example, the decisions included a new integrated science building at CSM. However, the specific design phase decisions still need to be made. Among these decisions are exterior and interior architectural design, space utilization, equipment, fixture, and furnishings. The decision-making process will include broad-based input from all Planning Participants; future Planning Participant meet-

ings will be open to all District employees and will be widely advertised, as was done for the facility project list phase.

What kind of oversight will there be regarding how the bond money is spent? Will the District faculty have a role in the oversight process, even though there are no faculty on the Oversight Committee itself?

As noted in my response to the questions above, there will be broad-based participation in the decisions regarding the specifics of final planning for new buildings and renovation. These decisions directly impact

tion 39 requires formation of a "citizens' oversight committee" designed to ensure that bond proceeds are spent in accordance with the facilities plan contained in the ballot measure. Proposition 39 specifically excludes employees and vendors of the District from membership on the oversight committee.

The language states an oversight committee shall be comprised of at least seven members, five of which shall come from (1) a business organization, (2) a senior citizens' organization, (3) a bona fide taxpayers' organization, (4)



A view of what one of our future new labs could look like

the expenditure of the bond funds. Hence, we can conclude reasonably that all District employees who choose to be Planning Participants will be involved in the decisions affecting bond fund use.

Also, Proposition 39 imposes prescriptive regulations on how bond proceeds are awarded, used and reported. In our case, the facility plan mirrors the blueprint approved by the Board on July 25, 2001.

One regulation within Proposi-

tion 39 requires formation of a "citizens' oversight committee" designed to ensure that bond proceeds are spent in accordance with the facilities plan contained in the ballot measure. Proposition 39 specifically excludes employees and vendors of the District from membership on the oversight committee. The committee conforms to the requirements noted above and its membership has broad representation throughout the County. The membership can be found in the aforementioned Board Report.

How will the inconveniences that are inevitably entailed in the kind of renovation and repair projects that will be happening at all 3 colleges be dealt with? What about forming a "troubleshooting committee" of faculty and staff who would have immediate responsibility for solving problems as they arise?

As you note in your question and as I mentioned in my e-mail of November 6, there will be inevitable and unavoidable inconveniences. Advanced planning and timely communication about the use of the "swing" space and "mobile village" concepts will be key in each phase of the various projects. The purpose of these two tools is to remove students, faculty and staff from construction zones and place them in areas that will permit effective teaching and learning. All measures will be taken to mitigate as many of the inconveniences as possible. Again, I know that all District employees will demonstrate their incredible team spirit and flexibility during the coming periods of transition.

Responsibility for overall supervision of facility renovations and construction falls under our Facilities division. Troubleshooting and solving problems related to construction, renovation and repair are part of the Facilities division responsibilities. They continue to welcome and value input from all employees, both on an urgent and non-urgent basis. This level of responsibility will cover all bond-related project activities.

How do you think the participation of faculty, staff, and students added to the success of the campaign, not just in numbers of volunteers, but in terms of morale and community building?

Without hesitation, I can say that faculty, staff and student participation was vital to the successful

Board President Pat Miljanich Proud of the Successful Bond Campaign

The Advocate also asked College Board President Pat Miljanich about the victory of Measure C. Her comments follow below. -Ed.

I am anxious to see us get started [on the improvements]. For six years, I and others felt that a bond was our only option. Our Board felt a responsibility to improve the facilities for our students, staff, faculty, and others. I appreciate the opportunity to work with members of a Board who really care about the conditions in which our students and employees are placed every day.

The participation of faculty, staff and students was absolutely vital to the success of our campaign. It was very important to members of the community that faculty, staff, and students endorse Measure C. Their support and active campaigning gave tremendous credibility to our statement of needs. In turn, the public's approval of Measure C was a strong statement of support for and

belief in the value of our community colleges and the service we provide to individual students and the community as a whole.

We've come a long way! And yes, much remains to be done, but we should all be proud of ourselves. We were able to set aside our individual needs and work together to improve the physical environment for our students. As much as I wish we had been successful on our first attempt, I think we have gained much more this time around — in demonstrating that we can work together for an important cause. Naturally, many of us will have to tolerate the inconveniences that will come from our building and remodeling projects. Eventually too, many of us will benefit from an improved physical environment. I thank everyone for supporting the Board's effort to improve our physical facilities. We are all aware that it will result in an improved ability to educate our students.

passage of Measure C. Clearly, our mutual support and tireless dedication to this initiative was a prime example of focused teamwork. We have demonstrated once again how well our team works together. Even with the natural fatigue following such concerted efforts, I'm pleased to see how the level of enthusiasm and partnership in our joint work is undiminished. It confirms my long-held belief that we have the finest faculty, staff and students!

Any last thoughts that you would like to share with the Advocate readership concerning the changes that the passage of Measure C will bring to the District?

I would like to take this opportunity to emphasize a couple of points I

made in my November 6th e-mail to all employees. First, our new and improved facilities can be expected to address the many unmet needs of our faculty, staff and students. For years, our employees have shown remarkable perseverance and patience while working in aging facilities with outdated equipment. Secondly, although faced with less than optimal working conditions, District employees have continued to deliver first-rate education and top-notch service. As I realize how much our employees give of themselves, I find myself looking forward with great excitement to the new efforts and creativity that we will be able to explore in our new and improved environment. I'm grateful we all have this tremendous opportunity!

AFT1493.org: Our Website is Your Source for Union Information

Did you know AFT 1493's website - aft1493.org -- has the complete faculty contract and full-and part-time salary schedules?

AFT1493.org also includes very useful links to important community college and union web sites, such as the Accrediting Commission for Community and Junior Colleges' Draft of Proposed New Accreditation Standards (see article on revised accreditation standards on page 7) or the California Community Colleges Chancellor's Advisory on Proposition 209. A new set of links that is currently being put up on the site provides access to the contracts and salary schedules of other Bay 10 community college districts so you can make specific comparisons between our salaries

and working conditions and those of other local districts.

AFT1493.org also provides information about our own local, including a calendar of events, a list of union officers and Executive Committee members, Executive Committee minutes, our Local's constitution, Negotiations Updates and current and back issues of *The Advocate*.

Please check out the site and let us know what you think. Tell us what else you'd like to see on the site as we continue to build it to provide the services that our members need. Remember the web address: aft1493.org (you can use upper or lower case letters, either way you'll get there.)

Heroes of Campus Equity Week

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time faculty throughout the state and country, are undeterred. They are truly the unsung heroes of our time, and it is our obligation to support them.

Marijane Datson was the coordinator for an energetic group of people who promoted Campus Equity Week at Skyline College. The publicity was very strong at Skyline: an ad was placed in the school newspaper and the *Skyline View* also published an article and interview with Katharine Harer, AFT co-president, Kathleen Feinblum and Marijane Datson. The marquee of the college announced CEW and flyers were passed out advertising Equity Week. A flyer, designed by English instructor Kathleen Feinblum, and promoted by the California Part-time Faculty Association, advertised an award of \$500.00 to the student who wrote the best article about a present or past adjunct in-

structor. Overall, CEW at Skyline was very successful; an informational table was set up and the video "Degrees of Shame," was shown. Marijane mentioned in a follow-up statement, that it would be better to have a committee formed that took responsibility for each task so the work wasn't so heavy for just a few. So, once again, more volunteers were needed. Skyline College collected 442 signatures on the petition. I think that Skyline set a good example of how to make CEW really work. So many people were reached that the actual contact itself will promote education and better understanding of part-time faculty issues.

Campus Equity Week at the College of San Mateo was also received very well. Over 500 signatures were collected on the petition. The *San Matean* printed a very good article in which three part-time instructors were interviewed: Victoria Clinton, Business, Carol Hansen, English, and Deb Rumer, Art. At the CEW follow-up meeting it was noted that often people

LETTER TO THE ADVOCATE

Step Increases Not Automatic

In April of this year, I discovered, purely by chance, that a faculty member in my department had not been given his step increase for two years! Personnel admitted the error and said he would get his back pay of more than \$4,000 in the near future. When I asked how common an occurrence this might be, I was told "we have had this happen a few times before, even though our BANNER entry has been correct." In this instance, the lack of a step increase coincided with salary orders no longer being issued at the beginning of the academic year. I'm bringing up this matter because you might want to put out a reminder that it is not enough for instructors to check their checks, but also their salary orders (which note the salary schedule step for the coming year).

Tom Hewitt, Skyline Library

didn't avail themselves of the informational material on display and that dissemination of this material was very important. The solution to this would be to have at least two or three volunteers staffing the table at one time. Most volunteers were asked to staff for only an hour, so please, if you haven't done so already, think about the important role you can play next year at Campus Equity Week for very little time invested. Meet your colleagues, be willing to help with this important cause, promote improved conditions for each other, your students, and the educational system.

There are many people who helped a great deal with Campus Equity Week whose names are not mentioned in this article. We would like to thank them all very much for their participation - none of it could have been done without everyone's incredible contribution.