

## State Chancellor Agrees to Increases for Part Timers in Budget Proposal

by Eric Brenner, Skyline, Advocate Editor

The statewide campaign for more equity for part-time faculty and for improving the full-time/part-time ratio reached a major breakthrough in March when state Chancellor Tom Nussbaum agreed to a budget package proposal that would—for the first time— earmark specific dollars for improving the compensation and benefits for part-time instructors. The agreement would also strengthen requirements for districts to improve their full-time/part-time ratios toward the 75/25 “standard” (originally mandated by AB 1725). The part-time equity campaign has been led by the CFT Community College Council and the California Part Time Faculty Association along with other faculty groups.

## 60% of \$80 Million to Improve Part-Timer Pay and Benefits

The agreement calls for \$80 million to be appropriated create a “Human Resources Infrastructure Program”. Of this \$80 million, each district must use 60% of these funds for improving the compensation, benefits, and office hours for part-time instructors. The other 40% would go for adding full-time faculty, making progress on district and system goals regarding diversity of the workforce, improving the compensation of faculty and staff, adding staff, and enhancing and creating programs for staff development.

Regarding the full-time/part-time ratio, the Chancellor agreed that “Board regulations be modified to include a district planning process for

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## Faculty Make Case to Board on Importance of Reinstating Sabbaticals

by Katharine Harer, Skyline, AFT 1493 Co-President

On March 9th, five district faculty members made presentations to the Board of Trustees on the importance of reinstating the sabbatical leave program. Lost over twenty years ago during the CTA’s reign, faculty members continue to express dis-

*Lost over 20 years ago, faculty members continue to express discontent over the lack of sabbaticals*

content over the lack of this essential program. Reinstatement of sabbaticals has continuously been among the top choices of faculty in annual AFT negotiations surveys.

The five presenters: Anita Fisher (Psychology) and Mark Still (History) from CSM, Nancy Kaplan (English) and Nick Kapp (Biology) from Skyline and Paul Roschelli (Economics) from Cañada, did a tremendous job of arguing for the benefits of sabbaticals. Their ideas

are reflected in the document below entitled, “Six Reasons to Reinstatement Sabbaticals”, which was also sent to the Board in an effort to continue the process of informing and educating Board members as to the importance of sabbaticals.

## Six Reasons to Reinstatement Sabbatical Leaves

### 1. Renewal

Full time teaching is demanding. Faculty must organize and prepare course materials, deliver subject matter in fresh and engaging ways to students, respond to student written work with both grades and evaluative comments, meet with students during office hours, fulfill committee assignments outside the classroom (peer evaluation and hiring committees being particularly time consuming) and play a productive role in their departments. Additionally, working with students can be an emotionally

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# the Advocate

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## THE PRESIDENTS' PERSPECTIVES

# CFT Convention, Sabbaticals, Contract Negotiations, New Presidents and You

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



PHOTOS BY JEANNE ANGLIER

It has been a busy spring for all of us, and many worthwhile events have taken place. At the CFT Convention in Anaheim in February we took part in a number of interesting discussions and debates. Our local was honored when Joe McDonough, former CSM Psychology professor and union activist, received the prestigious Ben Rust lifetime achievement award. (See article, page 4.) His speech, which was very well-received, was truly inspirational. Our local also received an award for membership growth. Thanks to all of you who have recently joined the union.

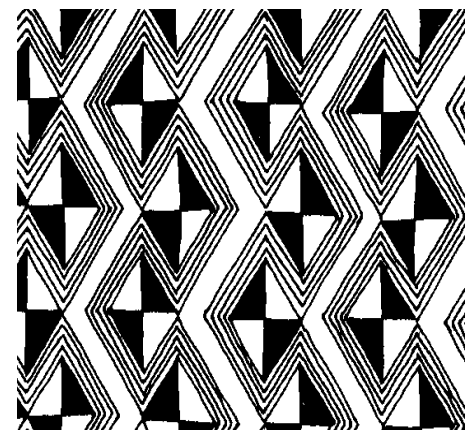
On March 9th, five district faculty members--Anita Fisher (Psychology) and Mark Still (History) from CSM, Nancy Kaplan (English) and Nick Kapp (Biology) from Skyline and Paul Roschelli (Economics) from Cañada--made presentations to the Board of Trustees on the importance of reinstating the sabbatical leave program. Their ideas are reflected in the document entitled, "Six Reasons to Reinstatate Sabbaticals" which is printed in this issue of *The Advocate* beginning on page 1. This document was also sent to the Board in an effort to continue the process of informing and educating Board members as to the importance of sabbaticals.

Contract negotiations have begun although District Chief Negotiator, Associate Chancellor Greg Marvel, has

moved on to take a position in the Contra Costa Community College District, which started on March 20th. He plans to continue on with SMCCCD negotiations, on "loan" from Contra Costa, until a replacement can be found. We've nothing substantial to report from the table as yet, but the district does seem to be looking favorably on a vision care program this time around which is good news for all of us who read for a living! More details when we have them.

As most of you must know by now, all three colleges have hired new presidents and all from the ranks of the temporary presidents. We wish all three: Rosa Perez at Cañada, Shirley Kelly at CSM and Fran White at Skyline the best of luck and we look forward to working in cooperation with them.

Finally, we want to remind you that you are welcome to attend the local's Executive Committee meetings which take place on the second Wednesday of each month at 2:30 p.m. The next E.C. meeting is at Cañada on April 5th and the May 10th meeting is at Skyline. Call Dan Kaplan at the AFT Office (x6491) for room locations. Please join us to participate or observe — or both. We need your input.



## THE PART-TIMER VOICE

## How a Cancelled Class Effects a Part-Timer

by Kathleen de Azevedo Feinblum,  
AFT 1493 Part Time Faculty Coordinator  
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The first time was brutal. At a particular college, I was teaching choice classes—literature and

women's writing — rarely given to part-timers. I had great evaluations and felt confident as "a regular". One day I realized that I hadn't gotten my class assignments for the next semester in the usual prompt way. The same day, I received a brusque note in my mailbox: I was not given any classes. This rocked me off my roots and elicited typical part-timer reactions: Did they forget about me? Had I offended a colleague by mistake? The answer was simple. My department chair told me the enrollment had dropped and that the subsequent lay-off wasn't "about me" at all.

But it was about me. Though I was able to get another job, I was never the same again

### Oh the Nerves

For a part-timer, "back-to-school" means a feeling of dread that doesn't go away until you get the roll sheet with twenty names. When I plan lessons with new course material I ask: "Is this effort for naught?" "Do I dare spend all this money and time creating a swell reader only to not be able to use it?" No one has time to feel the dawning of a rosy new semester with four hours of sleep the night before. On the first day of class, students see an instructor who is professional and

enthusiastic (or relieved). They don't see the instructor groveling for a spare class to make up for the class that was just canceled.

### Juggling an Awful Lot of Balls

When a class is canceled, I scramble for another, often calling different school districts. My legacy is that now I work at three schools. Whereas I am lucky to have found employment and I have learned new teaching techniques from being flexible to new demands, I teach and commute, period. No time to grow to love the school. Part-timers often overload their schedules to protect themselves in case one class disappears. Or we bend the rules a little to keep the classes we do have. How willing are we to lower the boom on prerequisites? Depends. For a class of thirty, we have some leeway to redirect students to classes more appropriate. But for a shaky class of 18? Well, one has to eat.

### Uneasy Liaisons

Class cancellations inadvertently set one professor against another. As we are all fighting for our best interests, no one wants to "suggest" a few students go to another class struggling with low enrollment. We feel the pang of resentment when our class is canceled only to have another open at the last minute, sometimes with a new instructor, one with less seniority. Under these circumstances, the new instructor may be less likely to get a warm reception from colleagues. Class cancellations also strain the relationship between full and

part-timers. If a full-timer loses a class, they have to overload their schedule for next semester which leaves one class less for a part-timer.

It doesn't matter how good you are at what you do. In the end, you feel like nothing but the excess they have to cut. It is like having a relationship with a womanizer. You never know when he's going to dump you, so how thoroughly can you love the man?

### Show Me the Money

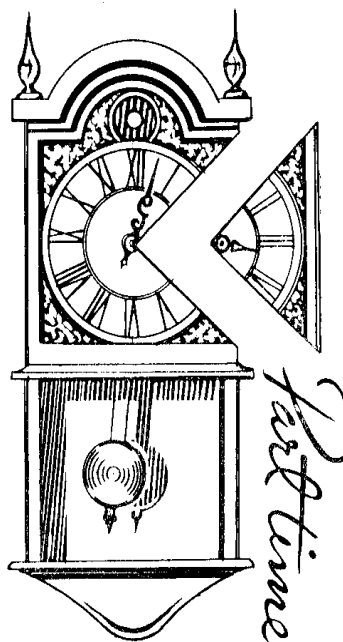
The most obvious repercussion of this whole mess is the loss of income.

While canceled classes are an inconvenience for students, they can be devastating financially to a part-timer. If a part-timer teaching four classes loses one, that's 1/4 of their income.

An eliminated daily class is a huge shark's bite. Finding other employment becomes a nightmare. Since schools start around the same time, it's very hard to get a job at another school. A canceled class also leaves a gaping hole in what was an ingeniously planned schedule. The worst is when you are offered a class at the last minute, and have to turn it down because it falls during commute time.

When administrators expand classes in the hopes of attracting students or have classes at experimental or unpopular times, they need to do it carefully. Decisions from the top affect human lives below. The system already produces anxious and exhausted teachers. We shouldn't even milk cows in that condition. Why should we teach students in such a manner? ■

**See Other Part Timer News:**  
**Increases for Part Timers in State Budget Proposal . . . Page 1**  
**Part Timers Equity Petitioning, Rally & Lobbying. . Pages 9 & 10**



ART BY ALONSO SMITH

## AFT 1493's Joe McDonough Receives Highest Honor at CFT Convention

At the annual convention of the California Federation of Teachers, Joe McDonough, retired CSM Psychology Professor and AFT activist, was given the highest honor bestowed by the CFT – the Ben Rust Award. Marty Hittelman, CFT Senior Vice President, gave the award to Joe at a luncheon in his honor. Before Joe gave his mandatory, thought-provoking and inspirational speech, his long-time colleague, John Kirk, introduced him. John's introduction covered a number of incidents involving Joe and his unique and effective methods of recruiting new members to the AFT but was highlighted by the showing of a video of Joe looking directly into the camera and telling a potential recruit, "We need you in the union."

The following text is from the CFT's Ben Rust Award brochure.

### An Activist in AFT Local 1493 for Over Three Decades

For over three decades, Joe McDonough exemplified activism in AFT Local 1493, the San Mateo Community College Federation of Teachers. In politics, in bargaining and in membership recruitment, Joe showed the dedication and commitment that helped build and sustain a strong local union.

Joe thought of himself as a propagandist, not a dirty word in his vo-

cabulary, but defined as someone who knew something about public relations and practical politics. He advocated forming a COPE committee in Local #1493, wanting to see a certain viciously anti-faculty member of the Board of Trustees defeated. Joe helped



*Joe McDonough (center) surrounded by (left to right) AFT 1493 Co-President Katharine Harer, AFT 1493 Executive Secretary Dan Kaplan, AFT 1493 Chief Grievance Officer John Kirk and AFT 1493 Co-President Joaquin Rivera. (Photo by Sharon Beals)*

set up the infrastructure that led to his ouster and to the establishment of the local as a political force.

### Joe Got Everyone to Join

Although Joe held virtually every position possible on Local 1493's Executive Committee, including two terms as President (1982 and 1987), and terms as Vice-President and Chief Negotiator, the position he held for the longest time was that of Chair of the Membership Committee. In this capacity, Joe's union work became legendary in the district. He kept a list of all the faculty on his office wall, a blue pin next to the name of each non-AFT member. His goal was to remove, one by one, those blue pins. Joe would go to each newly

hired faculty member, introduce himself and the Union, answer questions, and almost always return with a signed AFT membership form. Even after Joe was on his post-retirement contract, he kept that list of faculty on his office wall, still added the names of all new hires, and still made his regular AFT membership recruitment visits. As a result of Joe's efforts, almost 90% of the full-time faculty became AFT members, Local 1493 won three membership growth awards from the CFT in 1984, 1990 and 1991, and a national award from the AFT in 1989.

### "Blue Sheets" Always Had Facts District Wanted Hidden

As a negotiator, Joe took on the crucial function of communicator for the team. Whenever contract negotiations weren't going well, Joe put out the AFT Faculty Times. Known as the

"blue sheets" because of the blue paper used exclusively for them, these bulletins contained facts and statistics that always refuted the nonsense the District put out. Joe documented that each year the district overestimated its expenditures and underestimated its income, resulting in large ending balances. In fact, Joe became one of the local's best budget analysts in the course of working on his beloved Faculty Times. He became very adept, for example, at discovering the different areas of the budget where the administration temporarily hid monies in their efforts to claim none existed for decent faculty raises. He once got the CFO to admit that she had hidden over \$1 million in a special account. She said

she had just “parked” it there. Joe’s hard-hitting analyses of the budget and related issues caused the District to lose much credibility. And the AFT Faculty Times won first place for Best Bulletin Series in the CFT’s statewide Communications awards in 1995.

During WWII, Joe served on a Navy destroyer off Okinawa. A Japanese torpedo plane came in under radar, and deliberately crashed into the ship. Half the crew was killed. Joe was picked up from the water’s flaming surface by a nearby ship, but he sustained second-degree burns. Perhaps this experience caused him, decades later, to fret about the concentration of Local 1493’s leadership in one building at CSM. “We’ve got to spread out the leadership onto other campuses,” he would worry out loud. “One block bomb could take out Building 15 and we’d all go with it.”

Before turning to teaching, Joe worked as a staff psychologist in a locked ward in a mental hospital. This served him well in the San Mateo CCD. He put his knowledge of psychology to use as a union recruiter, and as one of the most popular teachers at the College of San Mateo. He amused and delighted, as well as educated, his always-full classes for over three decades. Joe’s daughter, Susan, inherited her father’s enthusiasm for social justice and the cause of unionism. She works for SEIU Local 715 in Santa Clara. Her husband, Joe’s son-in-law, works for the AFL-CIO Organizing Institute in Oakland and teaches community college labor studies.

When he retired, Joe McDonough was honored by his Assemblyman with both a ceremony at the College of San Mateo and a proclamation from the California Legislature. It is fitting that the CFT now honor Joe McDonough with the Ben Rust award, its most prestigious honor, for his dedication and commitment over the years to the building of a strong faculty union. ■

## Pushing for Unemployment Benefits to Support Maternity Leave

The debate in this country around the issue of maternity leave has concerned whether or not employees could take unpaid time off for a rather short period of time, never more than twenty-six weeks. There was strong employer opposition to the idea that workers should be allowed even unpaid maternity leave for a brief period. Nonetheless, the Family Leave Act was finally signed into law in 1993.

### Unpaid Maternity Leave Won't Make It

But how are you supposed to survive when your maternity leave is unpaid?



Dan Kaplan

Thus, there is a reform proposal now being considered by the Department of Labor to allow Unemployment Insurance Benefits to be used while on unpaid maternity leave. The following letter by AFT’s Executive Secretary, Dan Kaplan, was written in support of this proposal.

### Europe Has the Right Idea

The debate around maternity leave in Western Europe, by way of contrast, has always been about what percentage of your wages would be received during maternity leave, and how long you could stay out at that rate of compensation.

For comparative purposes, Sweden used to provide paid maternity leave (at 90% of your wages) for 18 months. As in the United States, there has also been an assault on the social safety net in Sweden. Now Sweden provides paid maternity leave (at 90% of your wages) for only 12 months!

Grace A. Kilbane, Director  
Unemployment Insurance Service  
Employment and Training Administration  
U.S. Department of Labor

Dear Ms. Kilbane:

I am writing, as the Executive Secretary of AFT Local 1493, to express strong support for the Department of Labor’s proposed regulation allowing states to provide unemployment benefits to parents of newborn and newly-adopted children.

Here in California, we are eager to expand and update the unemployment system to meet the needs of today’s working families. For most working families, taking an unpaid leave simply is not a realistic option. All workers—not only those who can afford to take an unpaid leave—should be able to take time off from work when their families need them most. The proposed regulation is an important first step toward this goal.

However, the regulation should be expanded to allow California and other states to have greater flexibility. States should be allowed, if they wish, to provide unemployment benefits to all workers who must take leave for reasons covered by the Family and Medical Leave Act, not only to parents of newborn and newly-adopted children.

I hope that the Department of Labor will allow California as much freedom as possible to provide unemployment benefits during family and medical leave. Thank you very much.

Sincerely,  
Dan Kaplan  
Executive Secretary,  
AFT Local 1493

## Why We Won't Allow the District to Monitor Faculty Communications

By Robert J. Bezemek, AFT 1493 Attorney

The following article by AFT Local 1493 attorney Robert Bezemek summarizes a letter Bezemek wrote to the District protesting the administration's attempts to change the District Communications Policy to allow the monitoring of faculty and staff use of the District's electronic communications systems. A copy of the complete letter is available on The Advocate webpage at: [www.smcccd.cc.ca.us/smcccd/faculty/brenner/advo](http://www.smcccd.cc.ca.us/smcccd/faculty/brenner/advo). A report on the District's proposal and the initial responses by the AFT and the Academic Senate were covered in the last issue of The Advocate (which is also available on the webpage.) -ed.

Hitchcock would not be surprised. The master of voyeurism would understand the burgeoning fascination by employers with scanning the e-mails and web habits of employees. What sport, knowing what your workers are saying or thinking about you, and justifying the intrusion by claiming it's to guard against sexual harassment or misuse of employer equipment.

Regardless of the rationale, the intrusion is severe and should ordinarily be treated as unlawful. Moreover, such activities can be guarded against through both collective bargaining and the unfair labor practice procedures of State and Federal labor agencies.

This article discusses theories which may be applied when employers attempt to peer into their employees' e-mail messages and use of employer computer systems. As I explain, California public school districts are under a duty to negotiate any limitations on access to internal district communication systems. Second, districts may not interfere in the right of faculty or unions to utilize internal communication systems, including Internet access portals. Third, surveillance may in-

trude on privacy rights or otherwise violate State labor laws.

### Limitations On Access To School District Communications Are Negotiable

Faculty use district communication systems because they are there. Such systems are inviting. They provide an opportunity for faculty otherwise isolated across a campus, or district, to communicate directly with their union representatives and each other on matters of wages, hours and working conditions. Faculty can contact each other to discuss their complaints. Given the variety of schedules faculty have, e-mail provides a unique opportunity to

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*In academic settings, this country has long fostered the notion of academic freedom and open exchange of ideas.*

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interact with each other. E-mail messages have been characterized as a "substitute for telephonic and printed communications, as well as a substitute for direct oral communications." (1) E-mail is also informal. "This ability to exchange ideas and discuss what action to take collectively is the key to the effective preservation of labor rights . . . electronic communication promotes responsive interchanges and . . . resemble[s] speech or the distribution of literature." (2)

Employees naturally resort to informal communications to discuss their work and academic concerns. (3) Long ago the NLRB recognized that employees cannot realize the benefits of the right to self-organization guaranteed by the labor laws, unless there are adequate means of communication open to them, so that they can be informed and advised of their rights, and have the opportunity to exchange in-

formation and ideas. (4)

Even the U.S. Supreme Court has recognized that, "The place of work is a place uniquely appropriate for dissemination of views concerning the bargaining representative and the various options open to the employees." (5) When the EERA was created, the legislature established a statutory right of access by labor organizations and employees to district means of communication. The EERA provides: "Employee organization shall have the right of access at reasonable times to areas in which employees work, the right to use institutional bulletin boards, mail boxes, and other means of communication, subject to reasonable regulation . . ." (6)

PERB has held that these access rights are negotiable. (7) Any district policy which governs employee or union access to means of communication is therefore bargainable. And whenever new rules are proposed, an employer has a duty to negotiate. (8)

PERB recently held that under the Dills Act, a companion to the EERA, that the attempted imposition of a new Internet/Intranet policy required notice and negotiations with the union. (9) Although the Dills Act, unlike the EERA, does not contain an explicit grant of organizational access to means of communication, PERB required negotiations. Recently districts have begun to regulate their Local Area or Wide Area Networks, and access to the Internet. Just as Internet technology is uniquely conducive to employee communication, it also allows employers opportunities to eavesdrop or, more likely, review e-mail messages. Many commentators are recommending the adoption of these intrusive policies. Usually these policies specify that electronic communications are not private.

Yet faculty cannot be forced to surrender their privacy or concerted activity rights, nor can a labor union waive them. The first line of defense should be a demand to negotiate any proposed policy which allows monitor-

ing of electronic communications. If the policy is adopted unilaterally, the union should promptly object and demand negotiations. If the employer refuses, an unfair labor practice charge or union grievance would be appropriate.

Further, where an existing employer policy or practice allows some personal use of an employer's e-mail system or Internet connection, a refusal to permit its use for union or concerted activities amounts to discrimination. Punishment of an employee for violating a policy may therefore constitute an unfair labor practice. (10)

### It Doesn't Matter If Activity Occurs on District Property or Equipment

Many of the articles I've read, and a few lower court decisions, conclude that a District has a right to survey or monitor electronic communications because the activity occurs on district property or equipment. These opinions ignore long-settled precedent. Retrieving stored e-mail conversations, or monitoring them as they occur, constitutes more than passive observation of employee activity. (11) Surveillance of employees engaged in protected concerted activities on employer property violates the law because it tends to intimidate or coerce employees. (12) Since the earliest days of the NLRA, the law has forbidden employer surveillance of concerted activities when conducted on employer property. (13)

Employees have an expectation of privacy in their communications with each other and their unions concerning union or concerted activity. Under these circumstances, employer arguments that electronic communications are "not private" are invalid. Likewise, employees cannot be required to surrender their rights or to agree to such surveillance. Just as "Yellow Dog" contracts were invalid because employers could not forbid employees from joining a union, employers have no right to demand that employees

agree to employer inspection of their e-mail communications. The NLRB and PERB have both held that even on an employer's property, employees have a right to engage in protected union activities during their non-working time. (14) "E-lawyers" advising the adoption of Orwellian policies seem ignorant of this history.

Faculty also have an expectation of privacy in their offices, desks and file

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### *the right to self-organization must be held paramount . . .*

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cabinets, despite ownership by the employer. (15) As a consequence of this privacy expectation, public officials can search offices, file cabinets and desks only based on a legitimate, work-related need or individualized suspicion. Otherwise, the employer violates the Fourth Amendment to the U.S. Constitution. (16) The Fourth Amendment prohibition on unreasonable searches and seizures applies to searches conducted by public school officials. (17)

If an employer engages in surveillance of e-mail or communications, labor organizations may be able to file unfair labor practice charges, or grievances, alleging interference in or discrimination because of protected concerted or union activities.

### Conclusion

In academic settings, this country has long fostered the notion of academic freedom and open exchange of ideas. Given the special setting of an educational institution, it is especially ironic that many public colleges and school districts wish to limit or monitor employee communications. Because of the overriding statutory policy in favor of employee communication, where an employer rule "constitutes such a serious impediment to the freedom of communication which is essential to the exercise of the right to self-organization . . . the right to self-organization must be held paramount, and the rule

give way." (18) This article is intended to outline pertinent issues. The availability of remedies and strategies in any given case should be analyzed by the union's counsel.

### Notes

1. In Re: Amendments to Rule of Judicial Administration, 65 So. 2d 1185 (Fla. Sup. Ct. 1995).

2. Networkers' Rights: The NLRA and Employer Electronic Communications, Broder, 105 Yale Law Journal 1639, 1662 (1996); National Labor Relations Board General Counsel Advice Memo, 1998 NLRB GCM Lexis 40 (1998), p. 18

3. Kinder-Care Learning Centers, Inc., 299 NLRB 1171, 136 LRRM 1056 (1990)

4. Le Tourneau Co., 54 NLRB 1253, 1260 (1944), aff'd sub nom. Republic Aviation v. NLRB, 324 U.S. 793 (1945)

5. NLRB v. Magnavox Co., 415 U.S. 322, 325 (1974)

6. Government Code § 3543.1(b)

7. San Mateo City School District (2984) PERB Dec. No. 325, 8 PERC ¶ 15021, p. 136; Davis Joint Unified School District (1984) PERB Dec. No. 474, 9 PERC ¶ 16045, p. 142

8. NLRB v. Miller Brewing Company, 408 F.2d 15, 70 LRRM 2907 (9th Cir. 1969), enf. 166 NLRB 831, 65 LRRM 1649 (1967)

9. State of California (Water Resources Control Board) (1999) PERB Dec. No. 1337-S, 23 PERC ¶ 30136, p. 475-476

10. Kinder-Care, supra

11. F.W. Woolworth Co., 310 NLRB 1197, 143 LRRM 1187 (1993)

12. F.W. Woolworth Co., supra; Waco, Inc., 273 NLRB 746, 747 (1984)

13. Consolidated Edison Co. v. NLRB, 305 U.S. 197, 3 LRRM 645 (1938)

14. Republic Aviation Corp., 51 NLRB 1186 (1943), enf., 142 F.2d 193 (2nd Cir. 1944), aff'd, 324 U.S. 793 (1945)

15. Ortega v. O'Connor, 480 U.S. 709, 727-729; U.S. v. Hoffa, 385 U.S. 293, 301 (1966)

16. Ortega v O'Connor, supra, at 40 U.S. at 720-721

17. New Jersey v. T.L.O. (1985) 459 U.S. 325, 333-337

18. NLRB v. Magnavox Co., 415 U.S. at 325

## **Six Reasons to Reinstate Sabbatical Leaves**

*Continued from page 1*

draining experience. Our students bring a constellation of strengths and weaknesses with them into our classrooms stemming from their family backgrounds, cultures, home lives, work lives, prior experiences with school and their emotional as well as educational readiness for academic work. A caring instructor gives of him/herself in ways that are not quantifiable; this often results in a feeling of depletion and the physical and mental need for renewal. Because of the demands of reading, researching and trying to stay current in our fields, winter and summer breaks do not provide sufficient time for this process of regeneration to take place, and the result is burn-out, demoralization and a lower level of overall productivity.

### **2. Retraining and Professional Growth**

In order to keep up with current information, changing trends, technical innovations and the vast amount of academic scholarship in our fields, full-time faculty need opportunities to retrain and grow professionally, to immerse themselves in their original areas of expertise. There have been enormous changes in most fields in the last ten to twenty years. Technology alone accounts for much of this transformation. While our professional development program allows faculty to take a workshop or class here and there, this is often fragmentary and insufficient to fully master our changing discipline areas. If we are to be experts in our disciplines, we need the opportunity to re-enter our fields with the time and attention necessary to absorb new knowledge that we will then share with our students. Serious professional growth includes research, writing, presenting, networking, and publication of original work by faculty. The reality of achieving this kind of

growth is impacted by a full-time teaching load. How many books stay unwritten inside the heads of our faculty who never have the clear space and time in their busy lives to write?

### **3. The Cost of Losing Good Faculty**

The cost of losing good faculty creates both a financial burden and an unquantifiable pressure on a department, not to mention the impact on the college and district as a whole. Good teachers are leaving our district for a variety of reasons. The cost of housing in the area is one serious problem, as is the wear and tear of long commuting schedules for those who choose to live in more affordable areas. Our salaries are becoming less competitive, and this, combined with other factors, is driving some teachers to look elsewhere for positions, at other schools as well as in industry. Demoralization is a serious factor pushing our faculty towards other jobs. Sabbatical leaves contribute to a faculty member's perception of his or her employer as respectful of his or her needs and help teachers to maintain their commitment to staying with a district for the long term. At the same time, hiring committees are labor-intensive. It is more efficient to keep faculty members than to spend hundreds of hours screening and interviewing for new hires. And it should be noted that 60-80 hour hiring committee assignments contribute to full-time faculty burn-out — so it's a negative cycle no matter how you look at it.

### **4. Increased Enrollment**

When faculty members are productive, when they contribute in important ways in their fields — writing, presenting, networking, researching, etc. — they are better teachers, able to attract and keep students in the district. The prestige that comes with professional growth projects such as publications, speaking engagements, and community involvement, will inevitably en-

hance the image of the district in the larger community. Judging from the results of the Community Needs Assessment, there is a need to create positive visibility for the district which will lead to increased enrollment. Furthermore, many sabbatical leave projects involve some aspect of enrollment generation. For example, in the Foothill/DeAnza district one faculty member spent her leave working with K-12 reading teachers to design a program that would enhance the teachers' work; she then revamped the teacher-training offerings in the Foothill-DeAnza district thereby increasing their K-12 teacher enrollment.

### **5. Forging Connections with Industry and the Larger Community**

When a faculty member designs a sabbatical leave project that encourages his or her involvement with a high-tech firm, a newspaper or a K-12 school district, to cite just three examples, there are obvious benefits to the district. New bonds are formed and pre-existing ones are strengthened. The possibilities are enormous, from funding to marketing to increased enrollment. Everyone agrees that community colleges should not be isolated from the world of commerce, technology, culture and education. Sabbatical leaves will generate opportunities for new and creative relationships between the district and the "outside world." If the district is to prosper and grow, both in terms of student enrollment and intellectual and worldly knowledge, we must create channels for faculty involvement beyond the walls of the classroom. Sabbatical leaves are one way to accomplish this.

### **6. The Only District with No Sabbatical Leave Program**

Research around the state reveals that the SMCCCD is the only known community college district with no sabbatical leave program in place. This fact could lead to further faculty dis-



gruntlement, but even more dangerous, it may impact the district's ability to hire excellent candidates who are not attracted to a district in which they will grow old and wise but never have an opportunity to experience a well-earned sabbatical. Add to this the fact that sabbatical leaves are becoming more prevalent in many other professions. Just one more reason why prospective candidates, as well as current faculty members, may decide to "seek their fortunes" elsewhere. ■

### **Increased Part-Timers' Pay in State Budget Proposal**

*Continued from page 1*

making progress toward the system standard of 75% [of all classes being taught by full-time faculty]. Under the revised regulation, districts will be required to make reasonable progress in improving their ratios (beyond the improvements required because of funding of growth and COLA) in those years where ongoing, unrestricted funds are provided beyond fully-funded COLA and growth. The specific nature and magnitude of progress will be in accordance with the district's five-year plan, which will be updated annually. The plans and updates will be developed following appropriate collegial consultation and effective participation processes."

This agreement means that the state Community College Board of Governors and the Consultation Council, made up of leadership from all of the statewide community college constituent groups (faculty organizations, administrators' groups, and classified and student bodies), will present a unified proposal at upcoming Budget hearings in the state legislature.

The proposal includes an augmentation list of budget items that would total \$339 million in addition to the governor's initial budget. In addition to the \$80 million Human Resources Infrastructure (described above), the augmentation list includes the follow-

### **Part Timers Petition for Equal Pay During Equity Week**

Community college organizations in California are calling public attention to inequities arising from the growth of the academic underclass with the Action 2000 Coalition's declaration of Part Time Faculty Equity Week, this past April 3-7.

The Action 2000 Coalition consists of the Community College Council (CCC) of the California Federation of Teachers (CFT), the California Part-time Faculty Association (CPFA), the Faculty Association of California Community Colleges (FACCC), the Community College Association (CCA) of the California Teachers Association (CTA), the California Community College Independents (CCCI), and the Communication Workers of America (CWA).

Despite the big-name affiliations of the Coalition, the impetus for this major public outreach effort comes from grassroots activism by part-time faculty members of these various groups in community college districts across the state. This has certainly been the case here in the San Mateo Community College District.

This past January there was a very well attended flex day workshop that discussed various issues related to the situation of part-time faculty. There was a new network of part-time faculty that was created out of this flex day event. And it was largely this new network that took the lead in organizing some activities here in the District last week, a local example of the kinds of activity that took place around the state during Part Time Faculty Equity Week.

At College of San Mateo, part-time faculty set up a table in Building 5 from Monday through Thursday, from 8:00 a.m. until 3:00 or 4:00 p.m. At the table, faculty collected signatures on the part-time faculty equity petition (see elsewhere in this issue of the Advocate). Also, the part-timers set-up a continuous showing of the videotape of the January 12, 2000 California Legislative Hearing on Part-Time Employment Issues in the California Community Colleges. The testimony

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ing:

COLA	\$103+ million
Growth (4%)	\$144+ million
Partnership for Excellence	\$155 million
Student Access and Outreach	\$27.9 million
Credit Equalization	\$15 million
Noncredit enhancements	\$12.8 million
Telecom. and Technology	\$16.3 million
Economic Development	\$10 million

While this unified budget recommendation is a major step forward, it remains to be seen what the legislature and the governor will agree to. In his March 24<sup>th</sup> Weekly Email Update, Chancellor Nussbaum stated that "it's inevitable that the legislative leadership and /or the Administration will tell us that our system request is just too high, and that we need to identify our priorities. We might even be given a figure (like \$200 million) and be asked to come up with a reduced list." If the augmentation list ends up having to be cut from \$339 million to around \$200 million, there is likely to be quite a bit of fighting ahead. ■

## Equity Week: Part Timers Petition for Equal Pay

*Continued from page 9*

from the various panelists was actually quite riveting and dramatic, with many people staying to listen to all of the speakers who gave testimony at the Hearing. (AFT has videotapes of the Hearing available to any faculty member who would like to view a most interesting day in Sacramento.)

Most of the people who came by the faculty table (mainly students) expressed surprise when told the facts about part-time community college faculty. Most also expressed real sympathy with the struggle to improve the situation of part-time faculty. Most everyone who stopped by the table for even a few moments signed the petition.

Two part-time faculty members, in particular, took the initiative at CSM and made the week's activities very successful. Paddy Moran teaches art in three different community college districts, including at CSM in the San Mateo District. Paddy has also been active in the development of the California

Part-time Faculty Association. Working closely with Paddy was Kazumi Tsuchiyose, who teaches Mathematics at CSM, as well as in other districts. Paddy and Kazumi received help from numerous other faculty in their department or divisions. The response was overwhelmingly positive. Those faculty who couldn't arrange their schedule so that they could sit at the table

usually agreed to take a copy of the petition with them, promising to gather signatures.

At Skyline College, Kathleen Feinblum, AFT Local 1493 part-time faculty organizer, also coordinated the numerous faculty members who staffed a table from Monday through

apparently many good discussions over the course of the week of tabling with both faculty and students actively participating.

## CFT Lobby Day & Part-Timer Rally May 8

The annual CFT-sponsored Lobby Day part-timer rally will be held this year on Monday May 8 at 11 AM on the North steps of the Capitol. Coming on the heels of the Action 2000 Coalition Part-time Faculty Equity Week, the rally will constitute a very effective culmination to an academic year filled with part-timer activism

Although we have made gigantic progress in the last year, this is no time to let up on the political pressure at the legislative level—a massive turnout on May 8 is absolutely essential if we are to keep the momentum going.

For more information on attending the rally and associated Lobby Day activities, please call the AFT 1493 office at x6491.

Clearly, the conditions of part-time faculty in California community colleges, not a

### Equal Pay for Equal Work for California Community College Part-Time Faculty

*Action 2000 Coalition (CCC-CFT, CPFA, FACCC, CCCI, CCA-CTA, & CWA)*

**TO: Governor Gray Davis, Community College Chancellor Tom Nussbaum, and State Legislators**

**WHEREAS** Part-time faculty must have the same qualifications and must teach the same material as full-time faculty; and

**WHEREAS** Part-time faculty have the same legal authority and responsibility in the classroom as full-time faculty; and

**WHEREAS** Part-time faculty are expected to maintain the same high quality of instruction as full-time faculty; and

**WHEREAS** Part-time faculty are expected to be evaluated the same as full-time faculty; and

**WHEREAS** Part-time faculty receive on average 37 percent of what full-time faculty earn for the equivalent amount of teaching; and

**WHEREAS** Part-time faculty working conditions hinder them from providing the highest quality of instruction to students;

**WE DEMAND** That the governor, chancellor's office, and legislature recognize the contributions of part-time faculty by providing health benefits, paid office hours, seniority / re-hire rights, and **equal pay for equal work.**

Thursday of last week. This Part-Time Faculty Equity table had copies of the "part-time equity petition" for everyone to sign, as well as other literature that described the conditions of employment for part-time community college faculty in California. The faculty table was out in the Quad Area of the campus, in different locations near Building 8 and Building 5. There were

topic frequently discussed in years past, are now on the agenda for public policy debate like never before. See the page 1 article on the agreement that would earmark dollars for improving the compensation and benefits for part-time instructors. It is certainly not a coincidence that these different developments and activities are all happening at the same time.