

“What a Shame!”: Survey Counts the Ways Faculty Are Hurt by Salaries Falling Farther Behind High Cost of Living

by Katharine Harer, Skyline,
AFT 1493 Co-President

“It’s just a shame that the cost of housing is so high in the Bay Area that I can’t afford to buy a home.” Skyline Auto Tech Professor, Tom Broxholm, sums up the sentiments of countless SMCCD faculty members. Broxholm works three jobs — at one time he held down four “just to make ends meet” — and is currently renting. He’s been with the district for twelve years, six of those full-time. Although he likes his colleagues, his division and his working environment: “I enjoy working here and doing what I’m doing,” Broxholm confided to *The Advocate*, “my wife has talked about leaving the area to be able to afford a house.”

Results from *The Faculty Quality of Life Survey* carried out last semester unequivocally reflect the lives and experiences of district faculty working at non-competitive salaries

We saw strong patterns of frustration around issues concerning salaries, housing, commuting, overwork & support from the District.

in one of the costliest areas of the nation. In the twenty-two pages of anonymous comments contributed by participating faculty members, we saw strong patterns of frustration around issues concerning salaries, housing, commuting, overwork and about support from the district for faculty concerns. As one faculty member put it: “The car won’t run if it isn’t refueled. One needs to put gas in the engine for it to run effectively. Morale will go up when we feel valued and appreciated. The salary issue needs to be addressed immediately.”

Of the 1100 total faculty in the district — approximately 350 full-time and 750 part-time — 240 answered the survey, a mix of 73% full-time and 27% part-time. This response rate of 22% is comparatively high, according to Stephen Hearne,

One-third of the respondents do not own a home; of those, one-third of their income goes to pay rent.

Psychology Professor and head of the Research Committee at Skyline College, who calculated the statistical analysis of the survey data. “Average response rates found in social science research are typically less than 10%,” Hearne states. The turn-around time of less than two weeks was also impressive, which could indicate the gravity of the issues for our faculty. It is also interesting to note that the survey represented faculty members with a fair amount of experience in the district: of the full-timers who answered the survey, the average length of time in the district amounted to ten years and of the part-timers, eight years.

The results of the entire survey, too voluminous to print here, can be found on the AFT web site (AFT1493.org) but we’d like to highlight a few significant areas. In the category of housing, **one-third** of the

survey’s respondents do not own a home, which means that they have no equity or property tax deductions — and more shallow roots in the area could perhaps provide stronger incentives to move to a district where affordable housing is available. For those who identified as renters, **one-third** of their income goes to pay rent — a significant chunk that could be creating a foundation for their future if they were home owners, but that is basically being thrown out the metaphorical window. Of our renters, less than half, **48%**, said they “think” they will purchase a home in the next ten years, but **only 4%** said they think this purchase will be in San Mateo County. Not very

Average round-trip commuting time to work in our district was 1 hour and 22 minutes.

optimistic, is it? But it is undoubtedly realistic.

“I have a horrendous commute,” was one of the many comments on travel-time. “I live in the East Bay and I’ve thought about an easier commute” was another. How many times have we heard colleagues echo these

continued on page 11

INSIDE THIS ISSUE

- | | |
|-------|---|
| 2 | Presidents’ Perspectives: Negotiations Progress |
| 3 | Clarifying Adjunct Medical Reimbursement Program |
| 3 | Seniority Victory for Part Timer |
| 4 | Way Over the Line |
| 5 | George Goth: Skyline’s Renaissance Man |
| 6 - 7 | Ensuring Fairness After Affirmative Action |
| 8 - 9 | Questions on the 15-Week Calendar |

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PRESIDENTS' PERSPECTIVES

Negotiations Progress as Process of Appointment Raises Concerns

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



Greetings,

Reopener negotiations have been taking place since last November over part-time equity, full-time faculty salary and benefits augmentation and sabbaticals. The AFT team has expanded to include Executive Committee members Romy Thiele from Cañada and Victoria Clinton from CSM. Romy's work with the Cañada Academic Senate gives her a strong faculty perspective. Victoria's knowledge of part-time issues forged after many years of working part-time in the district strengthen our advocacy efforts for part-timers. As we have mentioned before, this year we are using, for the first time ever in our district, the interest-based approach in negotiations. Even though this approach is more time consuming and takes longer, it is more collaborative and, in the end, should produce better results for both parties. In the interest-based approach both sides identify their interests and list options to address these interests; these options are analyzed, narrowed down and modified until an agreement is reached. We want to remind you that what we are currently negotiating will be retroactive to last August.

As you know, this year Governor Davis and the Legislature included \$57 million in the budget for part-time equity. This money can only be used to improve compensation for part-time faculty and move their salaries towards parity with full-timers. Our District's share of that

money is about \$950,000. We have spent a considerable amount of time in negotiations discussing how to allocate this money as well as how to define parity. Defining parity is more complex than it may sound. Full parity will be achieved when part-time faculty are paid comparably to full-time faculty for those professional responsibilities expected equally of full- and part-time faculty. This means that we need to define what percentage of the responsibilities of a full-time faculty member are also expected of a part-timer and what additional responsibilities will be expected of a part-timer as additional money is added to their salary schedule.

In looking at how to allocate our District's share of the part-time equity funds, we have an opportunity to make changes to the structure of the part-time faculty salary schedule. We are currently exploring options of adding an extra step, changing from hourly pay to pay by load or just adding the additional money to the schedule without changing its structure.

With respect to full-time compensation and benefits, we have made it very clear that our interest in this round of negotiations is to achieve competitive salaries and benefits. We have presented and discussed data showing how our salaries and the structure of our salary schedule (number of steps, columns, etc.) compare with those of other districts in the Bay Area. This data clearly shows that our salaries are lower and that our salary schedule has more steps and columns than most of the other districts in the Bay Area. The District has stated that its interests are to recruit, hire and retain excellent faculty, to maintain the fiscal stability of the District and to achieve a multi-year agreement. They have also indicated concerns about the budget in

continued on page 12

Clarifying Confusion About Medical Reimbursement Program for Adjunct Faculty

by Victoria Clinton, CSM, AFT 1493
Negotiating Committee Member

The renegotiated medical reimbursement program for adjunct faculty has resulted in confusion over how to submit reimbursement requests. Hopefully the following will clarify the submission process:

1. The medical expenses must be from enrollment in an approved plan, which is an HMO, PPO, or indemnity health plan licensed/registered by the California Department of Insurance or California Department of Corporations. It cannot be for just any plan or medical expenses. If you are not sure your plan qualifies, check with the District or have your Division Dean inquire. You must also be at 40% or more of a full-time load.

2. By November 15th submit to your Division Dean photocopies of the bill/statements and corresponding payment check for medical expenses for the period July 1st to December 31st. The District is fully aware of the fact you cannot have paid late November and December bills by November 15th. During the month of January submit photocopies of any bill/statements and corresponding payment occurring in November and December not submitted by November 15th.

3. By May 15th submit to your Division Dean the same verification for the period January 1st to June 30th. Again May and June expenses not submitted by May 15th can be submitted during the month of July.

TIP: You do not need to wait for your cancelled check. When you write your check, photocopy it with the corre-

sponding bill/statements. The check must match the expenses.

4. The payments will come in two parts for each period. The first check will be for up to 25%, then 60 days after the District receives reimbursement from the State, another check for up to 25% will be issued for a total reimbursement of up to 50% (60% of full-time load would receive 50%. 40% to 60% would receive corresponding percentage up to 50%).

This is a vast improvement in reimbursement over the previous reimbursement plan. Lynn Pontacq and the District are working very hard to have the deadline dates to Division Deans changed so the delayed submissions will be eliminated. They were the first to recognize this problem and are working to find a solution that meets State submission requirements. Please have patience for those working on your behalf. If you have any questions you can call me (Victoria Clinton) at 574-6492.

AFT Wins Seniority Victory for Skyline Part Timer

by John Kirk, CSM,
AFT 1493 Chief Negotiator

A part-time, Skyline counselor, who had been assigned to 18 hours per week (60% of full-time) for a number of years, learned one week before the beginning of the Fall 2001 semester that her hours were being cut back by two-thirds to 6 hours per week. At the same time, the hours of less senior part-time counselors were not cut back. The union intervened and explained to the Dean that the contract requires that seniority be factored into retention and assignment decisions. The Dean responded that since she had made the decision right before the beginning of the semester, a senior part-time counselor couldn't bump a less senior part-time counselor. The Dean was relying on §19.6 of the contract, which states:

"A part-time teaching faculty member whose assignment is reduced within three weeks prior to the beginning of that assignment may not claim seniority as a reason to be reassigned in place of a less senior part-time faculty member provided that the less senior part-time faculty member had already been given an assignment prior to the three week period."

When the union pointed out that §19.6 was specifically written for teaching faculty and doesn't apply to counselors, Skyline assigned her to five additional hours. The union persisted and insisted that the counselor either be given an assignment of 18 hours per week or be paid for 18 hours per week for the Fall 2001 semester.

On January 22, 2002, the parties signed a formal agreement wherein the district agreed to pay the counselor for the entire fall semester for 18 hours per week.

Don't Forget to Vote March 5!

Don't forget to vote in the California Primary election on March 5.

The CFT has made the following recommendations on the propositions that will be on the ballot:

40: Clean Water, Clean Air, Safe Neighborhood Parks, and Coastal Protection Act: **YES**

41: Voting Modernization Act: **YES**

42: Increases Transportation Funding at the Expense of Schools: **NO**

43: Right to Have Vote Counted: **YES**

44: Insurance Fraud Prevention: **YES**

45: Legislative Term Limits, Local Voter Petitions: **YES**

WAY OVER THE LINE

by John Kirk, AFT 1493 Chief Grievance Officer

The Incident

A classroom incident occurred at CSM on October 23, 2001. It is important for everyone in the district to know what happened. It could happen to you.

An English teacher was most of the way through her class, when a student in the back of the room closed his books, took out his CD player, put on his headset, and began to play music loud enough for the other students in the class to hear. When the teacher figured out where the sound was coming from, she approached the student. Before she could say anything, the student opened his eyes and yelled, "Get out of my face, bitch!" He yelled the same thing twice more. When the teacher pointed to the CD player, he yelled "Get out of my face, you stupid bitch!" The teacher returned to the front of the class and sat down, wanting to keep things as calm as possible so she could check on the rest of the students.

A student sitting in the front of the class quietly told the teacher that no one should have to listen to that kind of language. The teacher said she would do something about it, and left the room to call security. Although there is supposed to be a security phone in each hall for emergencies, there was no phone (3rd floor, bldg. 18). The phone on the first floor did not have security's number, only 9-911. She didn't want to call 911 because it would take too long for the San Mateo police department to respond. The instructor went to the division office in the next building, but the office was closed and no one was inside (it was about 10:50 a.m.).

The teacher returned to her classroom. Some students were discussing the lesson and the disruptive student was still listening to his headset with his eyes closed. The instructor summed up the lesson and dismissed the class a few minutes early.

As the students were leaving the class the disruptive student approached the teacher and began yelling, "You stupid, fucking bitch." When a female student told him to calm down, he raised his hand in a threatening manner and told her "get out of my face, you stupid bitch or I'll whoop your ass." The female student said she was going to call security. He replied, "I don't fucking care!" He continued yelling and approached the teacher in the front of the class. When he reached the front table, he put his hands on it and yelled into the face of the teacher, "You better watch your face, bitch, because I'm going to be following you!" He then yelled again, "you stupid bitch," and violently swept her purse off the table and across the room.

Another teacher came into the room, told the teacher to leave the room and call security, and he would try to keep the student in the room. A student who had been in the hall came in and tried to calm the agitated student down. As the teacher was leaving the room, the student continued to yell profanities at her.

Security and the Police

The teacher went to the writing center and with help from the staff assistant, campus security was called. It turns out that a student had left the class and had called the San Mateo police department. By the time the police and campus security arrived, the disruptive student had left for his next class.

The instructor gave the police the student's name and a complete report of the incident. The instructor said she didn't want the student back in her class, that she was threatened and a student was threatened. One of the officers walked her to the Dean's office and when the Dean arrived, the teacher repeated everything that had happened. While in the Dean's office the CSM security officer arrived and said they had found and

talked with the disruptive student. The officer said that the student had "pretty much admitted to everything she had reported." The student told the officers that he had handled the situation badly and that he wasn't going to stalk the teacher. The student was not detained in any way by the police. The student was on campus the next day. When the student who had been threatened learned that he was still on campus, she dropped out of school.

Administration's Response

The response of the administration to this incident was to ask the instructor to write a report of the incident, to interview the student (by the Vice President for Student Services), and to inform the instructor that the administration had taken "appropriate disciplinary action."

Upon learning of the incident, the union sent a memo to the college administration pointing out Appendix N of the Faculty Handbook entitled, Addressing Disruptive Behavior on Campus. That policy specifically identifies "Imminent threats of physical violence" as a class of disruptive behaviors, which requires "immediate police action." The union demanded that: "To



continued on page 10

George Goth: Skyline's Renaissance Man

by Linda Vogel, Skyline

Each year George Goth, Skyline physics and chemistry professor, sends Christmas cards quoting Dylan Thomas' "A Child's Christmas in Wales." Reading is but one of his many interests...

Here I sit in Skyline's brand spanking new physics lab with George Goth. Room 7321 is now the proverbial state-of-the-art classroom complete with high tech equipment, spacious student stations and handsomely crafted cabinetry. Having first taught in this same classroom some 20 years ago, I marvel at the transformation made possible through a grant written by George and Paul Goodman.

George and I had agreed at the onset to a one-hour interview, so I was eager to get on with it, when there was knock at the door by a student who needed to talk to George right then. No matter. I saw him in action, patiently working through the problem solving process

with the confused student, all the while assuaging fears, and bolstering confidence before sending her on to complete the assignment. Back to the interview.

After graduating from Columbia University, George attended graduate school at UC Berkeley where he earned a Ph.D. in nuclear chemistry. Living at the center of vintage Berkeley in 1965 on Telegraph Ave. near the Globe and Studio Theatres, Cody's Bookstore, and numerous coffeehouses, he decided California was where he wanted to be. And after several years of research, he found that teaching was what he wanted to do.

"When I first started teaching, I realized it was im-

portant to be involved in the Union. For one thing, I come from a working class background. My mother and father, aunts and uncles, everyone in my family, belonged to the union back in New York where I grew up. For a brief period, I was a part-time chemistry instructor at CSM and remember thinking, 'Please don't let me get sick. I don't have any savings and my car's 15 years old.'"



George Goth

Fortunately for all of us, he was hired to teach chemistry and physics full time at Skyline after a few months, but he remains sympathetic to the part-timers' need for better benefits and pay. Back then, George was a strong Union supporter when the organization had only 30 members. His commitment to the Union and desire to communicate ultimately led him to become editor of the *Advocate*, a position he held for 11 years. He continues to be a strong supporter and presently serves as secretary of AFT's Executive Committee. George expressed continuing admiration

for John Kirk who has "expertly handled faculty grievances for 30 years and never asks for anything in return."

When he retires, he plans to read all his old New Yorkers and looks forward to all the unplanned stuff. He looks forward to travel, plays, and movies.

But his love of teaching comes through again when he says he thinks he'll miss "starting over"—the time when he begins the journey all over again with his students.

And I know I'll miss my Dylan Thomas Christmas card.

9.11 Community Dialogue

Come together to discuss, listen and learn from one another about the implications of the September 11th events.

- The need to remember and learn from history
- The importance of protecting civil rights for all

- The influence of the media on public perception
- The prevention of hate crimes

Saturday, March 16, 2002 6 – 9:30 pm
College of San Mateo Little Theater

presented by the College of San Mateo, San Mateo Japanese American Citizens League and the American Association of University Women, San Mateo Chapter

Creating a Climate of Non-Discrimination in a Post-Affirmative Action Era

On September 4, 2001, the California Third District Court of Appeals struck down the California Community College's affirmative action hiring policies. The court ruled that these policies violated Proposition 209 and the Equal Protection Clause of the Fourteenth Amendment.

As a result, the California Community College Chancellor's Office is currently in the process of revising hiring practices. Though new guidelines have yet to be established, it is clear that affirmative action will no longer be a part of the hiring practices in this or any other California community college district. However, we believe that though affirmative action may be gone, explicit policies to combat racial and gender discrimination are still necessary. We do not suggest that all affirmative action programs have been fairly implemented, nor that our District's was perfect. We do believe, however, that the societal factors that led to the need for affirmative action to be created in the first place – namely racism and sexism – continue to exist, and need to be addressed in hiring practices. As we move forward into an era when we cannot rely on affirmative action to ensure fair process for women and minorities in hiring, it is critical that we create other ways to ensure a level playing field. Like us, opponents of affirmative action claim to be concerned with fairness and social justice. This may in fact be true in many cases; however, some of the arguments commonly used against affirmative action seem to work against the goal of creating a climate of non-discrimination. Our article will address these arguments.

First, some may argue that affirmative action is equivalent to Jim Crow and segregation. In his article appearing in the November 2001 issue of *The Advocate*, Paul Roscelli (2001), Economics Professor and Vice President of the Cañada College Academic Senate, espouses this point of view: "... the current use of race and gender preferences in hiring differs little from the past use of 'preferences' by whites during the Jim Crow South" (p.6). This analogy is both false and irresponsible. Jim Crow was a pervasive system of white supremacy that intruded deeply into the lives of all who encountered it. Jim Crow determined who could vote, who could own land and whom one could marry. Its purpose was the total political and economic disenfranchisement of people of color. For example, in Louisiana in 1896, 130,000 black men were registered to vote. Eight years later, after the enactment of a Jim Crow

State Constitution, only 1,342 blacks were still registered. As one white Democrat bluntly stated, "The plan is to invest permanently the powers of government in the hands of the people who ought to have them - the white people" (Litwack, 1998, pp. 224 - 225). Nor was Jim Crow an exclusively Southern phenomenon that only oppressed African Americans; California had school segregation

laws, miscegenation laws, and laws restricting land ownership. These laws applied to Latinos, Asians, and American Indians as well as to African Americans. Affirmative action, by contrast, was simply intended to "level the playing field" – to ensure that discrimination on the basis of race and gender would not take place in hiring. It in no way was intended to oppress or disempower white Americans.

Moreover, though Jim Crow was institutionalized into law, its implementation was accomplished

through terror. Thousands of people were lynched and murdered because they transgressed written and unwritten segregation laws. Though Roscelli may not like affirmative action, we hope that he would agree that it has not led to the murder of thousands of innocent people. To suggest that affirmative action is similar to Jim Crow trivializes the severity and power of the racism which led to that violence.

Many detractors of affirmative action argue that since these discriminatory laws and practices were dismantled in the 1960s, they need no longer concern us – and therefore affirmative action is now unnecessary. For example, in said article, Roscelli (2001) argues that "... the burden of these hiring preferences [affirmative action] typically falls on individuals who did not commit the harm, while the benefit is conferred to individuals who were not actually injured" (p.6). Roscelli is correct in that the original harm was not engendered by people living today. Certainly most white people in the US today are not slave-owners or the descendants of them; indeed, many of them are the descendants of hardworking immigrants who themselves may have been the victims of discrimination. This fact does not mean, however, that the descendants of these groups do not benefit from America's racialized past. For example, while there was resentment and animosity towards Irish immigrants in the 1800s, there was never the systematic legal structure of laws that prohibited blacks, Latinos, Asians and American Indians from exer-



cising their civil and human rights. Thus, while people of color labored under the burden of Jim Crow, the Irish – against great odds – were able to build a political network that virtually controlled several northern cities.

Today, people of color are still very much living with the legacy of racism. The belief that affirmative action helps those “not actually injured” by racial injustice is astonishingly naïve, for it essentially turns a blind eye to the continual and often subtle exclusion that people of color still face today – an exclusion well documented in statistics on college graduation rates, home ownership rates, and crime rates. While undoubtedly no one who was born into slavery works in our District, we suspect that most people of color in our District could give concrete examples of having to deal with racism. The days of being refused service in a restaurant or harassed by the police because of the color of one’s skin have not ended yet – even in the Bay Area.

Conversely, while perhaps most white individuals do not consciously craft prejudiced policies, they nevertheless benefit from white privilege. Affirmative action was designed to counter the systematically conferred advantages white people receive simply because they are white; it is not about granting “preferences” to people of color. In her seminal book about race relations, “*Why Are All the Black Kids Sitting Together in the Cafeteria?*” And Other Conversations about Race, Beverly Daniel Tatum (1997) explains, “When the dominant identity of Whiteness goes unexamined, racial privilege also goes unacknowledged. Instead, the achievements that unearned privilege make more attainable are seen as just reward for one’s own efforts. The sense of entitlement that comes as the result of privileges given and received without notice goes unchallenged. When that sense of entitlement is threatened, it is most often experienced as an unfair personal penalty rather than as a necessary and impersonal leveling of an uneven field” (p. 126). In other words, white people may stand to benefit from special privileges and opportunities not based on their achievements but by virtue of their skin color. Case in point is a study conducted by John Dovidio, Jeffrey Mann, and Samuel Gaertner (1989) in which college students were asked to rank white and black candidates for jobs. Ultimately they were more likely to rank white candidates higher than black candidates despite both candidates having the same credentials. Even more disturbing, the more competent the Black person, the more likely this bias was to occur. To sum up, though the candidates were equal in all respects, they often were not perceived as equal. Residual racism will continue to put people of color at a disadvantage to white people without some system in place to guarantee that the most qualified person does indeed get hired.

Research such as the aforementioned leads us to conclude that we can not simply trust to good intentions

to ensure that racism and sexism do not affect our hiring practices. Since racism is an institutional phenomenon, we believe that its elimination requires an institutional solution. Even the court which invalidated affirmative action policies agrees, pointing out that “Throughout the various opinions filed in the United States Supreme Court’s affirmative action cases, no justice has suggested that discrimination is a thing of the past which need not concern governmental entities. Governmental entities remain under a duty to eliminate the vestiges of segregation and discrimination” (Connerly vs. SPB, 2001).

Ultimately, then, we are still left with the question of how to rectify the historical legacy of sexism and racism in our society. There is no question that the U.S. has changed a great deal since affirmative action was created. However, to believe that a nearly 400 year legacy of American racism (and thousands of years of sexism) has been disposed of by the passage of the Civil Rights Act and thirty odd years would be either naïve or disingenuous. In the near future, the district’s Trust Committee, which consists of representatives from AFT 1493, the District Office, and the Academic Senates, will meet to revise District hiring procedures. We hope that all members of the SMCCCD community will play an active role in ensuring that the Trust Committee creates policies which ensure a level playing field for all candidates. Assuming that such hiring practices will happen of their own accord in a sexist and racist society is delusional at best.

We stand united,

Karen Wong (Skyline English), Jennifer Helton (Cañada History), Rachel Bell (Skyline English), Derrick Williams (Cañada English), Juanita Alunan (CSM English), Sandra Nieto (Skyline Math), Jennifer Castello (Cañada ESL), James Carranza (CSM English), Jane McKenna (Cañada Librarian), Katherine Schertle (Cañada ESL)

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COMPRESSING THE CALENDAR?

Some Relevant Questions on the 15-week Calendar

By Kate Deline, Kathy Diamond, Bob Hasson, John Searle, and Barbara Uchida

The following article is a response to the December 2001 Advocate article by Mike Burke and Anne Stafford on Pierce College's experience with a compressed calendar. References to "B. and S." refer to that article. —ed.

Here are some questions and concerns to consider about the proposed 15-week calendar. The authors are the AFT Chapter Chair at CSM (John) and 4 members of the CSM calendar committee. Barbara was a member of the CSM delegation that visited Pierce College last October.

1. What will your workweek look like under the 15-week calendar?

What we know: At Pierce College the Math faculty say, "their teaching days are more stressful..." The English faculty say, "The work week is slightly more intense. [B. and S.]

Discussion:

Bob: While the semester is shorter, the amount of time in class for the semester is the same. This means more time in class each week. Also, the 15-week calendar forces most courses into a 4-day class week because of the strange way the state computes class hours. This means even more time in class each day.

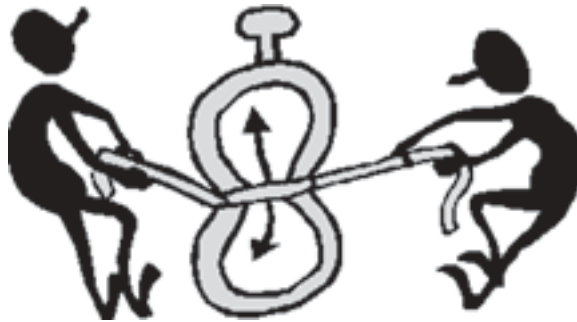
Kathy: Faculty are exhausted in the 15-week calendar because each teaching day is grueling. What will that do to the quality of our teaching, grading, and our attitudes toward students?

Kate: I am very concerned about longer workdays. If classes will be longer, then when will I have office hours? Will I not be able to see my children as much?

I may still need to teach Friday labs. But people without labs will be on campus on Fridays only for meetings, assuming they come for meetings.

2. Will the 15-week semester affect the way you teach and how much you teach?

What we know: "President Young [of Pierce College] stressed that, in order for the 15-week calendar to be successful, faculty must carefully reevaluate both curriculum and teaching methods. Simply shoehorning our current courses into a new configuration is not likely to be particularly successful." [B. and S.]



Discussion:

Bob: Do you want a change in the calendar to force you into changes to both your teaching and your curricula?

Kathy: At Pierce College, science courses that must cover a set of topics for transfer appear to be cutting down laboratory time and increasing lecture. It would be a loss to be forced to sacrifice lab time.

Barbara: At Pierce teachers said that they have cut "non-crucial" content out of their classes because of their calendar. What content do we consider to be non-crucial? How will this affect transferability of courses?

Kate: I will not have as much time to grade, so I will have to cut down on the number of quizzes I give. I may have to reduce the number of in-class exams, which will mean more material on each exam. Because there are fewer class meetings each assignment will be longer. I will not be able to cover all of the material presently in the course. Making each class longer will not help because my students reach a saturation point.

John: I am inclined to believe that the 15-week semester will in effect force us to abandon two weeks worth of course content.

3. Will your students learn more in a 15-week compressed calendar?

What we know: "[Math faculty at Pierce said] the compressed calendar has had no dramatic effect on...student success. English faculty...believe that students are doing better." [B. and S.]

Discussion:

Bob: The 15-week calendar will very probably make every weekend a 3-day weekend for students. How sharp are your students after a 3-day weekend?

Also, in the 15-week calendar, students will have less time to study while their class work will demand that they study more. Will your students study more if the calendar changes? If not, then students will probably learn less.

Kathy: There will be less free time for students between classes for office hour visits, for time in the integrated science center to study, to work with faculty, to join a study group, to feel part of the campus community, to get to know other students, or to see faculty interacting with each other and students.

4. Is the 15-week calendar likely to increase enrollment?

What we know: A major lure of the 15-week calendar is

surely the hope that it will increase enrollment, which will mean increased funding.

Discussion:

Bob: The only college on the 15-week calendar that is claiming large increases in enrollment is Pierce College. None of the 4 Bay Area colleges that have been or are on shorter semesters have so far experienced large enrollment increases.

Local factors may prevent enrollment increases from happening here. We have the highest housing prices in the country. This tends to drive prospective students out of the area. In non-recession times, we have one of the best job markets in the country. This tends to pull prospective students out of the classroom.

Barbara: At Pierce, the change to a 15-week calendar coincided with the installation of air conditioning in classrooms, refurbishing of most of its buildings, and a partnership with UCLA, UC Davis, and Cal State Northridge. (Source: the Pierce College catalog.) So it is hard to tell how the 15-week calendar really effected enrollment at Pierce

Because the 4-day class week will increase competition for class space, it will be hard to schedule classes in such a way that students can take them all in two or three years

Kate: Students may then decide to go elsewhere.

5. What will the workweek of classified staff look like?

What we know: "...There are more registration periods, more grading periods, and more schedules to construct. ...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." [B. and S.]

Discussion:

Barbara: At Pierce classified staff said they were getting burned out for lack of set up and down time.

Kate: Classified staff will have more things to do without more pay.

6. Are our students handicapped because of the length of our semester?

What we know: According to the people at Pierce, "The faster pacing at Pierce better prepares them for the rigors of their transfer institution [because of the shorter semesters/quarters at universities]." [B. and S.]

Discussion:

Bob: How many of your former students have told you that the length of our semester hurt them at the university?

Kathy: We prepare students to do well at the university by the extra time we spend teaching them good study and learning techniques. Many of our students begin unable to succeed at the university but finish CSM able to be stars at transfer.

7. In the 15-week calendar, will part-timers be able to

teach in the winter intersession?

What we know: "The LA District has made the interpretation that teaching in the winter intersession will not count towards the 60% yearly limit for part-time faculty." [B. and S.] [If a part-timer works at more than 60% of a full load for more than two years, then that part-timer can sue for a tenure-track position.]

Discussion:

Bob: A recent court case in Marin County ruled that pretty much any work a part-timer does outside of summer counts towards the 60% limit. If part-timers can't work in the intersession, then it will be very hard to staff the intersession. Does it make sense to adopt the 15-week calendar while this issue is unresolved?

Kate: First, intensive intersession courses will conflict with courses at neighboring colleges, which will make things hard for freeway fliers. Second, part-timers need time off just like full-timers do.

8. But community colleges in other states and universities have 15-week semesters.

Discussion:

Bob: There are real problems in comparing California community colleges with colleges in other states due to large differences in tuition and K-12 systems.

Kathy: Unlike the university, we don't just let students fend for themselves, weeding out weak or unprepared students in the first week or two. We prepare them by the extra time we spend teaching them good study and learning techniques.

John: We offer quality education to students with markedly different backgrounds, some of whom would have difficulty in the ruthless environment of the 4-year school. According to our Office of Research, 75% of CSM students place into remedial classes!

9. How good is the information in support of the 15-week calendar?

Discussion:

Bob: Virtually all of the positive information is coming from Pierce College: a sample size of one. Also, the information from Pierce covers only their first two semesters on the 15-week calendar. Do we want to make a significant change in our calendar on such limited information?

Kathy: No one has given me solid data for academic quality by switching to a 15-week calendar. Instead I have the impression that we will lose much of our special community college values by changing.

10. So is there really a reason to switch to the 15-week calendar?

Based on the information you are getting so far, what do you think?

Way Over the Line

continued from page 4

protect the instructor, the administration should have the student removed from the campus, and the administration should seek a court order restraining the student from coming into contact with the instructor." The response of the administration was that the VP had taken "appropriate disciplinary action." Since the student was still on campus and enrolled in his other classes, the union requested to know precisely what disciplinary action had been taken. The administration responded that "disciplinary action is confidential." The union disagreed that the information was confidential and asked the administration for the legal basis for their claim of confidentiality.

The Grievance

When the administration refused to answer, the union filed a grievance claiming that by not removing the student from the campus, the administration was endangering the safety of its employees and students in violation of the contract (Article 16: Safety Condition of Employment), Board Rules and Regulations (§7.69 -Student Conduct, §7.72-Suspension and Expulsion of Students), and the Education Code (§87708 Assault or Abuse of Instructor). Board Rules and Regulations state:

§7.69 (1) "... Violators shall be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to the colleges..."

Section 2 states that the "*following actions are prohibited and may lead to appropriate disciplinary action*":

§7.69 b. "Assault, battery, or any threat of force or violence upon a student or college personnel

c. Physical abuse or verbal abuse or any conduct which threatens the health or safety or any person.

e. Interference with the normal operations of the college (i.e. obstruction or disruption of teaching...

i. Disorderly conduct or lewd, indecent, or obscene conduct or expression on any college-owned or controlled property..."

Clearly the student violated each and every one of these sections of Board policy on student conduct. Yet the student is still on the campus.

Furthermore, the California State Education Code §87708 states:

§87708 "Assault or abuse of Instructor

(a) Every parent, guardian, or other person who assaults or abuses any instructor of community colleges in the presence or hearing of a community college student is guilty of a misdemeanor."

The union grievance demanded that the administration disclose to the union and to the grievant the action taken against the student, that the administration suspend

or expel the student, that the district arrange with county council to seek a restraining order against the student, that the administration install phones for emergencies on all floors of the buildings on campus, and that the administration investigate and disclose to the union and the grievant the reason for the delay by campus security in responding to the situation.

The college president's formal response to the grievance was:

"The grievance cites alleged violations of Articles 16.1 and 16.4 of the SMCCCD-AFT contract. Articles 16.1 and 16.4 refer to safety of public facilities and the physical work environment. These sections of the contract do not cover interactions between faculty and students. Therefore, I deny this grievance on the grounds of no contract violation."

The grievance also cites alleged violations of the Faculty Handbook (Appendix N), Board Rules and Regulations (Sections 7.69 and 7.72). Neither of these documents is grievable. (The grievant) may file a complaint using the appropriate procedures. "

The original grievance was filed as both a grievance and a complaint. The union filed an appeal and a hearing is scheduled before the Chancellor on February 12, 2002.

This issue was also brought before the CSM Governing Council which instructed the CSM Academic Senate president to write a letter to the college president expressing the group's collective agreement that the student should be removed from the campus, the administration should seek a restraining order and the response procedures for campus security personnel should be improved.

The Kicker

It may or may not be relevant that the student involved in the incident was a member of the CSM football team, which was scheduled to play a bowl game.

**Check out the redesigned
AFT 1493 website:**

AFT1493.org

*** Compare our contract &
salaries to others throughout
the state**

*** Read all the data from the
Quality of Life Survey**

*** much more**

What a Shame!

continued from page 1

sentiments — or made these statements ourselves? It should be no surprise to find that for those who responded to the survey, average round-trip commuting time to work in our district was **1 hour and 22 minutes**. Those of you who commute from the East Bay or Contra Costa or Sonoma County or Santa Cruz know that these numbers can be increased by traffic patterns, weather and other uncountable reasons.

Going to Higher-Paying Districts

We've all seen colleagues leave to pursue jobs outside the district after being hired to tenure-track positions, and we've seen our hiring pools shrink over the last several years; we know we're losing qualified faculty to higher-paying jobs and to geographical locations that can offer improvements in quality of life and that we're not attracting as many candidates to our job openings as we have in the past, that we're losing strong candidates to higher-paying districts. The survey gave us some hard data to support these observations: **42%** of the full-timers who responded have "considered applying for a job outside the district"; **38%** of all respondents, full and part-timers, have "considered" it and of this 38%, **45%** have "applied for" teaching positions outside the SMCCD while working for the district. Those are pretty significant numbers no matter how you crunch them.

Here's a sampling of what folks had to say on this subject: "If the SMCCD does not improve the pay rate, I'll have to go to another district, e.g. San Francisco, due to the financial stress. My colleagues will take the same action." *And:* "It is impossible to maintain even a modest lifestyle in this area on my full-time salary alone. I must work a second job in order to make a decent living. The district must pay its employees a living wage or they will lose them to other employers or other geographical areas." *And:* "I need to go where there is full-time work that will pay me enough to live and raise a family. I have no children now, but we are planning." Finally, one last poignant comment: "It is extremely difficult to start a family within an hour's drive of this campus."

Money is Number 1

Just about everything revolves around **money** which was ranked, not surprisingly, as the most important issue for faculty, with **retirement, benefits and sabbaticals**, in that order, accounting for the top four issues on faculty's minds. Here's what one faculty member had to say: "The SMCCD does not pay very well. I did not earn a Ph.D. to be ridiculed by my own paycheck or to be devalued by the institution for which I work." *And:* "Salaries are too low for the cost of living in this area and for the amount of

time I put into work related activities." To put it even more plainly: "I need to earn enough money to live." The AFT negotiating team has maintained competitive salaries and benefits as our number one priority and, to show how crystal clear the problem is, the district's negotiating team has stated that retaining and attracting quality faculty members is their primary interest during this round of negotiations.

Our part-time colleagues are even more heavily impacted than full-timers when it comes to quality of life issues. Just listen: "As a part-timer with no benefits, I sometimes wonder if doing a job I love, teaching, is not a selfish demand and a burden on my family. Trying to be the sole provider for my family on a part-timer's salary is a task rendered all the harder by the cost of living in the Bay Area."

We Love Our Work

That phrase, "a job I love, teaching," reflects the commitment of faculty to the work we do everyday: the hundreds of hours each semester of one-to-one meetings with our students to try to help them write a clear sentence or learn a mathematics theorem or to just feel seen and supported; the course preparation; reading in our fields and advancing our skills; the design of new curriculum; hours of work on hiring, evaluation and tenure review, curriculum, governance and other campus committees that, sadly, pull us away from teaching because of the time each demands. I think it's safe to say that we're here for one reason: *because we love to teach*. The survey supported this assumption in the contentment statistic: **3.7%** using a rating of 1-5 (5 being the highest) of the survey respondents are content in their work. According to Stephen Hearne, our statistician, there was no correlation between numbers of semesters worked and contentment or any significant difference between part-timers and full-timers on the issue of contentment in their work. We apparently love to teach our students.

It's clear that the district has a precious resource in its faculty. Let's continue to work together to ensure that the quality of our professional lives is dignified with fair wages and working conditions. Thanks to all of you who responded to the survey and to the team that worked on it from beginning to end: Evelyn Seth, Jeff Westfall, Karen Wong, and Rick Hough helped write and test out the questions; the three Academic Senates contributed their ideas as did the AFT Executive Committee; Nick Kapp put it all together on the web and coordinated the technical aspects of the survey; Stephen Hearne did the statistical analysis; and Katharine Harer coordinated the project.

**Next AFT 1493
Executive Committee Meeting:
Wednesday, Feb. 27 at Skyline
2:30 pm, Room 5131**

Presidents' Perspectives*continued from page 2*

light of what is going on in the economies of the state and the nation. The AFT believes very strongly that we can achieve competitive salaries if the District commits to reallocating priorities and resources and we have indicated our commitment to working together in doing this. We are currently in the process of exploring options on how to achieve these interests.

We have just recently started discussing the issue of sabbaticals. As you know, last year we initiated a limited sabbatical program funded with one time funding. We believe this program was very successful and that there is a lot of interest in making this program permanent. We also believe that a sabbatical program will support the District's interest in attracting and retaining faculty, will help the District to be more competitive and will offer faculty opportunities for renewal. We presented to the District data on the level of funding of sabbatical programs in the other districts in the Bay Area (our District is the only one without a sabbatical program!). We are currently discussing how all the different leave/professional development programs that currently exist in the district fit together as well as what type of faculty leave program we want in our contract. Once again, thanks for all of your support and we will update you as progress is made.

Concerns Raised About Process of Appointing Chancellor

The appointment by the Board of Trustees of Ron Galatolo as Chancellor of our District with a four-year contract did not come without controversy. The AFT would like to make its position clear. First of all, we are in full support of Ron Galatolo as Chancellor. Our negotiating team has worked closely with Ron during his service to the district, both as Assistant Chancellor and in his role as Chancellor over the past year, and our experiences have been consistently positive. We find him to be approachable, flexible and sincerely interested in forging good relations with faculty. Most important, he is the first Chancellor in our recollection who has the willingness and the expertise to work creatively to raise faculty salaries to a competitive level. He understands the issue and has repeatedly voiced his commitment to resolving it.

However, the AFT was very concerned about the implications of the initial resolution wherein the Board of Trustees announced its "exclusive authority" over the hiring of top administrators in the district, including associate chancellors and college presidents. We agreed with the District Governing Board of the Academic Senate that this resolution was very dangerous in its exclusion of input from the college community and its deviation from past hiring policies that assured faculty, staff and student participation in the hiring process. AFT leaders brought

Concerns About Process of Chancellor's Appointment*continued from page 14*

to sections 51010 and sections 53000 - 53034 of Title 5, California Code of Regulations, update section references, incorporate conforming drafting standards, and include substantive revisions to achieve compliance with the Court of Appeal decision in Connerly. However, as you see, much of the language has been retained, including

53021. Recruitment.

(a) Except as otherwise provided in this ~~Section~~ section community college districts shall actively recruit from both within and outside the district work force to attract qualified applicants for all new openings. This shall include ~~focused~~ outreach to ~~historically~~ all

continued on next page

our concerns directly to Board President, Richard Holober; we consulted with President Holober on a number of different occasions, underlining the importance of preserving the principles of participation in hiring and we invited him to a meeting of our Executive Committee to further discuss this issue. The Board did go on to withdraw the first resolution, replacing it with a resolution that focused only on the hiring of Chancellor Galatolo, his qualifications and the reasoning behind their decision. It is of the utmost importance that faculty members voice their opinions when they feel a process or principle is not being upheld. (For more on this point, see Kate Motoyama's article on page 14.)

The AFT and Senate will continue to work with the District on policies and practices around hiring (as well as a number of other issues) as we reconfigure the lapsed Trust Committee that was given the task of forging policies many moons ago.

Tighter Economy, Tighter Budgets

Finally, we've all heard the doom-and-gloom reports about next year's state budget: the 12 billion dollar shortfall, cuts to programs, etc. The community colleges did not fare as badly as some sectors of the state in the Governor's initial proposed budget, but he did propose dramatic cuts to some essential programs, such as matriculation and staff development, that would have a serious effect on our District. One good piece of news is that he proposed keeping the part-time equity funding in place. Achieving equity for part-timers is a long process for most districts, so it's important that this year's funding isn't a one-time shot. Remember, folks, that the state's budget will morph many times over by the May Revise. We can affect what happens by being involved in advocacy; Lobby Day is coming up in April in Sacramento, and there are other opportunities to advocate for our issues. Stay informed and active!

Process of Appointment

continued from previous page

underrepresented groups. The requirement of open recruitment shall apply to all new full-time and part-time openings in all job categories and classifications, including, but not limited to, faculty, classified employees, categorically funded positions, the chief executive officer, and all other executive/administrative/managerial positions.

Further, regulations allow that

(b) "In-house or promotional only" recruitment shall not be used to fill any new opening except when:

(1) the pool of eligible district employees has achieved expected representation for all historically underrepresented groups and the district has an upward mobility program which is included in the faculty and staff diversity plan approved by the Chancellor;

(2) the position is being filled on an interim basis for the minimum time necessary to allow for full and open recruitment; provided however, that no interim appointment or series of interim appointments exceed one year in duration. The Chancellor may approve an extension of up to one additional year if the district demonstrates "business necessity" as defined in Section section 53001(e b).

Textual evidence shows that the Connerly decision did not overturn the requirement that there be a hiring process in place or that available positions be broadly advertised. Nor has Connerly invalidated the need for minimum qualifications and hiring criteria mandated in Education Code, Article 2, Section 87356(d)(1) and 87356(d)(2). [letter to board, January 21, 2002]

At its regular meeting of January 23, 2002, the Governing Board heard senate, AFT and student leaders request that Resolution No. 02-1 be withdrawn and fair and effective hiring practices for executive management be restored. Resolution No. 02-1 was postponed for consideration at a special Board meeting, January 25, 2002, at Cañada College. At the January 25th meeting, Resolution No. 02-1 was withdrawn and Resolution No. 02-03, appointing Ron Galatolo as Chancellor-Superintendent, was passed unanimously.

A fair process of recruitment, scrutiny, and employment—one which abides by principles of effective participation and nondiscrimination— includes the advice and judgment of members of the college community affected by the hire of the chancellor/superintendent or a college president. The precedent being set has the potential to undermine the integrity of hiring processes for all employees in the San Mateo County Community College District. Therefore, as Title 5 permits and as specified in "Title 5 Regulations: Equal Opportunity and Diversity in Employment," I stated, in my letter of January 21st, that I would ask for a formal review of our board's action by the State Chancellor's Office. Once again, citing the *Digest*:

53026. Complaints.

Each community college district shall establish a process permitting any person to file a complaint alleging that the requirements of this ~~Subchapter subchapter~~ have been violated. A copy of the complaint shall immediately be forwarded to the Chancellor who may require that the district provide a written investigative report within ninety (90) days. Complaints which also allege discrimination prohibited by Government Code ~~Sections sections~~ 11135 et seq. shall be processed according to the procedures set forth in ~~Subchapter subchapter~~ 5 (commencing with ~~Section section~~ 59300) of ~~Chapter chapter~~ 10 of this ~~Division division~~.

A request for review was filed with the State Chancellor's Office [January 22, 2002].

Documentation for the request included the District Academic Senate's sustained discussion of the faculty role in search and screening processes for executive management positions. The District Academic Senate agendized, *as early as the spring of last year*, discussion of hiring processes for the permanent chancellor position. At the time, some senate leaders expressed confusion because there was no "interim" in the chancellor title for what was understood to be a one-year appointment. At the same meeting, it was stated that interim appointments could not exceed one year in duration [approved DAS minutes of May 14, 2001]. The local senate presidents were asked to have their governing councils develop "a recommendation for a full search for Chancellor" [approved DAS minutes of 9/10/01].

While the three Governing Councils took different positions on the search process, the District Academic Senate has, in compliance with open meeting regulations, regularly agendized, openly discussed, and widely distributed records of its deliberations and actions—including monthly minutes and biweekly board reports—to the leadership of all constituency groups, including our district trustees. The District Academic Senate relied on the same consultative and collegial processes as were used in 1999, when, with interim presidents at each college, the College of San Mateo Governing Council passed a resolution urging the formation of a search and screening committee for the permanent president positions [1st reading, August 31, 1999; 2nd reading, September 14, 1999]. You will note the nearly identical time frame that was available for the college president and potential chancellor searches to commence and conclude. I contest the construction that ascribes loss of agency to our district because of former Chancellor Johnson's departure.

Fair and effective hiring processes are the law. Without open processes, our district engages in preferential treatment. Without appealing the board's action through a request for technical assistance, I would be complicit with, and consent to, a decision in which faculty and other stakeholders did not participate.

Faculty Raise Numerous Concerns About Inappropriate Process in Board's Appointment of Chancellor

by Kate Motoyama, CSM

At its study session of January 9, 2002, the Governing Board discussed Resolution No. 02-1, which would amend board-approved processes for hiring our chancellor, associate chancellor, and college presidents by "plac[ing] the hiring process for executive management positions under the exclusive authority of this Board or its designee" [Board Report No. 02-1-100B]. Student Trustee Benjamin Gonzales and I raised concerns about the resolution, namely:

- * the Governing Board has final, but not exclusive, authority in matters pertaining to hiring;
- * the mandates of Title 5, despite the appellate court ruling in *Connerly v. State Personnel Board*, are valid;
- * the majority of passages in Title 5 pertaining specifically to hiring, aside from those which refer to affirmative action, are valid;
- * the State Chancellor's Office's 14th Advisory continues to call for established hiring processes;
- * the campus constituencies expect to "participate effectively" in hiring processes for executive management because of the California Community Colleges system's practice of collegial consultation.

After brief discussion of the resolution, the Board began scheduling dates for campus visits with the Board and Chancellor Galatolo. The campus community then received notice, through Board President Holober's email of January 14, 2002, of the planned visits and the Board's intention to offer Chancellor Galatolo a multiyear contract.

On January 21, 2002, I sent a letter electronically and through paper mail to board members requesting that Resolution No. 02-1 be withdrawn from further consideration. Excerpts of the letter, which cite the *Consultation Digest* that would be considered by Consultation Council [the group charged with policy development and recommendations to the State Chancellor and the Board of Governors] on January 24th, spoke to my deep concern about the board's proposed action:

One statement board members have made is that, due to advice from County Counsel, the *Connerly v. State Personnel Board* decision resulted in Title 5 being "thrown out." However, most of Title 5 still has authority in hiring processes as is evidenced by the *Consultation Digest*, January 24, 2002, "Title 5 Regulations: Equal Opportunity and Diversity in Employment," attached. Draft revisions

continued on page 12

AFT 1493 Resolution Calls for CFT Contribution to Manhattan Community College Devastated by 9-11 Attacks

The resolution at right, calling for a contribution to the Borough of Manhattan Community College (BMCC), will be proposed by delegates of AFT 1493 to the upcoming California Federation of Teachers Convention in March. The genesis of the resolution began when a Cañada College evening Career & Life Planning class decided to send a symbolic gesture of support to students at the Borough of Manhattan Community College (BMCC), which is located at the edge of "ground zero". On December 20, their instructor, Karen Olesen, went to New York City and delivered 20 assorted Teddy Bears purchased by the class to the BMCC Discovery Club (EOPS) students and their Professor/Advisor.

During that visit, Olesen heard first hand of the devastation that BMCC students and staff have suffered financially and emotionally. As Tower 7 came crashing down, it destroyed 40 classrooms and labs in Fiterman Hall as well as the new TeleMedia Accelerator scheduled to open only days after September 11. For further information about BMCC, contact www.bmcc.cuny.edu and, to contribute, click on Alumni and Development.

RESOLUTION FROM AFT LOCAL 1493

RE: Contributions to the Borough of Manhattan Community College Fund, Inc. for emergency grants

Whereas, the September 11, 2001 terrorist attack on the World Trade Center directly affected Borough of Manhattan Community College (BMCC) more than any other college in New York City,

Whereas, the typical Borough of Manhattan Community College student receives financial aid, and an alarming number of students have lost their jobs with small businesses and restaurants in and around the World Trade Center, and therefore may not be able to afford to continue their college education,

Whereas, the Borough of Manhattan Community College Fund, Inc. is seeking to provide emergency grants to these students in need

Therefore, be it resolved that the 2002 Convention of the California Federation of Teachers allocate a financial contribution to the BMCC Fund, Inc. for students needing emergency grants.

(passed unanimously by the Executive Committee of AFT Local 1493 at its meeting of January 23, 2002)