

## Prop. 92 loses, but budget reformers now looking to legislature

Although Proposition 92, the Community College Initiative, lost by 57% to 43% in the February 5 election, the initiative campaign raised public awareness about the ongoing inadequate funding of California community colleges and community college leaders now plan to ask the state legislature to reform the mechanism for determining community college funding.

"I think the huge deficit in the state budget was a decisive factor in our loss," said CFT President Marty Hittelman. "If the California Teachers Association had not joined with the California Chamber of Commerce and the anti-tax people in opposing the proposition, we might have still been able to pass the initiative."

Despite "facing a very difficult budget year, nearly 3 million [voters] gave the thumbs up to more funding to community colleges. We're very well positioned for a very difficult budget fight this year," said Scott Lay, head of the Community Colleges League of California, which championed the measure along with the CFT.

"There has never been this kind of sizable and sustained support for our community colleges from so many quarters: business, labor, community organizations, and our college communities," noted Linda Cushing, AFT Rep. and Bay Area Organizer for Prop. 92. "Through the campaign for Prop. 92 we have educated millions of Californians about the importance of our community colleges and our need for better and stable funding."

Proposition 92 would have changed the previous Proposition 98 funding formula to separate com-

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### Fair tax policies needed to solve state budget crisis

## Don't balance the budget on the backs of students!

In early January, Governor Schwarzenegger proposed **cutting nearly \$4.8 billion** from our schools -- a 10% across-the-board budget cut to public education. This would be disastrous for California's students -- the equivalent of laying off more than 107,000 teachers, reducing per-pupil spending by more than \$800 per student, and cutting more than \$24,000 from every classroom. Students and schools did not create the current budget problem, and their progress shouldn't be undermined because of it. California's

student achievement.

Can California afford to cut its education budget? Consider these figures: **Our state's per-pupil funding for community colleges ranks 45th in the nation.** California spends \$1,900 less per K-12 student than the national average, dropping us from 43rd to 46th nationally in just a few short years. A recent report by Education Week gave California an abysmal D+ in per-pupil spending! In addition, since 2003 California has dropped from 40th to 48th, nationally, in the



Education Coalition, the major K-12 stakeholder group in the state, consisting of public education unions (including the CFT), management organizations, and the PTA, opposes the Governor's budget because these cuts are fundamentally inconsistent with the state's goal of improving

direct college-going rate for high school grads.

The Education Coalition is calling for no suspension of Proposition 98 in 2008-09 and is holding media events to publicize the devastating effects that would follow

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**PRESIDENT'S LETTER**

**As tough times may be ahead, we need to work together to face potential problems**

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

**Where Are We Now?**

As we settle into the Spring semester our District is surrounded by problems



on all sides. Proposition 92 went down in flames; coming straight at us is a huge looming state budget deficit; both CSM and Cañada received sanctions

as a result of recent accreditation visits; and CSM is initiating significant cuts in adjunct faculty positions for Fall 2008. These faculty reductions are in the neighborhood of 18 full time equivalent positions (this amounts to 90 sections of classes). The CSM faculty cuts are being initiated to deal with low "productivity" and past budget problems. Whatever the reason for the cuts, the result will be fewer sections of classes for students and a failure to renew teaching contracts for part timers, many of whom have been teaching at CSM for years.

So hard times are here, the wolf is at our door and it is difficult to see the way ahead. In addition, I am already hearing about workload/overload issues from our faculty. We are clearly not in a good place.

**A time for faculty unity**

Given the extensive problems faced by our District, our Local 1493 Union leadership, at our last Executive Committee meeting, enthusiastically voted to initiate a process of dialogue with Academic Senate leaders to talk over current issues and, hopefully, explore creative solutions. The overall goal is for faculty to play a positive and productive role in addressing the problems faced by our District, while at the same time, continuing to be effective

advocates for the needs of faculty.

Senate leaders accepted an invitation to attend AFT's last Executive Committee meeting at Skyline College to initiate a collaborative dialogue about how we can best move ahead together and coordinate efforts to work productively in support of our colleges, our students and our faculty.

**A time for improved communication with the Board**

In addition to working collaboratively with our Academic Senate leaders, AFT's Executive Committee is also moving ahead to create better communication and linkage with our Board of Trustees. Board members are being invited to attend the next few Executive Committee meetings to engage in open ended dialogue to help facilitate greater collaboration with our elected Trustees. Trustees Miljanich and Hausman graciously agreed to attend our Executive Committee meeting on February 13. Trustees Holoher, Schwarz, and Mandelkern as well as Student Trustee Richael Young have been invited to future meetings.

The hope is that through mutual, supportive dialogue the Union and Board can create greater rapport and understanding. Our Board of Trustees are the elected representatives of our local community, legally empowered to provide oversight for our college district. AFT is committed to respecting and supporting the role of our Board while at the same time assertively advocating for the needs of our faculty.

**A time that will test our character**

I am blessed to have three wonderful sons. Through the years I have been proud to witness their many accomplishments. I would like to end my letter by talking a bit about my middle son, David. David is now 28

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## Although Proposition 92 lost, raised awareness of college budget issues may lead to legislative reforms

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munity colleges' and K-12 funding formulas. Prop. 98 funding for K-12 and community colleges is based on attendance in K-12 schools, not on the colleges' enrollments, and it set community colleges' share of state education funding at 10.93% while the K-12 system receives 89.07%. Historically the legislature has regularly suspended this agreement, underfunding community colleges more than \$4 billion over the past 10 years. Also, basing funding on K-12 attendance adds to community colleges' funding problems because enrollment in the state's K-12 schools is relatively flat right now while the community college population is growing.

Community college leaders will urge the Legislature to change the funding formula so that actual growth in community college attendance is included in the equation. "Nobody was willing to talk about it before," Lay said. "Now they may be willing to look at that." Steve Boilard, director of higher education for the Legislative Analyst's Office, said it makes sense to

### District leaders gave a final push in Prop. 92 campaign



SMCCCD leaders held a press conference in support of Proposition 92 on January 29 at CSM. Pictured from left to right are: Jeremy Ball, President, CSM Academic Senate; Michael Claire President, College of San Mateo; Dan Kaplan, Executive Director, AFT Local 1493; Richard Holoher, President, San Mateo Community College District Board of Trustees; Richael Young, Student member of the San Mateo Community College District Board of Trustees; Ernie Rodriguez, President, AFT Local 1493

photo by Virginia Medrano Rosales

factor in the community college attendance. "I could see the logic to that," he said.

dark side" when we face difficulty, disappointment, and unfairness, I am very proud of our Union leadership, our Academic Senate leadership and our faculty in general for the integrity they have demonstrated in the face of difficult issues. In general, it has been my experience that our faculty have responded respectfully, authoritatively and with a clear voice when discussing important issues with our administration and our Board of Trustees. It certainly appears that the coming months will test the ability of our faculty to respond well in the face of adversity. The coming months will challenge faculty to stand together, to present our voice powerfully but with respect, and to remain hopeful as we face the serious problems ahead. □

State Sen. Jack Scott, chairman of the Senate Education Committee, said he has long advocated for increased funding for the community colleges, believing those campuses sometimes have been "shortchanged" in the past. "I still feel that way," said Scott, D-Altaadena (Los Angeles County). "I would favor something that takes into account the increasing enrollment of community colleges."

This is clearly a difficult time for the community colleges to be lobbying for better funding. Sacramento is again debating cutting higher education and talking about fee increases at community colleges as well as at the CSUs and UCs. To call attention to these threats to our colleges, a major Rally for Higher Education is being planned in Sacramento on April 1. Please plan to join us at this important event. For more information, go to: [www.April1Rally.org](http://www.April1Rally.org). □

### President's Letter

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years old. For the past 14 years he has experienced great success as an elite, world class athlete in two different sports, distance running and professional cycling. If we pay attention we can learn a lot from our children. What has been of particular value to me has been to see David compete in races where he has not done well, where he has faced adversity. While I could brag of his many successes, I am particularly proud of the strength of character he has demonstrated when things have not gone well. Witnessing his efforts has modeled for me the importance of behaving well during difficult times.

While it is tempting to "go to the

## Fair tax policies needed to address inadequate education funding

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such severe reductions in funding as Schwarzenegger is proposing. Within the Coalition, the CFT is emphasizing the structural nature of the state's budget deficit, and the need for fair tax policies to increase funding for schools and other public services. We need to address the issue of resources. The CFT is calling for a vehicle license fee on more expensive cars, reinstating higher income tax brackets, an oil severance tax, and the elimination of a number of tax loopholes.

We believe that the Governor and the legislature should show true leadership in setting state budget priorities that improve the lives of all Californians. And part of that leadership is addressing the need for increased revenues in order to make California the number one state in the country - not just in population, but in quality of life as well.

On January 10, 2008 CFT President Marty Hittelman responded forcefully to the Governor's proposal to suspend Proposition 98 and slash the public education budget. Hittelman noted the contradiction in the Governor's State of the State speech: the Governor admitted education needs more

funding, and then turned around and demanded cuts in the public education budget. Hittelman recalled Schwarzenegger was responsible for at least one third of the state's projected \$14 billion budget deficit when he eliminated the vehicle license fee which raised \$5 billion per year. The CFT president proposed an alternative to cuts: reinstate the vehicle license fee, and enhance state revenues by closing tax loopholes.

### Background of the gap

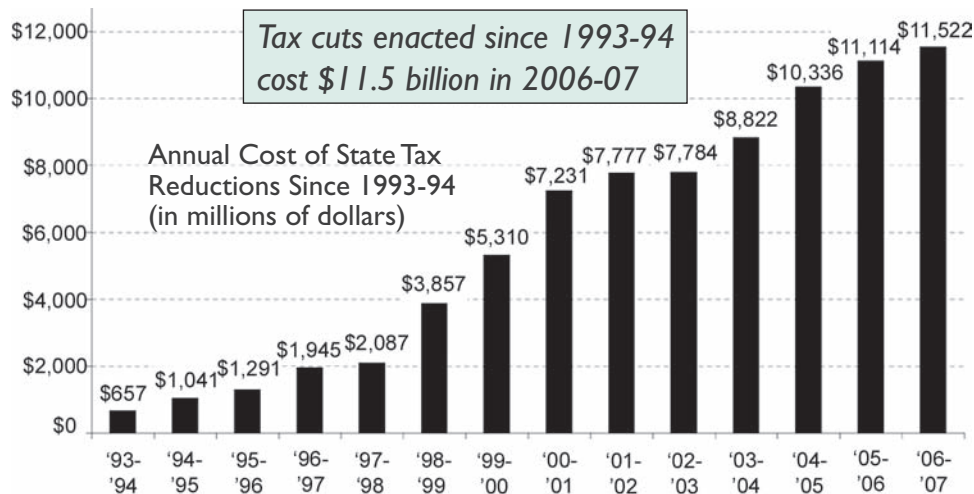
The problem is deeper than just this year. We have a structural gap in the California state budget, varying year by year, but running in the billions of dollars. Solving the budget gap in California requires a balanced solution—one that the Governor is pointedly ignoring, along with his role in creating the problem. The budget problem can't be solved by cuts alone, because state program reductions of such a magnitude hurt the people most who can least afford them. We need instead to increase state revenues with carefully considered tax increases, especially closing tax loopholes for those who can most afford to pay: the wealthy and large corporations. Taking these actions will allow us to fund the social programs we need.

Mostly undiscussed, but crucial to understanding California's problem, is that the state legislature, to get a recalcitrant minority of anti-tax legislators to pass state budgets, gave up taxes on the top brackets and the much-maligned vehicle license fee (VLF) during the height of the dot-com bubble. Each year since 1991, the state budget's ability to generate revenue has been compromised by rescinding one or

more taxes. This meant the accumulated loss of many billions of dollars in revenue, contributing greatly to the current deficit.

The VLF alone was worth \$4 billion per year when Schwarzenegger, to great applause by the legislative Republicans, eliminated it. The VLF today is estimated to be worth more than \$5 billion. Add up the loss of that amount each year since Schwarzenegger's election, and you have the budget deficit. But Schwarzenegger is clinging to the position that he will not raise taxes. (Technically, the VLF is a fee; but since he called it "the Gray Davis car tax" throughout his recall campaign, that's what it remains in the public mind.)

Public services in general, and public education in particular, have been underfunded in California since 1978 and the enactment of Proposition 13. This law substantially shifted the burden of funding many locally delivered services to the state, without providing appropriate mechanisms to pay for them. Increased spending on education in the late 1990s and into 2001 was finally beginning to address years of neglect. Now the gains of those years have been reversed. Per pupil funding in California now ranks 45th in the nation.



### What to do about it: progressive taxation

There are six progressive revenue options that, if enacted, will bring in \$10-12 billion per year, essentially solving the structural budget problem. These are 1) reassess non-residential property; 2) reinstate the top income tax brackets to recapture part of the federal tax break for the wealthy; 3) require that large corporations file as corporations, not "S" type partnerships; 4) enact severance tax on oil produced in California; 5) limit mortgage interest deductions to \$50,000 in interest; and 6) restore vehicle license fees to their former levels.

These are each worthy proposals. But the real problem that needs to be addressed to solve California's budget problems is Proposition 13. It builds in inequities between residential and commercial taxation, and, depending on when a homeowner buys a house, inequities among homeowners as well. Reform of Proposition 13, which locks in a broken budget system, is an urgent priority.

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## Legislators and Governor need to act

The problem with these ideas is that in California, any tax increase must be approved by a supermajority of 2/3 in the state legislature. California is one of just three states that require more than a simple majority to raise taxes. Each year a small minority of legislators, opposed to tax increases on ideological grounds, can block the will of the majority and prevent a balanced approach to solving the budget crisis. That's what happens every year, including last year. Legislators should be able to enact a necessary tax increase with a simple majority instead of wrangling endlessly with hard-core anti-tax ideologues.

Over time we must convince our legislators and the Governor that only progressive tax reform can solve the long-term crisis. The problem isn't "overspending." This is a simplistic analysis of a complex problem. California is a big and growing state, and needs big revenues to function.

### **SMCCCD may be able to offset state cuts**

According to Kathy Blackwood, Chief Financial Officer of the District, the impact of budget cuts by the state on our district might not be as severe as on other districts. The reason is that we received some extra one-time money this year because we shifted 2007 summer FTES (Full-time Equivalent Students) to count for the 2006-07 year. As a result, we had about \$1.7 million in one time money carried over from last year and available this year. Some of that money will be used to offset the governor's mid-year cuts for this year (2007-08). The rest of the money could be used to help offset the budget cuts for next year. However, there are other factors which can affect next year's income which are unknown at this time. If the legislature raises community college tuition as some have proposed (from \$20 to \$30 a unit), we are likely to lose students. If a recession does occur this year, then there will have to be even greater budget cuts at the state level as tax revenues decline.

We are currently witnessing the return of the Gilded Age, in which the wealthiest continue to increase their riches at the expense of the rest of us. Currently the top one percent of wealth holders in the United States owns one third of the assets of the country. The top ten percent owns 70% of the wealth. That leaves the bottom ninety percent of wealth holders—the overwhelming majority—with less than a third of the country's wealth. Don't let people tell you that "we don't have the money" for a decent public education system. The money's there. It's just in the wrong pockets.

The Governor's January budget proposal would lock the doors to college to 52,000 community college students, cut funding for support services for disabled and economically disadvantaged students, and eliminate the Cal Grant competitive program that currently pays for fees and books for 42,000 community college students. Meanwhile, the University of California is cutting off student transfers and

the California State University is facing cuts and plans to shift 10,000 students to our community colleges. Since there's no funding for these students, they would likely take the place in college from some of the most educationally disadvantaged Californians. And, even though nearly three million Californians voted for reasonable student fees, politicians are already talking about huge fee increases at all three segments of higher education.

## Rally for Higher Education April 1

It's time to stand up and make our voices heard. We need you to join us in Sacramento on April 1 to Rally for Higher Education. Students, faculty, administrators, classified staff, trustees and community supporters will converge on Sacramento to call attention to threats to our colleges and protect the chance for every Californian to go to college. Mark your calendar for the April 1 rally and sign-up for rally updates today at: [www.April1Rally.org](http://www.April1Rally.org).

## Local publicity needed

On the local level, AFT Local 1493's Executive Committee will be discussing at its next meeting, on March 12, a proposal to call a local press conference at which leaders of AFT Local 1493, the Academic Senates in the District, and College and District Administrators can explain what the proposed cuts to our budget would mean to the students that we serve. We need to build the public's awareness of how the Governor's across-the-board cuts would defeat our student performance improvement efforts, and why it is essential to protect the voter approved minimum funding required under Proposition 98. We hope our District leadership will join us in a public campaign to oppose the Governor's plans to cut the education budget. □

## CSM cutting classes for Fall semester

AFT has recently learned that Division Deans at CSM have been told by the Administration to make substantive cuts to faculty positions in their divisions. A total of 18.3 full-time equivalent faculty positions are now scheduled to be cut for the Fall 2008 semester, which is a reduction of more than 90 classes from the Fall schedule. This means that over 45 part-time instructors will have no classes offered to them to teach next Fall semester.

By division, CSM's planned faculty cuts break down as follows: Business/Technology -5.73; Creative Arts & Social Science -5.26; Language Arts -2.7; Math/Science -4.2; Physical Education/Athletics/Dance -.42

The Administration is saying that students will still have access to the same classes. Historically lower enrolled classes are being consolidated so that these classes will have higher enrollments, nearer to the class maximums now in place for these classes. CSM Administration insists that no students will be turned away from the classes they need.

## AFT proposes a new Trust Committee to revise faculty evaluation

*The following message was sent by Teeka James, AFT 1493 Co-Vice President, to Academic Senate leaders and District administrators in mid-January. -ed.*

Dear Colleagues,

As you are well aware, last semester we all learned that the faculty evaluation documents in our current faculty contract contained many inconsistencies with and inadvertent omissions from the forms that had been in regular use for many years. After a careful investigation and review of the documents, AFT 1493 proposes that the District reconvene a Trust Committee, which be given the charge of reviewing the evaluation processes for all groups of faculty and of making revisions, updates, and changes as it warrants necessary and desirable. The resulting procedures and documents would then work their way through the shared governance process and ultimately be ratified by the faculty union and the Academic Senates. While this letter lays out a suggested process for forming the committee, the Executive Committee hopes to begin this work with a planning meeting at which we all can share our visions and devise a process with which we all feel comfortable. What follows is simply the starting point that we offer.

The faculty union suggests the Trust Committee:

- 1) Be comprised of both faculty (selected by the Academic Senate and the union) and administrators (selected by the administration);
- 2) Include co-equal numbers of faculty representatives of the Academic Senate, AFT 1493, and representatives of the colleges' or District administration;
- 3) Include both full-time and part-time faculty;
- 4) Include representation from all three campuses; and
- 5) Be made up of between twelve and fifteen individuals.

We further suggest that faculty be nominated for service on this Trust Committee in the following way: At each college, the Academic Senate will nominate one full-time, tenured faculty member; the campus AFT leadership will nominate one full-time, tenured faculty member; and the campus AFT chapter chairs and the Academic Senate president together will nominate one part-time faculty member. This will result in a total of two tenured faculty members and one part-time faculty member from each college.

While we believe the administrators should select their own committee participants, we suggest that they be representative of all three colleges and that they include deans, vice presidents, or other appropriate administrators who have significant experience with faculty evaluation in all its permutations (tenure committees, peer evaluation of tenured faculty, and part-time faculty evaluations). We suggest that the Trust Committee be co-chaired by two additional faculty

representatives, one each from both the senate (perhaps the District Academic Senate President) and AFT. If the administrators wished for an additional representative—perhaps someone from the District level—this model could accommodate that request. This process would result in a committee of fifteen individuals.

One of the challenges we have all faced with our current procedures and documents is that the various forms and surveys do not apply equally well to faculty in all of our instructional roles. For example, our forms for student evaluation of faculty are quite cumbersome when counselors, librarians, program coordinators, and distance education faculty (among others) are being evaluated. While ideally the Trust Committee might include faculty from all types of service areas, it seems most logical to create groupings of "special teams" faculty, if you will (e.g. librarians, program coordinators, vocational education faculty, and so on), whom the Trust Committee would be able to call upon to consult about their special areas and what processes and forms might best suit an evaluation procedure for them.

In addition, we envision that in some way or another, faculty across the District would be able to participate and have voice in this important process, perhaps through surveys, division- and/or department-based dialogue, and Academic Senate and union progress reports from the Committee. Our desire is that the Trust Committee's charge and progress be as transparent and inclusive as is reasonably possible.

Finally, as was the case with the original Trust Committee who drew up our current procedures, we request that the Committee participants be compensated for their service on this important and work-intensive project, either through release time from regular duties or through stipends (perhaps in the case of part-time representatives).

And that is where our proposal stands. As the AFT Executive Committee designee, I'd like to arrange a planning meeting to refine the specifics and, I hope, begin this important work as soon as possible. Though I realize we all have equally important and time consuming matters to attend to, I believe we can come to agreement about the need for this revision process fairly quickly. Because it is a significant task, I imagine it may take three or four semesters to complete, so I would like to set a goal of at least forming the Trust Committee during spring 2008.

I would appreciate hearing back from you—a simple thumbs up or down on the need for the committee and your agreement to meet to work out specifics—by February 25, 2008. Assuming there is interest in pursuing this proposal, I'll contact you with some dates for the planning meeting in early March. □

# The roots of SLO's in higher education

How the politics of SLO's in accreditation reaches from Bush to Congress to SMCCCD

by Greg Davis, CSM

Make no mistake about it. The Student Learning Outcome (SLO) concept, originally a product of the "No Child Left Behind" legislation designed by Education Secretary Margaret Spellings, a Senior Advisor to George Bush when he was governor of Texas, and promoted by Charles Miller,



Margaret Spellings



Charles Miller

the Houston investor and charter school proponent whom Bush had appointed to the Board of Regents of the University of Texas, was intended to serve political objectives more than any valid educational goals. That is, SLO's would provide a means to "measure" educational results in the troubled American schools- at least in K-12 reading and mathematical skills classes- in order to establish accountability so that schools with poor results could be federally sanctioned. This would create the impression that the Bush Administration had found a way to counter the decline of student performance in the nation's schools. And second, SLO's would prepare the ground for more privatization of public education, by redefining the objectives of education as immediate and behavioral and making it possible to commodify the "results" in a way that for-profit businesses could "compete" by contracting to improve them- and do so, allegedly, in a more cost-effective way. Privatization of public services wherever possible, as we know, has been a chief philosophical goal of the Bush administrations- i.e., "less government," meaning the transfer of provision of these services to the corporate, for-profit sector.

## Taking SLO's to a higher level

The key question, of course, is how did the Bush administration manage to impose such a dubious standard as SLO's on institutions of higher education, where it seems to be largely inappropriate, particularly in such disciplines as humanities and social sciences. The answer lies where it does in the case of many government programs: in the coercive use of federal funding. This approach is consistent with the mechanism under the "No Child Left Behind" program for cutting off federal funds to K-12 schools with low performance ratings.

## NACIQI: Feds' controller of the accreditors

At the apex of the SLO-promoting process in higher education stands the 15-member National Advisory Committee on Quality and Integrity (NACIQI), appointed by the Spellings-headed Department of Education. NACIQI is responsible for evaluating the nation's accreditation agencies. It has an advisory panel which holds hearings twice a year with accreditation agencies seeking its recognition. Colleges and universities must be accredited, in turn, to be eligible for billions of dollars of federal funding, most notably in federal student-aid programs. Lack of compliance with NACIQI-mandated SLO standards, therefore, could result in both a loss of accreditation and a loss of federal funds.

In the fall of 2006, the Commission on the Future of Higher Education, appointed by Spelling's Education Department and headed by Miller, the Texas investor, recommended that colleges use specific methods of measuring student achievement, including a standardized College Learning Assessment test designed to test certain thinking and communication levels. In a similar vein, NACIQI called for use of SLO's as another specific means of obtaining accountability at institutions of higher education.

## From NACIQI to WASC to SMCCCD

In December of 2006, NACIQI specifically admonished The Western Association of Schools and Colleges, one of the six largest regional accrediting agencies and the accrediting body that oversees our colleges, for not doing enough to ensure "the quality of an institution's effectiveness based on the student outcomes data it collects." At the same time, it recommended that the American Academy for Liberal Education, a smaller accreditor, lose its authority to accredit new institutions because it had failed to clearly define "acceptable levels of institutional success with respect to student achievement."

The role of NACIQI explains why WASC's Accrediting Commission for Community and Junior Colleges (ACCJC) saw fit to recommend that our district's colleges "develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty..." This recommendation is based on the ACCJC's accreditation standard III A.1. c., which states that "Faculty and others responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes." AFT 1493 has rightly expressed great concern over this pronouncement, which has a familiar ring for anyone who is familiar with the "No Child Left Behind" approach in K-

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## District's decision to give administrators large raises is out of line with colleges' mission

by Ann Freeman, CSM

On December 12 the Board of Trustees for the San Mateo Community College District voted, over the objection of faculty and its union, to give large raises to administrators at the three colleges. Although the meeting was scheduled for one of the busiest times in the semester—the last week of classes—many faculty members wrote letters to convey their opposition to the proposed salary increases and several attended the Board meeting to express their opposition in person.

Particularly troubling were the financial inaccuracies in the proposal presented by Chancellor Ron Galatolo and the attitude of the Board members. Their superficial discussion of the proposal, before they voted, suggested either a formality for appearances or, worse, a lack of adequate scrutiny. Whether the trustees were fully aware of the consequences of the vote, the impact on the budget is a disaster, and the trustees' approval is irresponsible.

The salary schedule for administrative positions has six steps for the executive vice chancellor, college presidents, vice presidents, and division deans. There are no steps for the chancellor, who goes directly to \$240,000, a raise of \$14,316 or 6.34% over his salary for 2006-2007. The other administrators start on the lowest step that does not represent a pay cut and thus will arrive at the top step in, at most, five years. These top steps represent approximately 30% raises over a relatively short period of time. More precise figures showing the range on the new six-step salary scale are below:

- Vice chancellor from \$168,000 to \$214,000—increase of \$46,000 (27%) in 5 years

- Presidents from \$160,000 to \$204,000—increase of \$44,000 (27.5%) in five years

- Division deans from \$122,000 to \$155,000—increase of \$33,000 (27%) in five years

As these administrators got a 3.5% raise in 2007, the new salary schedule, with its 5% each year, means that in five years they will see their salaries increase by 30%.

### Fuzzy logic and fuzzy math

In a letter to the faculty justifying the new pay raises, Ron Galatolo describes the increases as representing only \$122,000, a mere 3.15%, and suggests that the AFT union calculations of 30% are dishonest. The 3.15% (\$122,000) is, however, only the instant jump in salary for administration, resulting from the move to the new salary scale. This jump follows on the heels of a 3.5% increase in 2007, and will be followed by 27% over 5 years, totaling over 30%, just as the union claims. Furthermore, a number of administrators will start on step 2, 3, or even 4, getting to the top step in fewer than 5 years.

### District budget cuts aggravate situation

District financial problems make administrative raises particularly inappropriate at this time. All three District colleges are facing budget cuts, causing them to limit hiring, despite a chronic need for more full-time instructors. For example, over half the classes offered in the English Department at College of San Mateo are taught by part-time faculty. As a result, the fulltime faculty must shoulder an inordinate amount of departmental and college-wide committee work, even as it loses members to retirement, yet the entire college is limited to just three full-time hires for 2008! A work week of 60 plus hours is not uncommon among full-time faculty members who have to meet the needs of their students and also cover hours

of committee work. A more appropriate use of any extra money would be to hire more full-time faculty and to improve faculty salaries. San Mateo District faculty are underpaid compared with both its own administrators and colleagues at other community colleges. While administrators are now on a 6-step salary schedule with salaries well over 6 digits, faculty are on a 23 step schedule. And in December, while the Chancellor was arguing that he needed more than \$200,000, the salary for those at the top of the faculty scale, with 23 or more years of service and a Ph.D., was \$99,438. Furthermore, the administrators' salaries are benchmarked to be regularly checked for parity and kept competitive; faculty salaries have no such protection. And San Mateo District faculty are also underpaid in comparison to peers at nearby community colleges. A faculty member at the top of the San Mateo District's salary schedule can go to neighboring Foothill Community College and find a colleague with the same seniority and education earning \$120,000.

### Trustees and Chancellor are out of touch

Both the Trustees and Chancellor Galatolo are out of touch with their mission and have adopted a view of administrators based on the corporate world. With this skewed perspective, they see administrators as executives and managers who should earn corporate-style salaries. But the administrators of the San Mateo Community College District are hired to facilitate instruction in a public institution. Administrators' salaries should be in line with those of the teachers whose work they are hired to support.

Chancellor Galatolo reveals his misplaced corporate-style thinking in a recent letter to the faculty when he

*continued on next page*



# Advanced Grievance Training Workshop

## March 5

On March 5, the union will hold a district-wide workshop on How to File a Grievance. Chief Grievance Officer, John Kirk, will conduct the workshop.

Grievance training workshops were held on all three campuses last year. Those workshops covered the basics- Why a grievance procedure? What is a grievance? What is the difference between a grievance and a complaint: The steps of a grievance- informal, formal, arbitration. Knowing your contract. What is an unfair labor practice?

This workshop is a follow-up to those workshops. It will concentrate on how a grievance is prepared, filed and presented.

Anyone who is interested may attend.

### Grievance Workshop

March 5, 2008

2:00pm - 4:00pm

CSM Building 18, Room 176  
(Faculty Center)

### Administrators' raises

*continued from previous page*

refers to the "colleagues in industry" of the college division deans. Division deans at a community college do not have "colleagues" in the corporate world; their jobs are very different, and neither division deans nor any other school administrators should look to the corporate world for their pay scale. Faculty and administrators are engaged in public service, and there should not be a great discrepancy between faculty and administrative pay schedules. According to data supplied by the District Office of Human Resources, 44 of the District's 47 administrators now earn more than \$100,000, and Chancellor Galatolo's salary has gone in one step from \$200,000 in 2007 to \$240,000 in 2008, well over twice the \$99,438, which is the highest step on the 23 step faculty salary schedule for fulltime faculty with Ph.D. □

### SLO's: from Bush to SMCCCD

*continued from page 7*

12 schools, and has questioned its legality under the existing AFT contract with the District.

### A partial retreat on SLO's?

There is room for some optimism among those who object to SLO's, however, because the situation has been altered by the latest relevant developments in Congress and the Department of Education. SLO's have had to make, at least, a partial retreat, thanks to the opposition and lobbying of both colleges and accreditation agencies. Now, more than a year later after the fall, 2006, meeting, Ms. Spelling has modified her position in favor of more flexibility in evaluating the success of institutions of higher learning in achieving their objectives, much to the displeasure of Mr. Miller.

Colleges and accreditation agencies have also reached a compromise which allows accreditors to suggest some measures (e.g., SLO's) for evaluating student success but stipulates that in case of disagreement, colleges would have the final authority. Furthermore, in its version of the renewed Higher Education Act passed last summer, the Senate included language which forbids the Education Department from using accreditation as a means to set requirements for evaluating colleges. The Senate version would also allow it to appoint 5 members of NACIQI, the House to appoint another 5, and the Education Department to appoint the remaining 5, instead of the entire 15 members as is now the case.

### Will Congress limit the Education Department's regulation of the accreditation system?

The House Education and Labor Committee, headed by Rep. George Miller, Dem., of California, was scheduled to take up the final wording for the House version of the renewed Higher Education Act the first week in February. Then the bill will go to a conference committee, if necessary, for final reconciliation of the House and Senate versions. What is ultimately at stake is adoption of language which will prohibit the Education Department from using accreditation to impose evaluation standards like SLO's on institutions of higher education.

Congress, where Tennessee Senator Lamar Alexander, a former Secretary of Education, has shown himself to be a leading ally of higher education, has thus far sided with the colleges on accreditation matters. To ensure that the final cut of the legislation is what colleges want, however, Alexander has urged colleges to contact senators and representatives and explain their position on what they consider to be appropriate standards for determining academic success. In this regard it is worth noting that President Bush has publicly stated that he 'strongly opposes' any limits in the bill on the authority of the Secretary of Education to regulate the accreditation system. Will the SMCCCD publicly express a different point of view on this important matter? □

# New state salary survey shows our faculty also need raises to stay competitive with other districts

As our District administrators recently had their salaries increased based on a salary survey of comparative pay rates in other districts, a new statewide community college faculty salary survey shows that SMCCCD's *faculty* pay rates also need some upward adjustment. The survey, which is very extensive and fully documented with the most current faculty salary schedules of every community college district in the state, was completed in January 2008 by the Santa Rosa Junior College All Faculty Association. Just comparing our faculty salaries to those of the Bay 10 + 2 districts (see list below), the San Mateo District is ranked between 5<sup>th</sup> and 11<sup>th</sup> out of 12, depending on the salary step compared. For the maximum salary in the highest non-doctorate class, SMCCCD is ranked 11<sup>th</sup> out of the 12 Bay 10 + 2 districts. For the highest non-doctorate salary at the 16<sup>th</sup> step, our District ranked 7<sup>th</sup>; and in comparing the maximum initial salary placement for non-doctorates, we came in 5<sup>th</sup>.

The Bay 10 + 2 rankings for the three classes described above are shown in the tables below. For a complete breakdown of every step for every district in the state, go to the AFT 1493 website at [aft1493.org](http://aft1493.org) and click on: "Other Districts' Contracts".

## Maximum Highest Non-Doctorate Salary

	Salary	Bay12	State
Foothill-De Anza	109308	1	3
West Valley/Mission	108907	2	4
Ohlone	108510	3	5
Chabot/Las Positas	102592	4	13
Gavilan	100828	5	21
San Jose/Evergreen	99859	6	24
Peralta	97886	7	31
Cabrillo	97413	8	32
San Francisco	95817	9	37
Marin*	95852	10	38
<b>San Mateo</b>	<b>94872</b>	<b>11</b>	<b>41</b>
Contra Costa	93870	12	46

## Highest Non-Doctorate Salary at 16th Step

	Salary	Bay12	State
Foothill-De Anza	98808	1	4
Chabot/Las Positas	97227	2	5
Ohlone	96286	3	7
San Francisco	95817	4	8
San Jose/Evergreen	95326	5	10
Gavilan	92021	6	23
<b>San Mateo</b>	<b>89150</b>	<b>7</b>	<b>29</b>
Contra Costa	88860	8	31
Peralta	88487	9	33
Cabrillo	86935	10	40
Marin*	86768	11	42
West Valley/Mission	85600	12	46

## Maximum Initial Non-Doctorate Salary

	Salary	Bay12	State
San Jose/Evergreen	65974	1	2
Foothill-De Anza	63312	2	8
Ohlone	62601	3	11
Contra Costa	62304	4	12
<b>San Mateo</b>	<b>60410</b>	<b>5</b>	<b>23</b>
Chabot/Las Positas	59671	6	24
Gavilan	59181	7	28
San Francisco	58883	8	29
Cabrillo	59181	9	33
West Valley/Mission	56649	10	40
Peralta	56418	11	42
Marin*	53050	12	56

\*Marin's numbers are from 2006-07 salary schedule, the latest available.

## NEGOTIATIONS UPDATE

### AFT & District about to begin bargaining on reopeners

Based on survey responses from faculty, the AFT negotiations team will begin bargaining in three non-economic areas this semester: strengthening part-time seniority; strengthening the grievance process and implementing binding arbitration; and distance learning issues. We are examining contracts from other districts that have strong language in these areas and we expect to begin negotiating by early March.

We welcome your input and ideas. Contact any of the three team members: Joaquin Rivera, chief negotiator, Sky-

line; Katharine Harer, Skyline; and Victoria Clinton, part-time rep, CSM. We'll keep you posted on our progress.

Remember: we are in the third year of a four year contract. We will have to see what happens with the state budget to know how our contract will be affected if the legislature does enact severe budget cuts.

The CFT is mounting a campaign to protest the Governor's proposed cuts. See the budget story on page 1 -- there's work to be done. □