

Check out AFT 1493's redesigned & upgraded website!

After months in the making, AFT 1493 has launched a totally redesigned and upgraded website, aft1493.org, with much more useful information for faculty in a very well organized, highly attractive and easy-to-use format. In addition to all *Advocate* newsletters, minutes of AFT Executive Committee / membership meetings, the complete faculty contract and links to most other community college faculty contracts throughout the state, the website now includes regularly-updated information, news and photos related to our District faculty right on the homepage. Also new are links, added daily, to news articles from publications around the county, Bay Area and state with current information relevant to community college faculty, in general, and to our District, in particular.

Another new feature on the website's homepage is a colorful slideshow featuring faculty from throughout our District teaching in their classes and participating in various union demonstrations. Virtually all of the information on the website is accessible from a set of pull-down menus on every page. One item on every page is a "Give Input" button, that provides a form to allow faculty to immediately communicate with AFT 1493 leaders. You can also communicate with specific AFT leaders by using the e-mail links to every member of the AFT 1493 Executive Committee. □

**Sign the petition to
support binding
arbitration.**

See page 3



Hundreds attend teach-ins on budget crisis at all three colleges

by Elizabeth Terzakis (Cañada report),
Kate Motoyama (CSM report) & Masao
Suzuki (Skyline report)

In one of the largest mobilizations in SMCCCD in recent memory, hundreds of students participated in teach-in activities on February 3 and 4 at all three colleges in the District. Below are reports from each college on the teach-ins, which focused on

our community about the extent of the cuts both statewide and at Cañada, to bring together those already informed about the cuts, and to build organization and momentum leading up to the statewide day of action planned for March 4th.

Our sister colleges quickly agreed to join in, and simultaneous teach-ins were planned for all three



Skyline students listen to Economics professor Masao Suzuki discuss the state budget

the state budget crisis and public education.

Cañada teach-in informs, inspires, and points a way forward

In the wake of the October state-wide organizing conference at UC Berkeley, students, faculty, and staff at Cañada College got together to figure out how to best fight against attacks on public education. We decided that, given the level of organization and knowledge at Cañada, a teach-in was in order. The goal was to educate ourselves and

campuses on February 3rd and 4th. Although the program at each college was a little different, events at all three schools supported the goals outlined above.

At Cañada, faculty from all divisions and various departments suspended business as usual and taught about the cuts—how they fit into the broader budgetary commitments of the state and federal government and how they are affecting students, staff, and faculty here on campus. Some faculty stayed with their own classes and used their curriculum to elucidate the cuts. Math professors taught statistics by

continued on page 4

INSIDE THIS ISSUE

- 2 District decision-making must be transparent and inclusive
- 3 Contract talks continue, but progress is slow
- 6 Senate leaders respond to the budget crisis in our colleges
- 7 Apprenticeship program continues at CSM
- 8 Opinion: One way to reduce college costs: Cut from the top
- 10 In memorium: George Goth
- 12 AFT 1493 is looking for a few new leaders

**San Mateo Community College
Federation of Teachers
AFT Local 1493, AFL-CIO**
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
(650) 574-6491
aft1493.org

Editor

Eric Brenner, Skyline, x4177

Editorial Board

Eric Brenner, Skyline, x4177
Dan Kaplan, x6491

President

Monica Malamud, Cañada, x3442

Co-Vice Presidents

Katharine Harer, Skyline, x4412
Teeka James, CSM, x6390

Secretary

Anne Stafford, CSM, x6348

Treasurer

Dave Danielson, CSM, x6376

Chapter Co-Chairs

Chip Chandler, Skyline, x4286
Nina Floro, Skyline, x4414
Yaping Li, CSM, x6338
Anne Stafford, CSM, x6348
Elizabeth Terzakis, Cañada, x3327
Lezlee Ware, Cañada, x3441

Executive Committee Reps.

Karen Olesen, Cañada, x3415
Ron Brown, CSM, x6691
Alma Cervantes, Skyline, x4368

Part-timer Reps.

Victoria Clinton, Cañada, x3392
Sandi Raeber, CSM, x6665
Dietra Prater Slack, Sky., x7301x19216

Grievance Officers

Chip Chandler, Skyline, x4286
Nina Floro, Skyline, x4414
Ron Brown, CSM, x6691

Chief Negotiator

Joaquin Rivera, Skyline, x4159

Executive Secretary

Dan Kaplan, x6491
kaplan@smccd.edu



PRESIDENT'S LETTER

District decision-making must be transparent and inclusive

by Monica Malamud, AFT 1493 President

Faculty must be involved in the decisions that need to be made in our district in



order to adjust to the difficult budgetary situation that we face. Faculty need to work collaboratively, both among themselves and with the administration, in the decision making process.

Why? Because faculty are the experts when it comes to curriculum – courses and programs – and this is at the core of what we do in a community college. And it is not just common sense: it is the law (courtesy of AB 1725). This is the message presented by our Academic Senate Presidents (see page 6) and I couldn't agree more.

Of course others in our district (deans, VPs and program directors, for example), who are not members of the faculty, also participate in the decision-making process when it comes to course offerings and scheduling. But we expect transparency and inclusiveness of faculty at all times. And we expect that faculty recommendations will be taken seriously in the areas

where the Academic Senate has primacy, given the mandate to do so in Title 5.

Saying it doesn't make it so

However, saying how transparent the process is does not make it transparent; saying that faculty have been consulted is not the same as having consulted faculty; discussing a topic at an open meeting is not open enough, if there was no agenda publicizing the meeting and there are no minutes of such meeting. Unfortunately, these are not hypothetical examples. But we have heard our administrators report on how wonderful our budget reduction processes have been at many meetings. I wonder why we need to spend precious time meeting after meeting hearing how open, transparent and inclusive these processes have been. There is no need to state the obvious. If everybody knew and agreed that these processes have been open, transparent and inclusive, we would not need to be told that they are, right? The reality is that our budget reduction processes still need a good deal of improvement, and this is why both our union and our senate leadership are reminding all faculty of their right and obligation to participate. We need to stay vigilant and involved.

Faculty need to be informed and educate others about the budget

While the current budget crunch in our district must certainly be addressed, I hope that faculty will take the time to inform themselves about the causes of this budget situation in our state and be a part of the solution. Our district is no different from any other community college district in California in terms of decreased funding and cuts to categorical programs. Our state is not funding education adequately. I would like to call on all faculty to do what we do best: educate others (students, family members, your community).

continued on the next page

The Advocate

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

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

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

Contract talks continue but progress is slow

by Joaquin Rivera (Skyline), Katharine Harer (Skyline), Victoria Clinton (Cañada) & Sandi Raeber (CSM), AFT 1493 Negotiations Team

Contract negotiations between AFT and the District resumed on Friday February 3rd after the winter break.

Data and arguments were exchanged, but no agreements were reached other than the tacit agreement that we disagree on just about everything – so far. We spent the three-hour session discussing many of the articles up for consideration during this round,

including: the necessity for binding arbitration (please sign the petition to support binding arbitration); policies for payment to part-timers for attending flex days; use of faculty mail boxes by the AFT to distribute *The*



Advocate; evaluation of the current policy that pays faculty for teaching larger classes; extension of Long Term Disability to age 65; improvement of retirement incentives; and seniority and load protections for part-time faculty.

Clearly all of these issues – along with salary and benefits, which we're staying away from at the moment as the projected state budget is a complete unknown – are of importance to faculty. We will continue to work for a fair

and respectful contract settlement for both full and part-time instructors. It may take longer than usual to reach an agreement due to the mess in Sacramento, but we will get there. □

President's Letter

continued from the previous page

It is important that faculty also participate in the organizing efforts that are happening at all levels in order to persuade our legislators to find permanent solutions, not temporary fixes, to the ongoing budget deficit in our state. The February Teach-ins at our three colleges and the marches and actions that are being planned for March are examples of these organizing activities, and they can be successful if we participate and encourage others to join us.

We all need to fight for California's future

In early February, I attended a CFT leadership conference. In the open-

ing session, "Fighting for California's Future", a panel of labor leaders spoke about the importance of building coalitions with other unions, educational organizations, students, their families, alumni, anybody who shares our values and with whom we have common ground. Mary Hittelman, CFT President, gave a long list of organizations with which the CFT has established coalitions. At the local level, AFT 1493 is a member of and participates with other organizations in the fight for adequate funding for public education.

We know you support public education. Get connected with others who care as much as you do. Educate those who do not understand the gravity of the funding problem. Power comes with numbers, and if millions of Californians join forces in the fight to save public education, we'll find a solution. □

Sign the petition to support binding arbitration!

One of the top priorities for AFT 1493 in this round of contract negotiations is to institute "binding arbitration" of faculty grievances. "Binding arbitration" assures that arbitrators' decisions are actually implemented by the District administration, as opposed to the current contract, which states that decisions made by arbitrators are only "advisory" and, ultimately, our own Board of Trustees can decide whether or not to accept a decision of a professional arbitrator.

The inherent unfairness of this "advisory arbitration" language was clearly demonstrated in an arbitration case that concluded in spring 2009. In that case, the arbitrator found that our District had violated the AFT contract and awarded a faculty member back pay and reemployment, but then the Trustees decided to overturn the ruling of the arbitrator and refused to follow the arbitrator's decision.



To communicate how important this issue is to faculty, AFT 1493 has posted an online petition calling for the District to agree to a change in our contract to "explicitly ensure that, when a faculty grievance goes to arbitration, the decision made by the arbitrator must be 'binding' rather than 'advisory.'" We are asking all District faculty who support this change to please sign the petition so we can clearly show how the faculty feel about this contract language. A link to the petition (petitiononline.com/aft1493/petition.html) will be sent out to all faculty by e-mail and will also be posted on the AFT 1493 website (aft1493.org). □

Hundreds attend teach-ins at all three colleges

continued from page 1

examining Cañada's budget numbers; Reading instructors taught research skills by bringing students into the library to find information about the cuts for themselves.

Meanwhile, other faculty and students pooled classes and gathered in larger classrooms to hear panels of speakers and participate in open forums on the cuts. Eight-o'clock panels on both mornings drew 70-80 students to hear student Jose Antonio Perez, Librarian David Patterson, and Professor Robert Ovetz speak about the growing student movement, the history of community colleges, and the neoliberal economic agenda.

Panel highlights impacts of cuts at Cañada

The highlight of the teach-in on Wednesday was a mid-morning panel that drew close to 200 people—the room was so full, some classes could not get in at all. Library staff worker Valeria Estrada voiced her frustration about not having the resources to help students as she has in the past. Counselor Gloria Darafshi spoke about cuts to counseling, EOPS, and DSPS that have reduced staff, funds, and programs that help first generation college students to succeed. Sociology professor Robert Ovetz spoke about the state's use of the crisis to decimate and privatize public education. San Francisco State University students Jasmine LeBlanc and Jerald Reodica talked about why they decided to form a General Assembly and occupy a building to protest cuts and fee hikes at the CSUs.

According to Reodica, "The General Assembly provides a space for everyone on campus interested in fighting the cuts to democratically decide how to go about it." LeBlanc noted that the building occupation, "really got people's attention and created community—people were bringing food, they were bringing drinks they were bringing blankets—people got to act like human beings!" before the occupation was brutally broken up when campus administration called in the police.

The last event of the teach-in was a showing of *Estamos Aquí!*, a documentary about the 2006 strike at UC Santa Cruz, with an introduction by Javier Garay. Garay noted that March 4th had the potential to be a history-making event, but that without ongoing organization, the student movement could go the way of the immigrant rights movement: after the brilliant "Day without an Immigrant"

in 2006 the movement was driven down as racist attacks on immigrants continued. "It's not just what happens on March 4th," said Garay, "but what happens after."

CSM teach-in: Shared effort by faculty and students

The teach-in at College of San Mateo was a shared effort on the part of our community. The organizers were primarily faculty and students—many had worked on the Candlelight Vigil in the fall semester—but its success was due to the efforts of all constituencies.

Sessions were built around class periods, beginning at 8 am and concluding at 2 pm on Wednesday, February 3rd, and Thursday, February 4th, to enable many classes to take part. Faculty from different disciplines (Economics, English, ESL, Fitness, Foreign Language, Geography,

History, Horticulture, Political Science, Speech) provided different analyses of the budget and the role of California community colleges, and every session included student speakers such as Desiree Almendral and Brayan Pelayo. Desiree was pregnant when she dropped out of CSM, eventually transferred to Berkeley, completed studies at Hastings College of Law, and credited



CSM students signed up for buses to the March 22nd march in Sacramento
photo by Hansel Vargas-Machuca

CSM faculty for believing in the audacity of her dreams. Brayan spoke of an epiphany while in solitary confinement in juvenile hall that led to him teaching himself to read and taking his first class at CSM. They and other student speakers criticized budget cuts as eliminating opportunities for future students and called out fellow students to take action. In response, students lined up to sign up for Associated Students of CSM-sponsored buses to Sacramento for the March in March (March 22nd).

Student-composed song launches sessions

Each session began with a song, "If we could," composed by CSM students Michael Carter and Timothy St. Louis, about the need to change public policy and funding of California community colleges. A video of the Candlelight Vigil put together by ASCSM staff Fauzi Hama-deh, also set the tone for the session. These resources, as well as updates and numerous photographs, are available at: Tinyurl.com/CSMBudgetTeach-Ins.

continued on the next page

continued from the previous page

CSM Teach-In organizers will meet to evaluate the Teach-Ins and plan college actions to support the March 4th mass rally at the San Francisco Civic Center. Also on the agenda is working with ASCSM to get our buses to Sacramento and build college programming for those unable to attend the March in March. We invite new and creative approaches for each to be involved in his or her own way to advocate for a system which, as expressed in the 1960 *Master Plan for Higher Education*, is committed to serve anyone seeking to benefit from a higher education.

Skyline teach-in draws hundreds to talks, panels, films & workshops

More than five hundred Skyline students turned out on February 3rd for a Teach-in organized by Skyline Against Cuts. At 9 am the teach-in was opened by student Josh Walters in the old cafeteria, who introduced Economics professor Masao Suzuki. Professor Suzuki spoke to more than a hundred students, faculty and staff about the impact of the recession on the California state government, whose tax collection has fallen almost \$15 billion dollars or 14%. He also mentioned more long-term structural problems such as a legacy of tax cuts that add up to almost \$12 billion in lost revenue each year. There is also a growing prison system whose share of the state budget has doubled from 5% to 10% and is now larger than the spending on four-year colleges (UCs and CSUs). At the end of his talk, professor Suzuki said that "the pie is being shrunk by Sacramento. But there are also differences over how to divide the shrinking pie between classes, student services, facilities, and administration."

After Suzuki repeated his talk to another group of more than a hundred at 10 am, the teach-in moved to the new cafeteria in the student union building. Close to 200 students listened to a panel of speakers who described the impact of the cuts on student services, learning communities, staff, and facilities workers. This panel was moderated by Mathematics instructor Michael Hoffman, and included Linda Van Sciver from the Disabled Students Programs and Services (DSPS), Judy Heldberg of the Child Development Center (CDC), Maria Escobar from Extended Opportunity Programs and Services (EOPS), Pat Deamer from African American Success Through

Excellence and Persistence (ASTEP), Moe Baydoun, a facilities worker, Chris Weidman from the California State Employees Association (CSEA), Leslie Shelton from the Learning Center, and teacher Laurie Hughes of Oceana High School in Pacifica.

Lessons from past movements

Following the panel, the teach-in moved again to the main theater, where student Michelle Araica, of Skyline Against Cuts, introduced History professor George Wright. Professor Wright gave a talk on the student movement of the 1960s and the relationship between the Civil Rights Movement and student protest. He began with the historic sit-in at the Woolworth's lunch counter on February 1, 1960 by four African American college students, which led to the formation of the Student Nonviolent Coordinating Committee (SNCC) later that year and spread to white

college students from the North, many of whom eventually joined the Students for a Democratic Society (SDS), which became very active in the protests against the Vietnam War.

Professor Wright's talk led into the next teach-in event, a student organizing workshop that featured a moving video of the September 24th, 2009 protests at UC Berkeley against budget

cuts and fee increases. Many of the protesters in the video spoke of how the cuts were "shutting the gates to the university" and the creeping privatization of public education. Signs reading "Chop From the Top" expressed the view that the burden of the cuts was being put on the students, faculty, and workers, while UC President Yudoff had gotten a huge raise. The video was followed by student activist Eric Blanc, who spoke about the October 24th conference at UC Berkeley that put out a call for a March 4th "Day of Action" to defend public education across the state. Different ideas were put out for the Day of Action as well as the March 22 March on Sacramento being organized by community college student governments across the state.

Masao Suzuki, author of the Skyline report, would like to thank the help of students Josh Walters, Noemi Perdomo and Vanessa Cobos for assisting with his talk, and Advocate Editor Eric Brenner and Executive Committee Rep. Alma Cervantes for helping document the teach-in with photos and videos. All programs, organizations, and schools mentioned are for identification purposes only.



Student Josh Walters opened the first event of the Skyline teach-in
photo by Linda Vogel

Senate leaders call for collaboration in tough economic times and primacy of faculty in academic and professional decision-making

Patty Dilko, President DASGC; Ray Hernandez, President ASGC Skyline College; Diana Bennett, President ASGC College of San Mateo; Martin Partlan, President ASGC Cañada College

All across the state, community colleges are being challenged to adjust to an ever-changing economic environment. On the face of it, the Governor's budget would appear to be news that could ease the community college system's financial worries, but as you drill down into the details you realize that it is just a placeholder that will lead to closed doors

deal making, mounting insecurity, increasing public debt – and another very late budget. Decreased revenues and increased student fees seem inevitable as we watch our elected officials in Sacramento succumb to infighting and political gridlock. As a

result, we are facing the worst economic crisis to hit education since Prop 13. The magnitude of the impact on our institutions and our students is unimaginable.

In the face of this crisis, the District Academic Senate leadership believes that we must work together collaboratively to bring our beloved colleges through these troubles with the strength and dignity that comes from facing adversity with a common goal. In addition to honoring our core value of collaboration, the faculty has an obligation to work together with District administrators toward finding solutions to the economic challenges that face us. As a result of the passage of AB 1725, faculty members in California Community Colleges have a unique right and obligation to engage in academic and professional matters related to curriculum and program evaluation. Here in San Mateo County, regulation 2.06 states our "Board will rely primarily on faculty expertise on academic and professional matters as listed through the established Academic Senate processes;" this is sometimes referred to as the "10 + 1." Furthermore, regulation 6.13 states that "the processes for curriculum development, educational program development, program review, and program viability will culminate in recommendations to the Board of Trustees through the Chancellor, or designee, for approval of curricular additions, consolidations, and deletions."

Thus, in response to the State-mandated reductions to categorical and general funds, and a cap on enrollment, many of us have been actively engaged in conversations about how to continue to provide first-rate education while streamlining programs and services. Unfortunately, these are the very programs and services that we feel are integral to the delivery of the high quality educational system and that we have helped to create. And while these conversations have not been comfortable, the District Academic Senate leadership

would like to express gratitude to the many individuals who have given precious time and great wisdom to the process. At Cañada College, well over 22 faculty members participated in discussions this fall regarding program improvement and viability, institutional integrity and they have proposed some major program reorganizations. At CSM well over 30 faculty members served on PIV committees, negotiated section reductions and administrative reductions. And at Skyline College approximately 30 faculty members served on special

committees, the Planning Council, the Budget Committee, and the PIV subcommittee of the Curriculum Committee. Finally, at all three colleges there have been dozens of additional faculty members, both full and part time, reflecting on their programs and

offering suggestions for streamlining or improvement. Most of these individuals will not brag about the work that they engaged in because all share in the grief and loss that comes with drastic change such as we are facing. What holds them together is the commitment to the common goal of maintaining the integrity of their institution. We thank them, and acknowledge their work.

On January 25, District Academic Senate leaders met with college Presidents and Vice Presidents as well as the Chancellor and the Vice Chancellor of Educational Services. This meeting was an opportunity for District administrators to update the District Senate leadership on the proposed reductions for 2010/2011, and to expand upon the conversation about District-wide approaches to address the budget crisis. During the meeting the three college Presidents emphasized that their reduction plans were guided by their educational plans and college missions, and that further refinement of college mission and goals would be the groundwork upon which all future responses to the economic environment would be built. The College Senate Presidents described the complex environment in which faculty leadership has made difficult recommendations over the past few months. In addition, they emphasized that their faculty groups are ready, willing and able to work collaboratively on future proposals with administration and colleagues across the district.

The open discussion included a variety of topics including the challenge of managing budget reductions at three individually accredited institutions within a college district that supports all three. Functioning as three unique colleges serves our community well in that each college can retain a special focus on the unique characteristics of their residents. However, because each college must meet accreditation guidelines,

continued on the next page

How can we continue to provide first-rate education while streamlining programs and services?

Apprenticeship program continues at CSM

by Jim Bollier, Training Director, Sprinkler Fitters Local 483, Adjunct Instructor Local 1493

Many are experiencing the most challenging times in a generation. As a consequence, our society is in great need of an educated workforce to build towards a brighter future. The teachers of AFT Local 1493 and San Mateo Community College District understand this and play an essential role in meeting that need. Everyone reading this article is aware of this fact, but how many readers are aware of the CSM classes with students wearing hardhats, overalls, and safety glasses? The apprenticeship training class at Sprinkler Fitters UA Local 483 in Hayward is one such CSM class.

One of CSM's best kept secrets

Apprenticeship training is one of CSM's best-kept secrets. AFT Local 1493 and CSM have been in the building trade apprentice training business for three decades, supplying various union building trades with education for their apprentice workers. The sprinkler fitter apprenticeship classes are taught by AFT Local 1493 adjunct instructors who are also Local 483 journeylevel sprinkler fitters. Classes are held at Local 483's Hayward training center. Apprentices work full-time with a journeyman in the construction industry and attend one four-hour class each week in the evening. Apprenticeship lasts ten semesters over a five year period where each apprentice works 8,000 on-the-job hours building and maintaining Bay Area fire protection systems. The fire sprinkler trade is a specialty pipefitting trade focused on

fire protection equipment installation in all occupancy-types, including high-rise buildings, refineries, power plants, and factories. Also, most hospitals, shopping malls, schools, and even new homes are protected by fire sprinkler systems installed by Sprinkler Fitters Local 483 apprentices working with journeymen for union contractors.

Apprenticeship teaches the skills necessary to become an expert at a trade. In the classroom and on-the-job union workers are empowered with knowledge in an environment of solidarity and respect. Under the right economic conditions, union labor provides the opportunity for a lifetime of productive work at a family-supporting wage. Apprenticeship gives people a chance to develop their human potential and is a proven path to success. In short, apprenticeship is another word for education.

Partnering with the College of San Mateo builds self respect in the apprentices who are eager to meet the unexpected challenge of completing thirty college units. Partnering with AFT Local 1493 validates the instructor's conviction in the greater labor movement. But partnership alone is not enough.

Who pays for apprenticeship?

Funding for Local 483's apprentice training comes from two sources: the California State Government and Local 483 workers. Union worker support for apprentice education is resolute. In fact, Local 483 members recently increased monies from their pay checks to support education, bringing their contribution level to ten times that of the State of California. Unfortunately, the State's commitment to training apprentice workers, who pay taxes, is fading. In the shadow of the government's fading commitment is the College District, now questioning the value of their decades old relationship with apprenticeship. We in the apprenticeship community encourage the District to consider the equation of value from the apprentices' perspective. Apprenticeship education is worth the investment and it will take all parties involved to convey that message to the California Legislature.

Construction is now underway at the District colleges where apprentice training is taking place every day. More than building a place for higher education is occurring amidst all the activity. Futures are being built, families are being grown, and a greater interdependency between citizens is being sown into our social fabric. Today's economic uncertainty is commonplace, but it must never be a reason to abandon the relationship between labor and education. Decisions on the future of organized labor and education are in our hands. We in the apprenticeship community support the efforts of CSM and Local 1493 and recognize we have common goals. We, like you, are dedicated to educating future generations in an environment that respects the path to success as much as success itself. □

continued from the previous page

there exists less flexibility in coordinated actions by the district. It was emphasized that standardization and consolidations across the district may result in program discontinuance and service disruption for place bound students and should be undertaken for reasons that support the mission of the three colleges and in a manner in which it can support the education plans for the students of San Mateo County.

We, your District Academic Senate Governing Council (DASGC), are committed to staying fully engaged in the process. By supporting the work of the three local Senates, and reporting Senate activities to the Board of Trustees, we are the voice of the faculty in this process. We are committed to maintaining the primacy of the faculty in academic and professional matters as reflected in the 10 + 1. We are committed to working as a unified district body on behalf of the students and faculty at our colleges. And we are committed to holding ourselves and our administrators accountable to the collaborative processes that are mandated through our shared governance agreements. □

One way to reduce college costs: cut from the top

by Merle Cutler, CSM

The following is an edited text of a presentation that was made to the SMCCCD Board of Trustees on December 9, 2009. The students names have been changed to protect their privacy. We invite other faculty to submit their views to The Advocate.

Good Evening Members of the Board:

My name is Merle Cutler and you don't know me, but I have worked at CSM for 28 years as an English teacher, and before that, three years at San Francisco State. They have been good years, and tonight I want to ask for seven minutes of your time to tell you about some of the students that have made me proud, very proud to work here. And also about my concern about some recent decisions we've made that would have changed what happened to them.

We have these kinds of students

Amanda S. is one of them. She was a graduate of many of our honors classes and transferred to Berkeley as a Chancellor's Scholar, a very prestigious award. That year, she was the only transfer student to win that distinction at Berkeley. Her father, a carpenter, lost most of his retirement savings in the Lehman Brothers collapse, and after having retired is now back at work at age 70 or so. Amanda is working on her masters in literature, and her cherished dream is to finish and work for us. We have these kinds of students.

Then comes Nancy B. She was also an honors student who transferred to UC Davis. She came back two years ago, asking for a letter of recommendation for medical school (and a little extra help on her personal statement). We have these students.

Jerry F. and David R. were high school dropouts with Mensa-level intelligence, and we did well by them. They, too, in separate years came to the honors program. And they were a mess. But in three semesters, Berkeley claimed David, the San Mateo High dropout, and he'll start in the spring. Jerry, a dropout from Stuart Hall High School (a very tony Catholic high school in San Francisco), was snatched up by Hampshire College, in western Massachusetts. He is a neurobiology major. We have these students.

Carmina was not my student. She was gifted in math and worked with one of our best math teachers, now retired. She transferred to MIT. Yes, you heard me correctly: CSM to MIT. We have these students.

Zack W. works down the street. He wasn't an honors student and he didn't like English very much. But he was oh-so-good at accounting. You can visit him at the Wells Fargo Bank in the Crystal Springs Safeway down the hill.

He's a manager. While you're there, say hi to Ada. She's a teller, just started. There are two checkers in the Safeway as well, working their way through S.F. State. These are our students. I am proud of them, and I hope you share my pride in their accomplishments.

And all of these students are grateful for what CSM was able to do for them, of how we met their needs.

Example of City College of San Francisco

Every community college in California has suffered mightily under the budget cuts Sacramento has forced us to make. I would like to talk about how one of the largest colleges in the area, City College of San Francisco, has responded.

First, within days of getting the bad news about cuts, their Chancellor, Dr. Don Griffin, sent all a budget update letter, which I will hand out to you. My facts come from this sheet, CCSF's October issue of Union Action, and the Fall, 2009 Part-Timer newsletter. Faced with a \$20 million shortfall, Dr. Griffin realized that sacrifices were necessary in order to preserve as many courses as possible and maintain solvency. This is what he did:

- Chancellor Griffin took a voluntary 25% pay cut.
- All administrators took a 6-7% pay cut.
- Two unfilled Vice Chancellor positions will not be replaced, essentially cutting out two high paid positions.
- No retirees will be hired back as part timers.
- No overloads for full-time staff.
- Rehiring rights for all adjunct faculty, except those hired in the last two semesters.
- An 80% summer school reduction; the remaining 20% to go for state-mandated vocational classes.

In doing this, the percentage of classes cut was reduced to 6.3%, 637 classes.

The result: More classes saved for students, no layoffs of any faculty, except those just hired in the last two semesters, and City College is solvent.

Do I respect this man? Yes. Would I feel confident in his leadership and support the tough decisions that were made and will continue to be made? Absolutely. His focus is on preserving instruction, the mission of the community colleges, and students suffer the least.

At CSM, we have cut a great deal. But we have never considered reorganization of our administration even though two viable proposals have been offered.

Have we thought of pay cuts for our most highly paid? No, we haven't. We keep offering our administrators pay raises. Even now. But even Hewlett Packard executives took

continued on the next page

DART holds successful wine-tasting get-together

by John Searle, DART President

On Friday, December 4th, the DART (District Association of Retired Teachers) organization experimented with a social event featuring wine tasting, with the sommelier, Elisabeth Olson, dispensing both the wine and the information. Wines featured were chosen from the new world of New Zealand, South Africa, and South America. Elaine Burns provided the munchies (olives, dips, artesian bread and cheese) to match



Some of the wine tasters at the Dec. 4 DART event

the red and white wines chosen. About a dozen retired faculty participated, and deemed it a success.

The organizers of the event, Elaine Burns and John Searle, are keen to create more interest and participation for the next event, to be scheduled some time in May, and are hoping to receive suggestions as to possible events that the DART organization can sponsor. With this in mind, if you have any bright ideas, please email them to either searle@smccd.edu or to burnse@smccd.edu.



Sommelier, Elisabeth Olson, poured wines

continued from the previous page

a hefty pay cut with the downturn in the economy, 20% for the highest earners, 5% for its lowest. And it is now in the process of trying to refund that 5% in the form of a one-time bonus. Margaret Thatcher would probably have been scandalized, but it sure seems fair to me. And that is corporate America.

What do CSM students get? Hundreds of courses cut, the breadth of programs shortened, fewer classes with lots more students in them. And, oh yes, they get a health club, for a fee. But Trustees, the vast majority of our students can't afford to be regular users of the health club, even at reduced rates. Surely you are aware of our student demographics. And the thought that we would charge them for a facility like this shames me. We have heard that the facility will eventually pay for itself, if it is successful. But when? How long will the College need to support it before it is fully self-supporting? And why are we contracting with anyone named Club One? \$65 thousand has been paid to Club One's consultants, even in this economy, even in the face of such devastation to our programs and classes.

City College has a beautiful new pool and spiffy new health facilities from their bond money. The voters were generous that year to them and to us. But City College would not dream of charging students extra to use it. That is not the culture of the school.

CSM's new building 10N: symbol of hierar

CSM students also get 10N, our latest building still in construction, funded by bond money before our current budget crisis. But its organization also reflects skewed values. Did you know that upper administration plans to occupy the top floor with the beautiful views? That wouldn't necessarily be so bad, except that EOPS (Extended Opportunities Programs and Services) and DSPS (Disabled Students Programs and Services) have been placed in the basement. Yes, the basement. The location of the building's occupants will reflect the college's hierarchy of power. More than 40 years after Civil Rights legislation, and (there's no other way to say it) colored folk and cripples are still in the basement. Why not put the cafeteria there, or the bookstore? What kind of values are these? What kind of planning? This shames me.

If Nancy, Amanda, David, Jerry and Carmina were to start at CSM in the fall, I would have to tell them that the college can no longer offer them an honors program, and I would want them to stay away from 10N. Only Jerry could afford the health club. I might, sadly, suggest that they attend City College instead. I have spent my working life here, and I might feel that they should go elsewhere.

And it breaks my heart. I think we've lost our way. I think we can do better. □

George Goth, 1943 - 2009

George Goth, Skyline College Chemistry and Physics Professor, long-time AFT 1493 Executive Committee member and founding editor of *The Advocate*, died on November 28, 2009, of cardiac arrest with secondary causes of respiratory failure and complications due to Type II Diabetes.

George was the founding editor of *The Advocate*, from the time of its first issue in 1977 until 1988. He put out each high-quality issue without the aid of today's modern computers and desktop publishing technology. He then became the Secretary of AFT 1493, and took the minutes of every one of our 9 meetings each academic year from 1988 until 2004.

A memorial for George was held on January 15, 2010 at the Berkeley City Club, where he had been an active member. Two of the speakers at the memorial were Paul Goodman, fellow Skyline Physics Professor and longtime office mate of George's, and Dan Kaplan, Executive Secretary of AFT 1493. Some of Paul's and Dan's remembrances are included below.

Paul Goodman's remembrances:

George and I were colleagues and office mates at Skyline College for about 25 years. In 1980 George had been teaching chemistry at the College of San Mateo and had requested a transfer to Skyline to ease his commute. The first time I met him was when I walked into the physics lab and saw this slightly rumped and bearded fellow telling a joke to a student. The joke went right over the student's head, but George was having a good hearty laugh anyway. We hit it off immediately. His position at Skyline was to be half physics and half chemistry while mine was half physics and half mathematics. We had both grown up in New York suburbs, probably not more than 10 miles from each other, although we had never met before this. We were both from working class families: his father had been a bus driver and mine sold seafood in the Fulton Fish Market. Neither one of us had much patience with pretension. We both had a New York directness that each of us found refreshing and familiar. We had similar senses of humor and enjoyed telling jokes.

We were Skyline's physics department. George enjoyed teaching the premeds and I took the engineering students. We were both more theoretical than experimental: neither one of us could figure out the business end of a screwdriver, although George did design some

ingenious experiments for his students. I recall one, I believe it was called "Hair — The Experiment," not to be confused with "Hair — The Musical." Each student would pull out a hair, mount it along a slit cut in an index card, and then shine a laser light on it. From the resulting diffraction pattern thrown on a

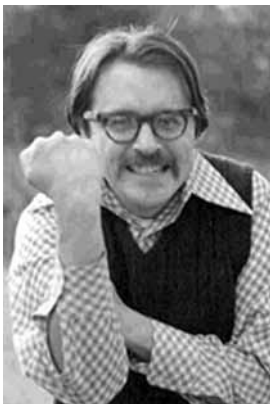
distant wall they could calculate the diameter of the hair. The students loved it, and George loved the fact that they loved it. It was always the high point of his semester.

As officemates we were a bit like the Odd Couple: George's Oscar Madison played against my Felix Unger. Fortunately we had a floor-to-ceiling bookcase separating our halves of the office so I didn't have to see his papers strewn randomly about, and he didn't have to see my books neatly lined up in alphabetical order by author.

Our weekly department meetings consisted of lunch at Jo Anne's Cafe on El Camino Real in South San Francisco. George always ordered the soup of the day and nearly always

spilled half of it down the front of his sweater. We enjoyed ourselves telling jokes, reminiscing about growing up in New York, and arguing politics. Occasionally we would even talk about the physics curriculum. George always divided the bill proportionately to the penny, and he always kept the receipt so he could claim a deduction on his tax return. The man was frugal.

George had a phobia about driving across the Bay Bridge, actually any bridge; so if he didn't commute with the carpool, he would take a San Bruno bus to the Daly City BART station and then take BART to Berkeley. One semester he had a Monday afternoon lab that didn't finish until 6 pm, and then a Tuesday morning lecture that was scheduled for 8 am. He thought it too much trouble to take a bus and BART home from Skyline and then reverse the procedure early the next morning, so he decided to spend Monday nights sleeping in the office. One particular Monday in February he brings in his sleeping bag, thermal pad, radio, toothbrush, and NY Times, and prepares for his office campout. He strips down to his underwear, crawls into his sleeping bag and settles down for the night. He wakes up at 3 in the morning to go to the bathroom. He opens the office door, steps into the hallway, and watches in disbelief as the door closes behind him, and locks. There is nothing he can do. He sits down on the floor and waits for the inevitable humiliation as students and faculty wander in later in the morning. As luck would have it, there is a janitor in the building doing nightly maintenance work. The janitor comes down



the stairs and opens the stairwell door to the hallway where he sees George, on the floor, in his boxer shorts. George jumps up and runs toward the janitor trying to explain what happened. The janitor, who happens to be deaf, freaks out. He turns around and runs back up the stairs with George running after him. This Marx Brothers movie finally comes to an end as George trips and skids along the newly waxed floor. Eventually, with some creative hand gesturing, George manages to convince the janitor to unlock the door. The incident did not dissuade George from continuing to sleep in the office on Monday nights, but now he would always wear a key around his neck.

George's students had a genuine affection for him. They adored the fact that he was a little absent minded, a little disheveled, always had something offbeat but fascinating to offer them, and made himself available whenever they needed him. His patience with students was stuff of legend.

George was emotional — more than you might think. He could cry as easily as he could laugh. When something moved him the emotions would suddenly bubble up, and tears would literally just squirt out. Then it was over, as suddenly as it had begun. He could, at times, seem aloof, but perhaps that was because he knew how easily he could lose control. He became an expert at the fine art of intimacy at a distance.

George loved the Berkeley City Club. After he retired we would get together every few months for lunch in the club's dining room, and then sit in a couple of big leather chairs and catch up. If he were here today, part of him would be horrified at all the attention, but the greater part would be touched by the tribute. He'd be squirting tears all over the place.

In the Jewish religion (mine, not his), when someone dies, there are many prayers said over them. One of them is "zichrono livracha," which translates from the Hebrew as "may his memory be a blessing."

So long, George — zichrono livracha.

George's voice and values:

In concluding his remarks at the memorial, Dan Kaplan quoted from an article that George wrote for the March/April 1988 issue of *The Advocate*. It was a front-page article entitled "Part-Timers: Qualified, Motivated, & Exploited", and it clearly articulated his voice and his values.

In a section of the article titled "Where Blame Lies" George writes: "Let's take the full-timers first. Now actually I consider myself pretty virtuous on this issue. For one thing, I was a part-timer myself, back before the wheel, and I know the dread you feel in your bones when you are running around without any health insurance. Also, I am proud

to say, I've been working with the AFT ever since I've been employed in the district and the union has been, and remains, the only faculty organization in this district that has continually spoken out on the part-timer situation. Spoken out and taken action, I may add."

Later in the article George goes on to say: "Second, and this is so obvious I almost hate to write it, is that we are not here to make a profit. We are here to educate people. Particularly, we in the community colleges are here to educate those who, for one reason or another, are not going straight from high school to Phi Beta Kappa. A lot, and I mean a lot, of them are going to be taking remedial and preparatory classes. It should be readily apparent that these programs deserve the most intense scrutiny in order to achieve the goal of preparing these students for more advanced courses. It is these programs that need full-time professional people. Yet, it is these programs that are staffed by part-timers who, as stated, are unable to inform or advise students because often they are uninformed as to departmental policies, unable to plan their own professional careers in education, unable to meet with students because they have to fly off to West Valley to teach another class. It is completely ridiculous."

And then George says this: "Finally, a word or two hundred to my part-time colleagues. You simply have to get together on this. You've been divided and conquered and nothing else really matters. If you've written a novel, been awarded a prize, been worshipped by your students, it simply does not count. You will be treated like a peon until you and the 500 other peons in this district and the twenty thousand other peons in this state make one hell of a ruckus, in unison. A magic full-time position will not open up for you and you alone. If full-time positions do open up and they should open up in droves, it will be because you have gotten the word out on the situation. Gotten it out to your students, gotten it out to the administration, gotten it out to the public.

"Remember, the squeaky wheel gets the grease. The quiet wheel ends up 39 years old wondering if it is too late for a career change.

"Also, I have decided (*I am* the Editor and I get to decide these things) that a regular feature will be an interview with a part-timer regarding his/her situation. If you would like to be interviewed, please contact me at Skyline."

That was George.

To see the complete program from George's memorial, which includes more remembrances of George, go to the AFT 1493 website: aft1493.org.



Election of Union officers set for April

AFT 1493 is looking for a few new leaders

AFT Local 1493 is not just the President or any other single faculty member. It takes many people to make this Union work well as the representative of the interests of all of the faculty in this District. In April, we will be holding elections to determine the leadership of the Local for the next two critical years and we are interested in finding new faculty members to take active roles in our important organization. Have you ever considered running for a position on the Executive Committee of your Union? Would you like to contribute to the process of making some positive changes in this District for faculty? Of course, while doing this kind of work you would no doubt have the opportunity to meet and develop relationships with many interesting people throughout the District.

Union office entails various different kinds of tasks and responsibilities, ranging from representing the AFT at the negoti-

ating table to working as a grievance officer, as well as running meetings and doing organizing projects. Some released time is provided for certain Union positions.

During a two-year term as a member of the Executive Committee, a faculty member would have a good chance to develop or improve their leadership skills. Members of AFT 1493's leadership team have various ways in which to hone their leadership talents, including CFT conferences and the annual Union Leadership Institute that newly elected officers and representatives may attend.

Please consider running for a Union position, and let's all together make this a better Union and a better place to work. If you'd like more information, please e-mail AFT 1493 Executive Secretary Dan Kaplan at: kaplan@smccd.edu □

AFT 1493 Calendar

March 4: Rally Against Education Cuts
San Francisco Civic Center, 5 p.m.

Executive Committee /
General Membership Meeting:
Wednesday, March 17, 2:15 - 4:30 pm
CSM, Building 18, Room 201

CFT Annual Convention
March 19 - 21
Wilshire Grand Hotel, Los Angeles

March 22: March against education cuts
in Sacramento; organized by Associated
Students of Calif. Community Colleges

AFT/NEA Higher Education Conference
March 22 - 25
Palace Hotel, San Francisco

We've moved!

AFT 1493's office is now
located in Building 17,
Rooms 129 and 131 at CSM.

We have a new office, for the second time in a little over a year. Our phone number remains the same: 650-574-6491.

NO CUTS TO EDUCATION!

MASS RALLY AGAINST THE BUDGET CUTS

MARCH 4th

5pm Civic Center San Francisco



Everyone Out Together
K-12 to the Universities
Students, Teachers, Workers

The Time to Fight Back is Now!

www.AgainstCuts.org

NoCutsToEducation@gmail.com

Check out AFT 1493's
newly redesigned and
improved website:

AFT1493.org

News you can use • Updated daily