

## NEGOTIATIONS

### District offers zero, wants to roll back faculty rights

by Katharine Harer, AFT 1493 Co-Vice President & Negotiations Team Member

The District's initial proposal to AFT can be summed up as nothing, nothing and we want to take back rights you've already won. Here is what the District brought to the table last month:

- Article 8: Freeze step and column increases for 2010-2011. No COLA adjustments (raises) for 2009-2010 & 2010-2011. Re-open negotiations for Fall 2011-2012.
- Article 7: Increase hours of employment for Counselors to 37.5 hours/week from 30 hours/week and Librarians from 35 hours/week to 37.5
- Article 10: Change language in the Post Retirement section of the contract to read "may be extended" in place of "shall be extended" (as the contract currently reads) with the "responsible administrator's approval" as well as add new language giving the responsible administrator the right to determine reemployment based on whether the retired employee's skills and abilities meet program needs
- Article 13: Reduce the amount of the District's contribution to the Professional Development Program from 1% of the budget for regular academic and third and fourth year tenure track faculty to 0.5% -- effective in 2010-2011
- Article 11.5: Eliminate provision that allows two days of Personal Necessity Leave without prior approval
- Article 20: Add language regarding Faculty Service Areas: evidence of proficiency to teach a course will be determined by the "responsible administrator".

The District has not addressed the AFT's proposal to institute bind-

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## Community colleges begin organizing against budget cuts

by Mike Noonan, Cañada College, History

The budget cuts are on everyone's minds. Education in California faces unheard of cuts from K-12 to universities, state colleges and community colleges. In our own district of San Mateo alone our budget will be cut by roughly \$20 million dollars out of the district's \$118 million budget over the next two years. If

support the pickets and walkout, and students organized to spread the word. Thousands demonstrated across the UC system. The UC Berkeley students followed this with a conference on October 24<sup>th</sup>. The conference, attended by 800 people, put out a call for a Day of Action on March 4<sup>th</sup> - a day chosen by California K-12 teachers to take



photo by David McLain

*Scene from Nov. 23rd CSM candlelight vigil against the budget cuts. See story on p. 6*

we let them happen, these cuts will destroy the community college system and education as we know it. It is an attack on our future as educators, but even more importantly it is an attack on students' futures.

Already people have started to organize against the cuts. The most visible efforts have been the demonstrations at the UCs in the last months. Starting this summer, UPTE (The Union of Professional and Technical Employees) began planning a strike for September 24<sup>th</sup> against layoffs and cuts to benefits. The UC workers' strike became the start of a movement as faculty started calling their students to

action against layoffs in their sector. The latest news at the UCs has been another three-day strike by UPTE against the Regents meeting in L.A. Thousands protested, making headlines across the country.

Things are also starting to move at the community colleges. At Cañada College we are getting started. We have had several organizers' meetings with staff, faculty and students, forming a network of activists to prepare for action in the Spring. Faculty and students have also been organizing at the other San Mateo colleges. CSM held a candle-light vigil on Monday eve-

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## PRESIDENT'S LETTER

# District faculty are getting increasingly active in organizing against budget cuts

by Monica Malamud, AFT 1493 President

Our community college district is feeling the impact of the state budget crisis and



the inadequate funding of public education. All community colleges in the state are facing these difficult times and having to make difficult decisions. And, as you

know, this crisis is affecting all levels of public education in California, from K-12 to the CSUs and UCs. In higher education, districts and systems are dealing with the crisis in different ways: eliminating programs, reducing course offerings, increasing tuition, imposing furloughs on employees, cancelling summer sessions, closing their doors to new students... and the list goes on.

Unfortunately, these measures only provide, at best, a short-term fix at the institutional level (i.e., the ability to balance a budget), by passing the burden onto students and education workers. Students have to pay more for their education, take longer to graduate and manage with fewer support services. Faculty and staff see their hours reduced, their programs

vanish and their incomes take a hit, and, if they're lucky enough to remain employed, they have to work harder, since there are fewer of us left in the system. But this "solution" does nothing to address the real problem: public education in California is not adequately funded.

## Adequate funding is essential

I believe that at the SMCCCD, our faculty understand what the real problem is: in order for California to remain committed to its goal of providing access to quality education and training, there must be adequate funding. Limiting access to education, by cutting sections, reducing counseling and eliminating programs for example, does nothing to help students accomplish their educational goals.

Our district faculty have been participating in a variety of activities in order to work towards common goals and to educate the public about the magnitude of the budget cuts to education and their current and future impact on people's lives. Faculty are not only engaged in their colleges, determined to save worthy, needed and highly enrolled programs from being cut, but they are also working with educators and students at other institutions in defense of public education in California.

## Educating the public

A group started at Cañada College by Mike Noonan, part-time History instructor, has expanded to include faculty, students and staff at our three district colleges. This group is also reaching out to public workers in other unions, and has a presence in the community, where they try to educate the general public about the state of the budget in California, and how education has been negatively impacted. See Mike's article on page 1 to read about this group's activities.

Erin Skolnick, CSM part-time faculty in Political Science, has been working

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## 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.

## Deja vu: Inverted priorities at the top

In a time of crisis brought on by the global financial meltdown and economic recession, a situation aggravated by California's multibillion-dollar budgetary shortfall, the primary mandated roles of the community colleges have taken on crucial importance. First, community colleges are supposed to offer lower division academic courses to students preparing to transfer to state colleges or the U.C. system; and second, they are expected to train and educate adults of all ages seeking to gain employment or enhance their professional qualifications. Faced today

with class cuts (40% projected enrollment cuts in the CSU system for the next academic year) and fee increases (40% in the last year alone for UC) triggered by reductions in the hundreds of millions of dollars in the state's educational budget, desperate college-bound students are looking to community colleges as their public higher education option of last resort. And at the same time, the number of adults who want to take technical or vocational classes offered by community colleges has risen dramatically, with unemployment currently at double-digit levels in

California and nationally.

In such an environment of educational emergency, it is abundantly clear that the SMCCCD's highest institutional priority should be to provide as many classes and programs as possible, within the limits imposed by its own considerable budget shortfall, to desperate students. This means that when cuts are made, teaching and class retention must be assigned a higher priority than administration and capital expenditures. Yet the District and college administrations are doing exactly the opposite:

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### President's Letter

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tirelessly since summer to organize our district part-timers. The Part Time Faculty Group is now the Part-Time Committee of our AFT Local. This group has also decided to join the New Faculty Majority, a national organization of part-time and contingent faculty. You can read more about our district's Part Time Faculty Group in Erin's article on page 9.

At the AFT budget forum at Skyline, a group of faculty decided to organize and speak up against the budget cuts that were being discussed at the college. The group, self-identified as Concerned Faculty at Skyline College, has been meeting regularly and it recently received the support of Skyline's Academic Senate. The open letter that the Concerned Faculty sent to all Skyline faculty on November 11 is reprinted on page 8 of this issue.

I have included just three examples of what faculty are doing to join forces with others in order to make a difference. I mentioned just a couple faculty members as examples, but I know that many, many others have attended teach-ins, speak-outs, conferences and organizing meetings recently, and they plan to continue working towards a REAL solution of the problem that we face in public education today. I am proud of

and thankful for the increased level of participation and activism displayed by our faculty.

### AFT 1493 leaders are active at many levels

As you know, our Local, AFT 1493, regularly works on a variety of local issues: our negotiating team is currently meeting with their district counterparts and negotiating our contract, grievance officers assist faculty when there is a suspected or confirmed violation of our contract, Chapter Chairs answer questions from their faculty colleagues on a daily basis, AFT representatives serve on a variety of committees.

But besides doing our local union work, members of the Executive Committee attend conferences and meetings at both state (CFT) and national (AFT) levels, in order to stay informed and understand the "big picture", get training, exchange ideas, bring information back to our Local, weigh in and make a difference on issues that affect faculty in our district and beyond. Just to give you a sample of our recent out-of-district activities with the CFT and the AFT:

- Lezlee Ware and Nina Floro took week-long workshops at the Union Leadership Institute,
- Elizabeth Terzakis attended the CFT's launching of a campaign to re-

form the state's tax system,

- Elizabeth and I attended a CFT Community College Council meeting,
- I went to the CFT State Council meeting,
- Nina and I participated in CFT committee meetings: Nina is a member of the Women's, Civil and Human Rights committee and I belong to the English Language Learner committee,
- Nina attended the AFT National Conference on Women's, Civil and Human Rights in Miami,
- I attended the AFT Higher Education Special Leadership Conference in Washington DC.

By participating in these activities and staying connected with our union colleagues around the state and across the country, we join forces with them and we can be more effective in our work at all levels. Our union provides some structure for our efforts, but as you've seen from the examples of faculty groups in our own district, there are multiple opportunities for everyone to get involved and work towards positive change. You can do this both in established organizations and in the ones you help create. Whatever group or groups you work with, you will notice that there is a contagious energy that keeps everyone working together. And together, we can accomplish more.



## Negotiations

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ing arbitration and the right to strike. When questioned about it, they answered that there was no interest in doing this.

So here we are, the only employee group (except for a tiny percentage of non-represented folks) without either a COLA increase or an increased salary schedule last year and, if the District had it their way, with no movement on our step and columns for the next academic year as well as three years (or possibly more) with no cost of living adjustment. And then there are the "take backs" described above, each of them onerous in its own way with the FSA provision severely dangerous for faculty who may lose their programs or the bulk of their courses due to budget cuts.

The AFT negotiations team does not accept the District's proposals. In order to push back effectively at the bargaining table, we need faculty behind us, playing an active role in

standing up against this attack on the quality of our professional lives. If there was ever a time to let your voice be heard – and not simply on campus budget committees, but in every venue possible – it's now. At Skyline College a group of faculty across the disciplines organized a "Concerned Faculty Group" after the AFT budget meeting a few weeks ago, and has already put out a letter to the Board, Chancellor Galatolo and all employees stating their resistance to making students bear the brunt of the budget reductions.

Although the budget is extremely tight, the District has choices about how to distribute the funds. In order to maximize funds for instruction and student services, AFT has called on the District to make more cuts to administrators, particularly at the District Office and to roll back the 15 - 21% pay increases administrators have received since January 2008. The following two articles provide details on inequities in the District's Resource Allocation Model and in pay increases for administrators compared to faculty.

## Resource Allocation Model appears to favor District Office

AFT 1493 has called for more cuts to the District Office relative to those at the colleges. Distribution of District funds to the colleges and the District Office are based on the SMCCCD Resource Allocation Model, which was first implemented in 2006-2007. It is a multi-step process that allocates money to the three colleges, the District Office, Facilities and Central Services. There is base funding for the three colleges, as well as funding based on growth in FTES averaged over a three year period. The District Office and Facilities get 12% and 4% respectively of college growth allocations. There are also allocations for special amounts, changes in compensation and other adjustments.

### SMCCCD Resource Allocation Model

#### Cañada

		% change	FTES	% change
05-06	\$10,589,815		4193	
06-07	\$11,207,019	5.83	4254	1.45
07-08*	\$12,113,309	8.09	4452	4.65
08-09	\$13,024,397	7.52	4774	7.23
09-10	\$12,526,747	-3.82	4734	-0.84
% change 05-06 to 09-10:		<b>18.29</b>		12.90
10-11**	\$11,513,398	-8.09		

#### CSM

		% change	FTES	% change
05-06	\$24,453,368		8670	
06-07	\$24,227,421	-0.92	8791	1.40
07-08*	\$26,002,483	7.33	9058	3.04
08-09	\$27,335,443	5.13	9354	3.27
09-10	\$25,140,395	-8.03	9101	-2.70
% change 05-06 to 09-10:		<b>2.81</b>		4.97
10-11**	\$22,360,172	-11.06		

#### Skyline

		% change	FTES	% change
05-06	\$17,368,632		6887	
06-07	\$17,837,550	2.70	6801	-1.25
07-08*	\$19,177,122	7.51	7329	7.76
08-09	\$21,268,664	10.91	8139	11.05
09-10	\$21,025,791	-1.14	8126	-0.16
% change 05-06 to 09-10:		<b>21.06</b>		17.99
10-11**	\$19,743,775	-6.10		

#### District Office

		% change
05-06	\$6,063,475	
06-07	\$6,184,615	2.00
07-08*	\$7,217,830	16.71
08-09	\$8,172,092	13.22
09-10	\$7,904,025	-3.28
% change 05-06 to 09-10:		<b>30.35</b>

#### Facilities

		% change
05-06	\$4,184,031	
06-07	\$4,458,867	6.57
07-08*	\$4,898,811	9.87
08-09	\$5,584,959	14.01
09-10	\$5,400,060	-3.31
% change 05-06 to 09-10:		<b>29.06</b>

#### Notes:

FTES are actual FTES, except for the current year; 09-10, where they are the FTES goal for each college.

Columns labeled "% change" show the percentage change for a given year when compared to the previous year.

Row labeled "% change" shows cumulative percentage change in allocations and in FTES from 05-06 to 09-10.

07-08\*: After allocation of deficits, CSM \$27,002,483 and Skyline \$21,268,664 (Source: handout from Skyline CBC meeting 8/25/09)

10-11\*\*: Projected amounts (Source: handout from Skyline CBC meeting 8/25/09)

Source: SMCCCD 2005-2006, 2006-2007, 2008-2009 and 2009-2010 Final Budget Reports, unless otherwise noted.

## Administrators' pay rose 11-16% in two years; faculty lag behind

AFT has called on the District to roll back administrators' salaries. The District has said that it wouldn't be equitable to roll back, or even freeze, administrators' salaries unless all other district employees had their salaries rolled back or frozen.

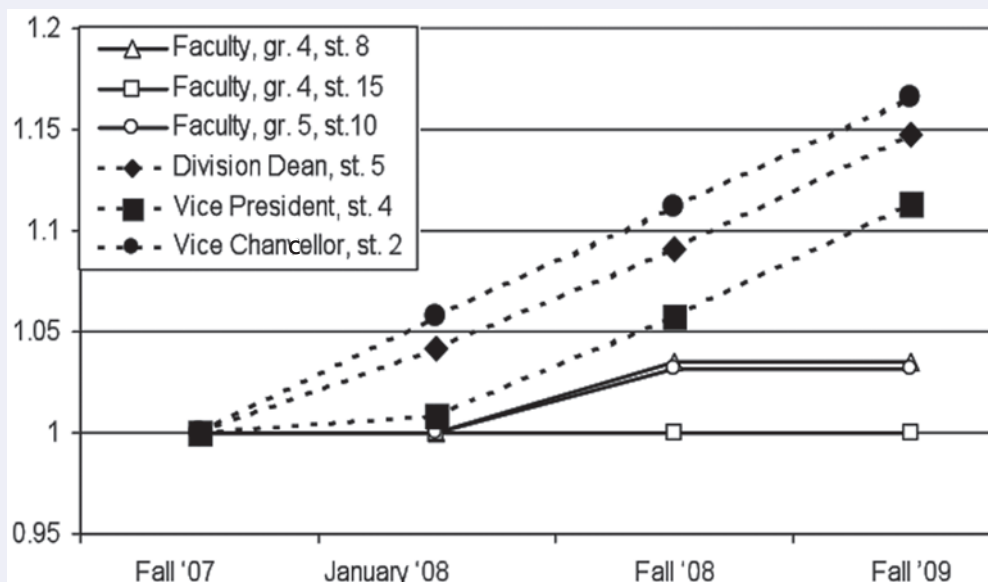
Equitable? District administrators' salary schedules were raised significantly in January 2008 to a new 6-step salary schedule. Administrators were given an immediate raise to either step 1 of their new salary schedule or (if their step on the old schedule was higher than the new step 1) to whichever was the next step on the new salary schedule that would be a raise from their previous salary. (Administrators were the only employee group to be given salary increases in the middle of that academic year. Those raises were in addition to the COLA increases they were given at the beginning of the 2007-08 year.) The step increases on the new administrative schedule gives step increases of \$5000-\$10,000, in the range of 5% per year for each of the annual steps. Faculty step increases are mostly between \$2760 - \$2815, which ranges from about 2.9% for grade 5, step 23 to 4.8% for grade 2, step 1. In addition, faculty salary schedules have numerous "plateaus", during which they receive no step increases for multiple years. We compared a few examples of management salaries with a few relatively typical faculty salaries to show how equitable administrators' and faculty step increases have been since Fall 2007, just before the administrators were given their new salary schedules.

**SMCCCD Salary Increases since Fall 2007**

	Fall '07	January '08	Fall '08	Fall '09	Total change
Faculty: grade 4*, step 8:	79956	79956 (0%)	82753 (Step 9) +3.6%	82753 (Step 10) +0%	+ \$2897 (3.6%)
Faculty: grade 4*, step 15:	89150	89150 (0%)	89150 (Step 16) +0%	89150 (Step 17) +0%	+ \$0 (0%)
Faculty: grade 5*, step 10:	87477	87477 (0%)	90246 (Step 11) +3.16%	90246 (Step 12)	+ \$2769 (3.16%)
Division Dean, step 5:	122832	128000 (new Step 2) +4.1%	134000 (new Step 3) +4.7%	141000 (new Step 4) +5.2%	+ \$18,168 +14.8%
Vice President, step 4:	142812	144000 (new Step 3) +.8%	151000 (new Step 4) +4.9%	159000 (new Step 5) +5.3%	+ \$16,188 +11.3%
Vice Chancellor, step 2	129564	137000 (new Step 1) +5.8%	144000 (new Step 2) +5.1%	151000 (new Step 3) +4.86%	+ \$21,436 +16.5%

\* Grade 4 = MA + 60 units; Grade 5 = PhD/EdD/JD

(Note: the selected positions, grades and steps above are not based on any actual employee.)



Since Fall 2007, administrators' salaries increased 11-16%, while faculty salaries rose 0-3%

## CSM community organizes vigil to “save education”

On Monday evening, November 23, CSM faculty, students and staff organized a candlelight vigil. CSM’s PR website explained that the goal of the event was “to show our support for one another and our solidarity with those working to combat the forces arrayed against public education in California.

“The intention was also to make the sometimes ‘invisible’ employees and students visible to each other and, hopefully, the community at large. This event was a peaceful, supportive get-together to show our care and concern over the budget

cuts and subsequent loss of jobs and classes at CSM. The first in a series of activist events leading up to the Sacramento March in March.” Speakers included adjunct instructor and vigil organizer Deb Garfinkle, AFT rep. Elizabeth Terzakis, CSM Academic Senate President Diana Bennett, retired CSM instructor Susan Petit, CSEA President Annette Perot, CSM President Mike Claire, Board members Richard Holober and Dave Mandelkern, Assemblyman Jerry Hill (who previously attended CSM) and numerous other students and staff members.



photo by David McLain

### An inspiration to stand together against the budget cuts

## Remembering Our Light

By Deborah Garfinkle, PhD., CSM & De Anza College

I recall a bright day in 1967, sitting on my father’s shoulders as we marched through Central Park in a large peace demonstration in New York City led by Martin Luther King, Jr. All around me, I saw a sea of people – blacks, whites, parents, children, rich, poor, students and teachers – their ranks surging, slowly but surely, in the April sunlight toward the East Side and the United Nations. Together 150,000 people lifted their voices in unison to protest the war as I watched above from my perch, amazed and awestruck to be such a small person in the midst of such an enormous crowd. Somewhere in the dim shadows of this childhood memory, I recall Dr. King speaking to us, his voice deep and luminous, stopping the world for a moment as the escalated war raged on thousands of miles away in a country I’d never been to, fought by soldiers who I didn’t know who were killing and dying alongside the anonymous Vietnamese in places like Tay Ninh and Ben Suc. But there we were all just regular people, united in the faith that our presence could make a difference. It took a long time from that moment for the war to end, but when it did, it was because of all the individuals like my parents who cared enough to get involved and do the right thing, even when it was hard and the goal so far away in the distance. Other wars have come and gone and come again since and will again. And in their lifetimes, my parents often felt as if they had failed. But I never thought they had.

In my life, there have been many times where I have forgotten what I learned over forty years ago surrounded by that sea of people fighting for something they believed in. Often it

has been easier for me to drift along with my feet on the ground, invisible, among the crowds – bustling just to make it through another day, good, well-meaning people who go about life because it’s often too hard to take a stand and, in the face of great odds, too disheartening. I have felt invisible, small and alone, filled with the despair that whatever effort I may make will be meaningless because that’s just the way the world is.

### *A disheartening moment*

That’s how I felt the day in October when I heard my colleagues, many of them adjunct instructors like myself, passionately advocating for the very existence of their courses and programs – courses like Chinese, French, art and music, geography and architecture – people whose dedication and love for their discipline and students brought them before us to plead for their just cause before a jury of the converted. Although their eloquence was uplifting, that day was perhaps one of the most disheartening moments in my career as a teacher – that my peers had to argue that their body of knowledge was worthy enough to be spared the proverbial chopping block. Without people like them in my life, how would I have come to know the terrible beauty of Baudelaire, the exquisite delicacy of a Sung Dynasty landscape, the raucous cacophony of Stravinsky’s modernism or, most important, where on the map of the world the wars were playing out, decade after decade, year after year. Without them how could any of us remember what we should never, never forget?

It was in their spirit that I finally decided that I had to do something because no one can put a value on the life of the mind. For over six years, I’d watched as our schools were dismantled,

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courses cut, benefits threatened and students turned away while I ignored the names that were no longer on the roster. I came to campus and took off, a “freeway flyer” with my nose to the grindstone. I complained bitterly to my husband and friends about my status as a part-timer, not realizing that my willingness to put up with an inequitable, unjust, hierarchical system and my inability to act made me equally complicit in all that I viewed as wrong. Frankly, I felt ashamed, but luckily, also mad as hell.

So I took a small step. I went to a candlelight vigil in San Francisco on a bitterly cold Friday night, the only night I

staff – all people like myself who just needed the metaphor – the light – to see that we had to do something together to stop what seemed to be happening beyond our control. We didn’t have to be anonymous and alone anymore. I made a few phone calls, sent some e-mails and extended a hand.

### *Two weeks to begin to turn the tide*

In only two weeks, my colleagues and I, many of whom I had met for the first time, put together what I hope will be one of many events that will finally turn the tide, in our State and Nation, in the inexorable process that has eroded what was

once an admirable idea into an archipelago of fragmented islands. I am grateful and proud to know all of them. Although the speakers that night were rousing, it was the voices from the community that really made me grateful for having paid the small price of a few weeks of long days and hard work.



*photo by David McLain*

would have time away from my massive pile of essays and I walked the streets carrying a candle alongside my colleague, Susan Petit, and I became inspired by what I saw. I heard songs that reminded me of where I’d been so long ago and, in the crowd of people, I felt uplifted and energized enough to do what I always tell my students to do, I asked Susan a question – why couldn’t we do something like this at the College of San Mateo to show our solidarity with each other and public education in the face of so much darkness – full-timer, part-timer, student, teacher, administrator and classified

To hear them, openly and honestly, tell their true stories about what our College has meant in their lives, made all the difference to me and restored my faith.

Divide and conquer is what history tells us. Invisibility keeps us from seeing the truth. But from this experience, I know that if we all ask ourselves the hard question of what part we’ve played in allowing this process to continue and begin to act in unity and solidarity with the spirit that has driven hunger for knowledge, all of us will be big as life and once again whole.

### **Community colleges organizing against budget cuts**

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ning, November 23<sup>rd</sup> to protest the cuts. (See story on page 6.)

The most dramatic event at the community colleges so far has been the Teach-In Against the Budget Cuts held at Berkeley City College on November 7<sup>th</sup>. Roughly 200 students, faculty and staff from over ten different community colleges came together to share experiences, learn about the budget cuts, and to form a network of organizers across the community college system. Berkeley City College has been a center of organizing going back to the 10,000 students who marched against the cuts in Sacramento in 2003. I know, I was one of those students! The plan this time? A mass mobilization on Sacramento and L.A. on March 4, but this time we march with EVERYONE!

The budget cuts are a challenge and an opportunity. We

can’t continue to remain isolated, with K-12, UCs, CSUs, and community colleges all fighting for a bigger piece of a shrinking pie. We can’t wait and hope that those in Sacramento or Washington will open their eyes. Their eyes are open. They know the impact of their policies. But they’re not counting on everyone who is suffering from the cuts joining forces together. If we do, we can start to overcome the feelings of helplessness that people have. There are three million community college students in California, one out of every thirteen residents. We are the hub of the wheel of education. If we organize we can bring the whole state of California with us. Let’s organize for March 4<sup>th</sup>!

For organizing in San Mateo – Join the email list at: [Peninsula-vs-the-Cuts@googlegroups.com](mailto:Peninsula-vs-the-Cuts@googlegroups.com) and check out – [OpenVoiceForum.blogspot.com](http://OpenVoiceForum.blogspot.com). For organizing tools and info on the March in March – [www.againstcuts.org](http://www.againstcuts.org).

# Skyline “Concerned Faculty” call for revised college budget strategies that put students first

*The following open letter was sent to all Skyline College faculty and staff and, subsequently, the Skyline Academic Senate Governing Council voted to support the efforts expressed by the “Concerned Faculty.”*

As you know the San Mateo Community College District faces a multi-million dollar budget deficit owing to the state budget crisis. In the 2008-2009 academic year six full time faculty and seventeen staff positions were defunded at Skyline, and the cuts continue this year (2009-2010). More than a million dollars in cuts are being discussed for next year (2010-2011) for Skyline College alone.

In the past two weeks a group of Skyline College faculty have met twice to discuss the strategy that the District and Skyline administration are using to cut the budget. The intent of the initial meetings was to establish a working group to: 1) examine the proposed budget cutting strategy; 2) to suggest possible alternative strategies that put students first and do not undermine the educational mission of the college; 3) lobby the Skyline College and District administration to adopt possible alternative strategies; 4) inform the San Mateo County community of the situation occurring on our campuses; and 5) monitor (and possibly participate in) the state-wide efforts to defend public education. The intent of this memo is to inform you of this effort and to ask for your participation.

The mission of the district is to serve the educational needs of the residents of San Mateo County, but the fact is 70.4% of the proposed cuts are in class offerings and another 16.2% are in student support services such as counseling and childcare, for a total of 86.6% reductions in areas that directly impact students. Only 6.4% of the total budget cuts have been proposed to come out of administration. These percentages are based on the latest (November 5, 2009) proposals being discussed by the College Budget Committee (CBC).

On top of the cuts in faculty and staff positions last year, there are cuts this year in categorical programs (Disabled Students, Matriculation, etc.) that serve our most disadvantaged students. We think that the proposals for next year to reduce summer school by 50%, and cut 160 class sections (in the neighborhood of 8% of all sections) are draconian. However, we have not seen any cuts in college administration, and in fact, administrators in the district received a 20% increase in their salary schedule in 2007-2008 while faculty did not even receive a cost-of-living increase last year.

These cuts are being made during an economic crisis when students are flocking to our campus in unprecedented numbers. There are more and more community residents who need the local community colleges for educational and

job training or retraining. Cuts at the California State Universities are pushing more of their students to enroll in our classes. The state has not given community colleges any money for more students, so that the district is not getting paid for the increased enrollment. The administration's goal has been to reduce the number of students to meet the state cap primarily through cutting classes. On the other hand, our approach is to reduce non-classroom costs so that we can educate a larger number of students and continue to serve their needs.

Our principle is that budget cuts should not be made primarily on the backs of students; they should take place as far from instruction as possible. Instead, we propose that the high-end proposal of \$410,000 in administrative savings be adopted. These savings can be accomplished by cutting back on administrative positions and/or rolling back the administrators' 2007 salary increase. This would save about one-third of needed cuts that are currently proposed to come out of classroom instruction or student support.

We recognize that there can be greater savings from strategies that structurally reorganize, consolidate, and centralize administrative functions and student services, and if such strategies were seriously implemented, many of the proposed college-level cuts could be reduced. For examples of how that strategy can be done see: Ernie Rodriguez, “District Budget Cuts: Is there a better way to reduce the budget?,” *The Advocate*, 33 (2) November, 2009.

We also understand that the problems facing our colleges essentially stem from the current economic crisis and California's budget policies and priorities. The long-term solutions to our colleges' financial situation must come from state-level reforms to increase state revenues by rolling back tax cuts for high incomes and corporations, and by implementing specific taxes such as an oil extraction tax, which all other oil-producing states already have.

Notwithstanding the fact that the root cause of our crisis is at the state level, our mission to serve students is local. The current administration strategy of reducing the number of students undermines the mission of the San Mateo community colleges. Our community has voted to spend hundreds of millions of dollars on building construction and renovation. But today classrooms are standing empty and silent, while more and more students are turned away. The long-term implication is that if we do not effect a fair and equitable solution now, it may spell the end of public education as we have known it.

*continued on the next page*



## Part Time Faculty Group joins AFT 1493

by Erin L. Scholnick, CSM, Political Science

Before I leave the College of San Mateo in December, I want you all to know that I am proud and honored to be considered a colleague of yours. This is especially true after these past few months when a dedicated group of Part Time Faculty members has met at least once a month to discuss how we can improve our lives as adjuncts, and how we can help the full time faculty understand our precarious existence. We solidified our commitment to education and together we know we can enhance the learning and life experiences of our students.

### Part Time Faculty Group becomes AFT Part Time Faculty Committee

I am also happy to announce at this time that the Part Time Faculty Group voted at our last meeting on November 6, and we are now officially the "Part Time Faculty Committee" of the AFT. We did not make this decision lightly. We discussed this opportunity many times during the past 4 or 5 months. Our first intentions as a group were to have a say during the current contract negotiations. But, as you all know, there are many other issues that are facing us these days which also need our point of view. And after attending AFT meetings and familiarizing ourselves with our representatives and the officers of the Union, we feel this is the best decision for all us. Our members represent the faculty at all three schools in the District and we are very comfortable with one another, respectful and constructive when we meet.

We also have agreed to become the Northern California chapter of the nationally organized and recognized New Faculty Majority (NFM) group. You may have read about

them in the *Chronicle of Higher Education* during the past year. But, if you are not familiar with them, please take a look at their website ([newfacultymajority.com](http://newfacultymajority.com).) Their goals are very similar to ours and together we can benefit from the knowledge and voices of our membership.

Lastly, as many of you have noticed, we are taking action! The Candlelight Vigil on Monday November 23 was the first of many events planned to bring attention to the budget emergency that is eroding education in California. Other events include Speak-Out on Education opportunities on each campus. We also will take part in a statewide gathering of students and educators in Sacramento on March 4, 2010 and a statewide walkout across all levels of education planned for March 17, 2010.

If you wish to become more involved in the movement to save education, please consider joining our district-wide committee and get vocal! Contact me at [parttimefaculty@gmail.com](mailto:parttimefaculty@gmail.com). Do not hesitate to write or call you state officials, they are your voice in Sacramento. And, please consider letter writing campaigns in your classrooms and homes. You can write our officials or newspapers, including the *SF Chronicle*, *The New York Times*, *Wall Street Journal*, *LA Times*, *San Jose Mercury* and others! Make this a student-centered exercise. Their futures and ours are at stake!

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Finally, as mentioned above, we encourage all faculty at Skyline to get involved with our effort in order that we can present a stronger voice to defend education on our campus. Please let us know if you would like to attend meetings of the Concerned Faculty group and/or continue to receive emails from us.

Sincerely,

Concerned Faculty of Skyline College:

Don Biederman, Counseling; Alma Cervantes, CAOT; Kathleen Feinblum, English; Nina Floro, English; Katharine Harer, English; Rick Hough, Math; Michael Moynihan, Sociology; Garrett Nicol, ESOL; Masao Suzuki, Economics; Linda Vogel, English/Reading; Jeff Westfall, English

### DISTRICT ASSOCIATION OF RETIRED TEACHERS

#### An invitation to attend

## DART's Christmas party and wine tasting

**This Friday, December 4,  
at 3:00pm**

**At the College Vista Clubhouse,  
3403 CSM drive**

**As usual, the meeting begins with conversation, then at 3:30pm, the plan is to enjoy tasting of wines from South America and the new world with an expert; followed by simply enjoying food, drink and company.**

# RACE to Action: The 2009 AFT Civil, Human and Women's Rights Conference

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

Hundreds of activists came together in Miami October 23-25 for AFT's biennial Civil, Human and Women's Rights Conference. The theme of the 2009 conference, "Rise, Advocate, Collaborate, Educate [RACE]: Our Civil Rights," featured sessions and speakers that highlighted the educator's role in teaching and engaging in activism and advocacy to bring about reform, whether it be in education, health care, immigration, and/or employment practices.

## AFT President launches initial session

As the keynote speaker during the initial plenary session, AFT President Randi Weingarten reminded partici-

are sometimes the only safe haven children have," and that is why the AFT is "focused on community schools." She added, "Right now, most parents have to leave their community to get the services they need. Imagine if that help was right next door?"

## Wide range of issues covered

While some participants subsequently explored the idea of community schools in a 1-1/2 hour workshop titled "Community Schools: Centers for Communities," which examined AFT's guiding principles for establishing community schools and allowed presenters to share some of their experiences in

community school settings, other participants attended sessions that focused on campaigns and issues such as immigration (i.e.—DREAM Act), health care reform, and the 2010 U.S. Census. Additional workshops and sessions allowed participants to explore how other activists



pants that collaboration between educators and communities is essential to help fight against the suffering of our children and to alleviate the current plight of our nation. "We know that it takes a village to raise children," Weingarten said. "We have to pull in partners and fight to ensure that parents and children get the services they need."

## Community schools highlighted

With this idea of community and partnership, Weingarten promoted the idea of community schools—schools that provide students and families with the services that they need, all within the institution. The objective here would be to bring together social and health services as well as parental involvement, which historically (traditionally?) have been segmented and difficult to bring together yet are all critical in student success. Weingarten noted, "Schools

mobilize communities and union members as well as educate various generations of union members and potential activists in our digital age.

## Teachers are key to ensuring civil rights

Altogether, the conference sessions underscored the idea that teachers must play a key role in the action, advocacy, collaboration, and education necessary to ensure civil rights. This year's Civil, Human, and Women's Rights Conference title, "Rise, Advocate, Collaborate, Educate: Our Civil Rights," was fitting in that it described well the connections between all of the conference events in addition to the important link between educators, institutions, communities, organizations and our civil rights.

## Your personal information on Websmart may be vulnerable

# Identity Theft: Are you next?

by Thomas G. Broxholm, Skyline, Automotive Dept.

A short while back an e-mail arrived in my inbox from Kathy Blackwood. The subject was "Check the Box", Kathy was asking for W2 form authorization. Our district is trying to save the cost of printing our W2 form. The concept of being able to get my W-2 form early was appealing until I thought about how exposed my personal information would be. I did not check the box and thought my W2 would not be posted online.

Recently I discovered that my pay stubs and my 2007 and 2008 W2 forms, including my social security number, can be viewed on WebSmart. I was surprised and appalled because I did not give the district authorization to put my personal information on a server that is connected to the Internet. I communicated my concerns to Eric Raznick, Director of ITS and Kathy Blackwood, Chief Financial Officer. I was shocked to find out that my pay stubs and W2 forms would not be removed, and my 2009 W2 form would be posted online regardless of whether I checked the box or not.

### Six-number Websmart password are very weak

As a teacher and computer consultant, I decided to do a little research on passwords and I was shocked to discover that our WebSmart passwords (six numbers) are almost as weak as not having a password at all. My information comes from Wikipedia and you can access it yourself by using the links at the bottom of this article. To help you understand, I will summarize some of the information. Using a standard keyboard, an eight-character password using only lower case letters will have  $26^8$  possible values. An eight-character password using upper and lower case letters, numbers and symbols would increase the possible values to  $95^8$ . Our WebSmart password must be six characters long and uses only numbers, 0 – 9. This makes the possible values of our passwords a meager  $10^6$ . Obviously the larger the number of possible password values, the harder it is to crack.

Computer password cracking software uses guessing techniques (personal data), dictionary techniques (word association) and the brute force technique (trying every possible combination). Combining these techniques help to narrow the search. Limiting the password to six numeric characters makes finding the password much easier, especially if the software combines all three techniques. It's quite possible that it could take only a few minutes to crack a six numerical character password, especially if the software is given your birth date and the birth dates of your family members.

I asked Eric Raznick about our weak password system and I was told the district was going to upgrade the system in the future and for now the password system was secure. You can judge for yourself, however I told Eric and Kathy that I didn't feel secure and, in fact, I feel very exposed and vulnerable.

We should all be concerned and outraged that: 1) our personal information is posted online without our permission, and 2) that information is stored behind a very weak password and login system. If enough of us express our concerns, maybe we can correct this before someone we work with is ruined by identity theft via WebSmart.

### How to protect yourself

I would like to remind everyone to never put passwords, login information, bank numbers, social security numbers, etc. in an email message. Email messages are not safe. If you need to send sensitive information in an email message, put the information into a word document or a PDF document. Both of these can be password protected. Then attach the password-protected file to your email and call the person to give them the password.

With all the different login accounts and passwords we have to keep track of today, I personally use a password manager program. My personal choice is: Steganos Password Manager and it can be purchased for \$29.95 at [www.steganos.com](http://www.steganos.com). Keeping your passwords on a written piece of paper next to your computer is a really bad idea.

Most major credit card companies will offer credit monitoring for identity theft.

They can keep track of all three credit corporations and notify you immediately when there is activity on your credit report. The cost for this peace of mind is around \$9.00 to \$13.00 per month.

Be safe and remember: the district should not have the right to put our personal information on WebSmart without our permission.

#### References:

[http://en.wikipedia.org/wiki/Password\\_cracking](http://en.wikipedia.org/wiki/Password_cracking)

[http://en.wikipedia.org/wiki/Password\\_strength](http://en.wikipedia.org/wiki/Password_strength)

[http://csrc.nist.gov/publications/nistpubs/800-63/SP800-63V1\\_0\\_2.pdf](http://csrc.nist.gov/publications/nistpubs/800-63/SP800-63V1_0_2.pdf)



**Letter to The Advocate***continued from page 3*

They are cutting classes with a meat axe, seeking to cancel whole academic programs, and laying off teachers right and left. At the same time, as Ernie Rodriquez pointed out in last month's *Advocate*, they are not giving due consideration to centralizing and downsizing expensive administration, although, as Rodriquez pointed out, the District Office budget is roughly equivalent to that of Cañada College.

Why have the District and its highly-paid administrators got their priorities wrong? A key factor, in my opinion, is a lack of valid qualification at the very top. Elected board members, as we know, are not involved in the day-to-day operation of the colleges. And rarely do they have experience as educators or even familiarity with important education problems and issues before they were elected. It is understandable, therefore, that in most cases they merely rubber-stamp decisions made by the District's top administrators. So everything, much as in most corporate boards of directors, is really in the hands of the man or woman at the top.

The present District Chancellor, as well as the President of CSM, both have degrees in accounting. Accounting is a management tool, useful to quantify variables and determine the "bottom line" in a profit-seeking private enterprise or taxpayer-funded public agency. Accounting as a discipline, however, has no real cultural, historical, or social content. Its main virtue (and shortcoming) is to simplify decision-making by reducing everything to quantity and obviate the necessity for qualitative judgment. In the past, the colleges and the District each had a Financial Officer who would perform the useful function of defining budgetary limits and setting the financial parameters within which the Chancellor or Presidents *then* made their decisions involving *educational* considerations. Today, however, individuals with such narrowly-defined expertise have been elevated to the highest positions in the Administration. The result is that a series of decisions have been made which suggest disturbing ignorance of the role and proper functioning of academic institutions at the college level. Educational values have been replaced by undue emphasis on the bottom line. Not only have totally unrelated academic divisions been lumped together at CSM for "efficiency" purposes, but high school teachers were invited to come and teach courses at the college, and the principle that "no teacher owns a particular course" was articulated by the instructional Vice President although anyone who has had a life- or career-changing class with a particular professor knows that such an approach is short-sighted.

In the present crisis situation, it is absurd that decisions involving the allocation of resources between an expensive administration on one hand, and teach-

ers and classes direly needed on the other, should be in the hands of those who have consistently demonstrated their inverted priorities. Administrative positions at all levels, and particularly at the District level, should be subject to scrutiny for restructuring or possible elimination, as Ernie Rodriguez suggested, before so many teachers are laid off and so many classes are brutally cut.

To restore the essential educational values component to the decision-making process at this crucial time, what is necessary is, as Rodriguez pointed out, the inclusion of faculty representatives chosen by faculty organizations, not administrators, and given equivalent voice in the choice of alternatives. In other words, something must be done at this point, for the sake of the students, taxpayers, and families served by the SMCCCD, to get its priorities right for a change.

*Greg Davis,*

*Emeritus Professor of Political Science and Humanities, CSM*

**AFT 1493 Calendar**

**DART Holiday Party: Friday, Dec. 4, 3 pm -**

*See page 9 for details*

**Executive Committee /**

**General Membership Meeting:**

**Wednesday, Dec. 9, 2:15 - 5:00 pm**

**CSM, Building 18, Room 201**

# MARCH FOURTH

## SACRAMENTO LOS ANGELES

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