

Faculty Members Alarmed at Pay Inequity Created by Provision in New Contract

To Members of the AFT Local 1493:

Earlier this year, as instructors for the San Mateo County Community College District, we voted for a new contract that appeared promising on the surface. According to the flyer that was distributed prior to the vote, the union had secured many hard fought provisions, among them higher wages, vision care, and sabbaticals for established faculty. In essence, our hard work, dedication, and commitment to higher education would finally be rewarded; however, some disturbing information has come to light.

Tucked away on the last page of *The Advocate*, which incidentally was published after the vote was ratified, we learned that new hires to SMCCCD will be placed on a different pay schedule. Rather than new faculty starting at a minimum of step one to a maximum of step six, they will start at a minimum of step four to a maximum of step ten. Although we do not take issue with these incentives to lure new faculty, we take issue with the inadvertent result: this two tiered pay scale puts some faculty, some of whom are tenured, at a lower level of pay than the new hires. Financially abandoned will be instructors who have completed faculty development training as well as instructors who have demonstrated a commitment to their college by initiating and sustaining programs that directly benefit students. Faculty who have committed their entire teaching careers to this district are also dismayed by this clause. For the most detrimental component of the new contract is the symbolism inherent in

Continued on page 11

Co-Presidents Reply to Concerns About Inequitable Pay Steps in New Contract

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

Dear colleagues,

We would like to address the concerns regarding the new language in Section 8.3.6 of the contract, whereby the first three steps of the salary schedule have been eliminated for newly hired faculty, creating serious discontent among some of our members. We understand the seriousness of the concerns stated in the letter and petition written by Skyline faculty, and we feel that in order to get a better understanding of this issue, we need to review the history of how we got to where we are now.

District Wants Higher Starting Steps to Attract Applicants

First of all, the proposal to eliminate starting steps was initiated by the District. They brought to negotiations the problem that it was getting harder to recruit new full time faculty members due to the low beginning salaries the District was offering compared to

competing, neighboring districts. For some positions, the number of applications received was too small and the pools were not as diverse as desired. As a solution to this problem, the District proposed that, starting next year, all new contract academic employees with no prior experience be placed on Step 4 (rather than the current Step 1) and to increase the maximum initial step placement to Step 10 (rather than the current Step 6) based on previous experience.

AFT Proposes Advancing All Faculty Members 3 Steps

The AFT expressed concerns about the fairness of this proposal, as current faculty members would not benefit from this change. We pointed out that by bringing in newly hired faculty members at least three steps higher than before, the District was creating a second, higher tier with the result that current, experienced faculty members who have shown their dedication and commitment to the District, would find themselves in a

Continued on page 12

IN THIS ISSUE

Presidents' Perspectives	2
Legislative Analyst Opposes Funds for Part Timers' Equity	3
AFT Proposes Enrollment Management Task Force	4
CSM Holds Open Forum on Compressed Calendar	5
Unfair Treatment by Cañada Administration & Chancellor	6
AFT 1493 Plays Key Role at CFT Convention	8
CSM College Report	10
Cañada College Report	11

the Advocate

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THE PRESIDENTS' PERSPECTIVES

Contract Inequity, 15-Week Calendar Are Key Issues; Don't Forget Sabbaticals

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



photos by Jeanne Angler

Welcome to spring. The recent contract settlement, while bringing faculty a host of improvements, has also carried with it some serious problems. The provision that allows for starting newly hired faculty at step 4, with advancements for faculty with experience up to step 10, has created an inequitable situation with two separate tiers in our salary schedule. As your AFT co-presidents and negotiators, we are aware of the issues and strong emotions around this problem. We have sent a letter to the Chancellor asking to reopen negotiations on this issue as soon as possible and reiterating the proposal that we initially brought to the table to move all faculty up three steps on the schedule. Rather than repeat ourselves here, we suggest you read the letter that we recently sent to faculty at Skyline (see page 1), where several letters and petitions were written in the last few weeks in response to this issue. We are hopeful that the District will see fit to rectify this situation and that any divisiveness and general bad feelings in relations between faculty will be resolved very soon.

On another, perhaps brighter note, we are looking forward to the forums exploring the advantages and disadvantages of instituting a new academic calendar that are being planned by the Senates and co-sponsored by AFT on the three campuses. Both of us and Dan Kaplan attended a presentation at

the recent CFT Convention in Los Angeles where union representatives from several campuses spoke about the Pierce College model — two compressed 15-week semesters with a 5-week winter session and two 5-week summer sessions. We heard about the benefits and problems associated with a 15-week compressed calendar. The verdict of those who have gone to this calendar was overwhelmingly positive: enrollments are way up, faculty is adjusting to fewer weeks in the semester but more minutes in each class (and adjusting well to more time off, by the way!), and problem areas can be worked out with lots of consultation and flexibility. We look forward to learning more about the 15-week model and urge all of you to get involved by attending the upcoming forums, discussing the issues with colleagues and, in general, becoming informed on this issue as it is an important one for our District to address given our declining enrollments.

We'd like to see some of you in attendance at the AFT Higher Education Conference coming up April 20-22 here in San Francisco. Contact the AFT office for a full agenda of events.

Apply for Sabbaticals Now

We hope your semester is going well and that by the time you read this you are enjoying your well-deserved raise that you received in your March paychecks. And — we also hope that some of you are planning to apply for a sabbatical for next year. Remember, at this point the District has only agreed to a one-year program, so the more people who apply with great proposals the stronger our arguments will be at the negotiating table for continuing this absolutely necessary program of renewal and professional growth. ■

THE PART-TIMER VOICE

State Legislative Analyst Opposes Funding for Part Timers' Equity

by Paddy Moran, AFT 1493 Part-Time Faculty Coordinator



photo by Jeanne Angler

Early this year we learned that Governor Davis allocated 62 million dollars, in his initial 2001-02 budget

proposal, toward equity for part-time instructors and additional monies for part timers' health benefits and office hours. Since then, the State Legislative Analyst's office took a look at the proposed budget and offered reasons that the part timers' equity dollars should not go forward as planned, but redirected toward the Partnership for Excellence Program.

"Decent Pay Doesn't Improve Quality of Instruction"?!

Two of the reasons stated in the Analyst's report were that community college districts have had no problem attracting part-time teachers at lower salaries, so why increase salaries now? Also, there has been no proven study that suggests that students suffer when their part-time instructors are not compensated with adequate wages, health benefits and office hours.

The Analyst's report did quote two studies done by the California Postsecondary Education Commission (CPEC) and the State Auditor that found that part-time faculty earn lower wages and benefits for teaching activities than full-time faculty with comparable experience and backgrounds. This shows that the Legislative Analyst's office has knowledge of contingent faculty conditions. Therefore, if decisions in education are based on

money-saving strategies, rather than fair employment practices, it is understandable that the Legislative Analyst would not be supportive of parity for part-time instructors.

It is hard to believe that, if students and their families and the general public knew the full story of working conditions of part-time faculty, they would feel at ease supporting such a system. It is a credit to the contingent faculty that the students and the general public are so unaware that their part-time faculty are receiving less than just compensation ...not so much because faculty are not beginning to speak out, but because the part-time faculty offer such excellent professional service to their students. In most cases, students are unaware of who among their teachers are part-time and who are full-time; they really have no way of knowing unless they start wondering why their instructor is restricted to teaching one or two classes or why their instructor leaves quickly at the end of class to make a teaching deadline at a another district miles away.

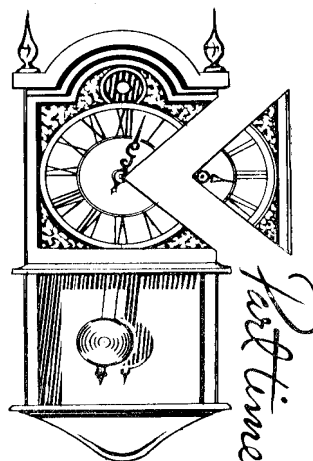
I teach in three community college districts, and I know that my students would be better served if I were a full-time teacher in one school. I know that I could contribute fully to the programs at one site and take a part in "shared governance", which is a phrase so often heard that it may be cynically dismissed, but is very important to the growth of the institution. Does it help my students when my health is compromised because of a hectic work schedule, or my sense of well-being is compromised when I worry about job security, and the reality of little or no benefits regarding health insurance and retirement? How does it not hurt my students when I don't have that extra time to talk to them about their goals or share my own experiences? In spite of

a challenging teaching schedule, I have worked very hard to remain professional in my field. I am very proud that throughout my eleven years as an educator in the California Community College system, I have maintained an active exhibition schedule with both group and solo exhibitions. I recently had a solo exhibition of my paintings in both San Francisco and San Jose. I am not any less a professional because I am a part time teacher; I am, instead, a role model for my students. In fairness, though, although I am devoted to my teaching and want to be a role model, I caution prospective teachers about the situation they may find themselves in if they choose to become a post-secondary teacher.

75/25? Nah!

Another disturbing aspect of the Legislative Analyst's report was the recommendation that AB 1725 (Vasconcellos, 1988) be "revisited", in the sense that "districts be allowed to employ part-time and full-time faculty in whatever ratio maximizes education outcomes." AB1725 requires (though doesn't fund) that 75% of classroom instruction in the California Community Colleges be taught by full-time faculty. Many districts have been making strides toward this goal (over the last 2 years, our own district has moved from 59% to 71% of classes taught by full timers), and it has been a long-standing policy of the Board of Governors that at least 75% of the hours of credit instruction in the CCC should be taught by full-time instructors. It goes without saying that most educators in the California Community Colleges, including the Board of Governors, believe that a larger ratio of full-time faculty to part-time faculty will indeed "maximize education outcomes." It seems what the Legislative

Continued on page 4



PRODUCTIVITY ISSUES

AFT Proposes District-wide "Enrollment Management" Task Force

AFT 1493 has proposed to all of the constituent bodies in the district—the Academic Senates (at each college and district-wide), CSEA, AFSCME and the administration—the formation of a district-wide enrollment management task force. At this point, all of the Academic Senates in the District and AFSCME have expressed an interest in participating in the work of the proposed task force.

The following letter was sent out to all members of the District Shared Governance Council and they have agreed to put the task force proposal at the top of the agenda for the next meeting of the Council, on Monday, April 2. Hopefully, after a full discussion of this AFT proposal at that meeting, both CSEA and the administration will agree to participate in the work of the task force.

Time is of the essence because the next round of negotiations is just a few months away! And it is quite clear from what the administration told us in the last round of negotiations, that all three unions in the district will have

The Part-Timer Voice

Continued from page 3

Analyst office is really saying is that its idea to eliminate AB1725 will “maximize budget outcomes”. After all, the lower the ratio of full-time faculty to part-time faculty, the more money saved. California Governor Davis and the Legislature must hear from us that California’s community college students need more, not fewer, full-time faculty.

The complete text of the Legislative Analyst’s Analysis of the 2001-02 Budget Bill section on California Community Colleges is available at:
http://lao.ca.gov/analysis_2001/education/ed_22_6870_CCC_anl01.htm

to confront various “productivity” issues in the next negotiating cycle. As you will read below, one of the first tasks that AFT proposes for the task force “should be to solicit testimony on these [enrollment management] issues from each of the District constituencies in well publicized public forums...” Clearly it will take some time to organize these public forums.

The AFT would like these forums to take place before the next round of negotiations begins and we hope that the District Shared Governance Council will agree that it is necessary to put together an expedited timetable for the work of the group.

To: Members of the District Shared Governance Council

From: Joaquin Rivera and Katharine Harer, Co-Presidents, AFT Local 1493

Re: The formation of a District-wide enrollment management task force

We are writing this letter to all of the various constituencies in the San Mateo County Community College District to propose the formation of a District-wide Enrollment Management Task Force. We are taking this initiative because we have come to believe that faculty and staff, and the organizations that represent these groups in the District, need to insist that any setting of “productivity goals” (language that we find not at all descriptive of an academic environment) should only be done in the larger context of what we are calling an enrollment management plan. We have reviewed a document entitled “The Role of Academic Senates in Enrollment Management” (adopted Fall, 1999, by The Academic Senate for California Community Colleges) and find it do be an excellent guide to handling these issues in our District. All quotations in this letter are from this document.

We believe that it is imperative that all of the different constituencies in the District come together to form

this ad hoc Enrollment Management Task Force so that we may all work together in determining the rationale, principles, and processes for enrollment management. We need to determine precisely the enrollment management issues that are specifically relevant to each of the particular constituencies, and the needs of each of the Colleges, in the District. We think, in fact, that one of the first tasks of this Task Force should be to solicit testimony on these issues from each of the District constituencies in well publicized public forums so that the Task Force may more fully understand what the enrollment management issues are for each of the various groups in the District, and on each campus.

We propose that representatives of the administration be invited to join the Task Force. It is our hope that all groups on the Task Force would work together as a team to produce a common approach or plan concerning all issues related to enrollment management that all District constituencies had agreement on. This enrollment management plan would be designed to meet both the fiscal needs of the District as well as the academic needs of the students here. One example of the value of having a “larger context”, is that “class cancellation policies should (only) be written and clearly stated as part of a comprehensive enrollment management plan that comprises a rational scheduling plan, maximizing student access and success as well as facility use.”

Our proposal is being made, of course, in the particular context that the District is now in, namely, no enrollment growth now or projected for the near future, and with currently declining enrollments. In this context, many community colleges in California are “turning to increasingly business-minded approaches for the management and rationing of educational opportunities. The concern for compressed calendars, year-round schooling, increased reliance on

technology...are all examples." We are concerned that employees in this District "not be stamped into hasty reforms for the sake of productivity and market share." Further, we believe that both faculty and staff in this District "should be cautious in responding to generalized injunctions toward increased productivity and capacity in the name of enrollment."

We would like to say that we realize that "almost all colleges engage in the practice of setting so-called 'productivity goals,' which are measured in terms of Weekly Student Contact Hours per Full Time Equivalent Faculty (WSCH/FTEF)." Unfortunately, we think it must be acknowledged that both faculty and staff in the District have not participated in this crucially important discussion concerning the setting of these so-called "productivity goals." As the State Academic Senate document mentioned above makes quite clear, this situation is not peculiar to the San Mateo Community College District. Rather, it appears that faculty and staff have this problem throughout the California Community College system. We think that both the Academic Senates in the District as well as the three collective bargaining agents here need to focus more attention on this discussion because "enrollment management generally has profound implications for faculty and staff employment."

Finally, we think that representatives from all of the organizations receiving this letter must be included in the research, planning, and decision-making processes that concern the development of a coherent District enrollment management plan. We think the way to do this is through the creation of a District-wide Enrollment Management Task Force. Please let us know if you are interested in becoming part of this endeavor, or would like to engage in further discussion of this proposal with us. We would appreciate hearing from you as soon as possible. ■

ACADEMIC CALENDAR

CSM Holds Open Forum on Compressed Calendar

by Dan Kaplan, AFT 1493 Exec. Secretary

On Thursday, March 22, there was a College-wide Open Forum held at CSM to discuss the 15-week compressed calendar. Although this was the first college-wide discussion on the 15-week calendar option, other such Open Forms will be held at Cañada and Skyline in the near future. At Cañada there is discussion of the calendar now going on within the Divisions.

The Chancellor has indicated an interest in opening up a discussion in the District on the 15-week academic calendar. To put this process in motion, Shirley Kelly, President of CSM, went to the March 15 meeting of the Calendar Committee with her idea of holding the March 22 Open Forum at CSM. The Calendar Committee approved of the idea and the Forum was held.

President Kelly began the meeting, which was held in the Staff Dining Room in Building 5 with all seats taken and many faculty standing out the door, by noting that she wanted to initiate a dialogue at CSM on the 15-week academic calendar option. Kelly drew a distinction between the dialogue that she was calling for and discussion. She maintained that the proper place for discussion of the 15-week calendar was in the District Calendar Committee, and in the negotiations between the District and AFT on the calendar. The dialogue, Shirley Kelly argued, should inform the work of the Calendar Committee and the negotiations process by raising various issues. For example, Shirley asked what are the pro's and con's of the 15-week calendar? Are there any roadblocks? Can we identify issues and problems that can be solved?

Faculty members present responded in a variety of ways. It was

asked if there is enough "digestion time" for the students in a 15-week semester? Are there enough rooms on the CSM campus to run a 15-week calendar? It was suggested that there would be problems with student work schedules, which often can't be changed or adjusted to meet the needs of a 15-week semester. How much longer would night classes be, and is that realistic for students who have been working all day? One person said that you can't do the same amount of work in 15 weeks that you do in 17. But another person remarked that when they taught on the quarter system the students kept their focus better, and they didn't get exhausted. It was asked how the 15-week calendar would impact and effect non-instructional faculty: what are the issues for this group of faculty? Science faculty with labs raised many concerns about going to a compressed calendar. It was clear from the discussion that science classes are the most difficult to reconfigure in a compressed format. And how does the 15-week semester impact part-time faculty?

Is Increased Enrollment the Only Reason for Change?

In the discussion it was suggested by several that enrollment enhancement should not be the only reason driving proposed calendar changes. A student wanted to know if a compressed calendar would create even more class conflicts in getting your desired courses? Others present asked what the impact of the 15-week calendar would be on the workload of classified staff?

President Kelly made several things clear in her remarks. The District is only interested in either going to what is called the "15-5-15-5-5" academic calendar (please see "Mastering The 15-Week Compressed Calendar: A How-To Guide" available from your Division Dean) or staying with the

GREIVANCE REPORT

Cañada Faculty Member Unfairly Treated for Union Activity; Then Chancellor Reneges on Settlement

by John Kirk, CSM, AFT 1493 Chief Grievance Officer

How would you like to be betrayed by the Dean, both Vice-Presidents, the President and the Chancellor? That is what has happened to a counselor at Cañada.

Fall '99: Complaints about VP

The counselor began the 1999-2000 academic year in her regular counseling position at Cañada. In September she sought to have her assignment clarified by meeting with her supervi-

sor, the VP for Student Services. The clarification of her assignment was a long-standing area of conflict between the two. The VP repeatedly refused to meet with the counselor and her union representative.

On Dec. 13, the counseling staff met with the President to lodge their individual and collective complaints about the improper management style, the abusive behavior and the vindictiveness of the VP for Student Services toward her staff. The counselor in question is a long-time union activist, and she helped to organize the meeting with the counseling staff and the President. (Subsequently the group of counselors carried their complaint to the Chancellor.)

Three days later the counselor and her union rep. met alone with the College President and explained in detail

the long history of the VP's abusive behavior. The counselor had requested a transfer to another campus to protect herself from the stress caused by working under the VP's supervision. After the VP learned that the counselor had complained to the President, she sent the counselor a derogatory memo on the last day of the semester.

Spring 2000: Plan Agreed On

During the spring 2000 semester, a plan was worked out to reassign the counselor to another division to remove her from the supervision of the VP for Student Services. She agreed to include in her assignment a few hours per week at an off-campus site.

Fall 2000: Counselor Involuntarily Reassigned

Then she received her assignment for the fall 2000 semester. She was to be transferred completely off the Cañada campus; she was told to vacate her office; she was told not to attend any counselor meetings. She protested and argued that such a change constituted an involuntary reassignment and an involuntary transfer. Her new Dean, the VP of Instruction and the President all told her that if she agreed to the assignment for the fall semester she would have the right to return to her old position on the campus for the spring 2001 semester.

Grievance Filed

She requested that the union file a grievance on her behalf. The grievance claimed that the assignment was in violation of three sections of the contract. The contract requires that the administration seek volunteers before transferring and/or reassigning a faculty member. Also since the counselor was an active union officer on the Cañada campus, her removal from the campus undermined the union and interfered with the exercise of her right to engage in Union activity.

CSM Discusses Calendar

Continued from page 5

academic calendar now in place. Nothing else is being considered at this time. Also, we were informed that ITS can't run more than one calendar, meaning that the 3 colleges in the District must have the same calendar. Shirley also distributed a most interesting document that indicated that 25 community colleges in the state are either now on the 15-week calendar or have formally made the decision to switch to it. 16 other community colleges are now discussing the idea but haven't yet made a decision. And three colleges have discussed the idea and decided against it.

At the end of the meeting, a CSM Calendar Committee was formed that attempted to represent all of the different constituencies at CSM. The group will issue a report by September on their recommendations concerning the 15-week calendar, and will communicate with the CSM community through CSM Internal. Among other things, the group will go to LA Pierce College to

discuss with faculty, classified and administration their experiences with the 15-week calendar. This college experienced significant enrollment increases the very semester after they changed to the 15-week calendar. The Committee will also find out what the students at Pierce think of the 15-week semester, and will look into what the facilities and classified resources are at Pierce College as compared to CSM. And conversations will be held with the Pierce science faculty to ascertain what their experience has been.

As mentioned earlier, the calendar is a negotiated item between AFT and the District. There were comments made at the Open Forum that the calendar should be negotiated earlier, and that perhaps we should negotiate a rolling three-year calendar. In any event, AFT has always in the past put to a vote of the entire faculty any major proposed changes to the academic calendar. We intend to make no change to this policy of allowing the entire faculty to express their opinion on what academic calendar they prefer. ■

Grievance Denied

The grievance was denied by the College President who argued that management has the power to assign an employee to an off-campus site and that such an action is technically not a transfer since a transfer is defined as a movement from one campus to another. The president also argued that the reassignment was "voluntary" and not technically a reassignment because the major part of her assignment was the same.

The grievance was appealed to the Chancellor. He denied the grievance but did order the Cañada administration to change the assignment to include one full day on the campus (ostensibly so she could engage in union activities).

The Chancellor's Letter

The union was prepared to appeal the case to arbitration (a very similar case had been won by the union in 1991), but before bringing in the lawyers, the union offered to settle the grievance if the District would agree to give the counselor the option of returning to the Cañada campus for the spring semester 2001 (this had already been promised to her by the Dean, VP and President). The Chancellor responded with the following written statements:

"I reconfirmed with (the Cañada President) that the option exists (to return to the Cañada campus) to mutually reach that decision for spring 2001."

"You will have the option to join in the new effort and method of delivering services in the spring based upon a mutual assessment of your current assignment and your request for a reassignment to the student Services Division and Counseling Department."

The union interpreted those statements as an agreement that the grievant would have the right to return to

the Cañada campus for spring 2001 if she so chose. As a result, the grievance was dropped.

During the fall semester the counselor exercised her option and formally requested to be returned to the Cañada campus for the spring 2001 semester.

Promise Broken Again

When she received her spring assignment, she was shocked. She was not to return to the Cañada campus but to remain at two off-campus sites. The union immediately appealed her case to arbitration claiming that the district was violating the settlement agreement. The District countered that the deadline for filing an appeal had passed.

AFT attorney, Robert J. Bezemek, sent a letter to the Board of Trustees and to the Chancellor stating that the District had illegally repudiated the agreement to settle the grievance. He asked the Board to reconsider.

The Chancellor turned the letter over to the County Counsel who responded that there is no written settlement agreement signed by both parties and that the Chancellor's statements (in quotes above) were not an agreement but rather a counter-offer "that the District would consider her requests without providing a guarantee of the schedule and assignment requested."

The union provided the county counsel with documented proof that the Cañada administration had on numerous occasions promised that the assignment would be a one year trial with the right to return to campus after the fall semester 2000.

The Chancellor responded that there was no signed agreement and that the counselor "refused to accept the compromises offered to her and chose to file a grievance." In fact, there were no compromises offered to her. She was given an assignment, and she carried out that assignment. She didn't refuse to do anything. She did what

she was told. She didn't agree with the assignment, so she filed a grievance. That is the right of any employee with a grievance.

New Grievance: District Used Transfer as Retaliation

On February 5 of this year, the union filed a new grievance. This grievance alleges that the district has violated the contract in four separate areas:

1. Transferring an employee to an off-campus site without first seeking volunteers is a violation of the contract. That section of the contract was put into the contract for the sole purpose of preventing the administration from punishing an employee by an involuntary transfer.

2. Reassigning an employee to a new assignment without first seeking volunteers is a violation of the contract (for the same reason).

3. Retaliating against an employee for union activity is a violation of the contract and a violation of the Educational Employment Relations Act.

4. Reneging on the settlement agreement for the first grievance undermines the Grievance Procedure.

Why on earth didn't the administration seek volunteers before the transfer and reassignment? If individuals are punished for bringing complaints and grievances to the administration, an atmosphere of fear and distrust results. When union leaders are singled out for unfair treatment, the rights of all faculty are threatened. When the administration reneges on its agreements, it loses its most valuable asset — the trust of the faculty.

Union Files for Arbitration

The new grievance was denied by the College President, and the Chancellor did not respond to the grievance within the time limit of the grievance procedure. The union has filed an appeal for arbitration. ■

AFT 1493 Plays Key Role at Annual CFT Convention

by Dan Kaplan, AFT 1493 Exec. Secretary

The 59th Convention of the California Federation of Teachers (CFT) was held from Friday, March 9 through Sunday, March 11 in Los Angeles. AFT 1493 was represented at the Convention by Co-Presidents Katharine Harer and Joaquin Rivera, Part Time Faculty Coordinator Paddy Moran, *Advocate* Editor Eric Brenner and Executive Secretary Dan Kaplan.

Our Local had an unusual amount of influence on the Convention this year. AFT 1493's impact on this year's CFT Convention derives from the state-wide Conference on Online Education that our Local organized at CSM in October 1999. At that Conference, speaker David Noble, Professor of History at York University, presented an analysis that was published on the Internet as "Digital Diploma Mills, Part 1V: Rehearsal for the Revolution". After the Conference, our Conference on Online Education Planning Committee and the CCC/CFT Distance Education and Technology Issues Committee both wrote letters to the CFT leadership urging them to invite Noble to address the next CFT Convention.

In fact, David Noble was one of the two Guest Speakers at this year's CFT Convention, the other being Rob Reiner. The talk that Noble presented was entitled "Education As a Faith-Based Institution: The Religion of Technology" but much of the latter part of his presentation was drawn from the next article in his series: "Digital Diploma Mills, Part V: Fool's

Gold", which is now up on the Web (at our Online Ed. website, listed below).

At the Convention Noble offered his audience "...a cautionary tale, an example not simply of university-based distance education but, more significantly, of the private commercial hijacking of public higher education via distance education. It examines the current craze for distance education from the perspective not of technology but of political economy, and shifts our attention for a moment from the ma-



AFT 1493 delegates at the CFT Convention: Part-Time Faculty Coordinator Paddy Moran, Executive Secretary Dan Kaplan & Co-President Katharine Harer (photo by Olivier Frayssé)

chinery to the machinations. In particular, it examines in detail, by way of a case study, the great expectation of financial returns-fueled by extravagant technological fantasies-which underlies much of today's enthusiasm for distance education."

Noble told his audience that: "As a cautionary tale in the commoditization of higher education", his account of an arrangement between UCLA Extension and a company named Onlinelearning.net (OLN) "could set a dangerous precedent for faculty. Over time the arrangement could some day be sanctioned by a court as accepted or established practice and faculty would forfeit copyright to the university by default. And the loss of their intellectual property rights to their course

materials..would invariably lead to the loss of their academic freedom as well, in that 'it would undermine the legal protection that enables faculty to freely express their views without fear of censorship or appropriation of their ideas.'"

But then David Noble put out a challenge to the CFT Convention when he called on the CFT to take up the defense of the online instructors at UCLA Extension. These non-unionized instructors, Noble asserted, "must depend upon the good graces of administrators for the next job and paycheck" and are in no position to file an infringement suit or fraud charges

against OLN. The CFT is investigating the facts now brought to their attention by Noble, and is exploring legal options in defense of faculty intellectual property rights in California.

Our Local's influence on this year's CFT Convention was also

felt in another way. Our Local has maintained a website on online education in the California Community Colleges (<http://www.smccd.net/accounts/onlineed>) since the time of our Conference. The leadership of a national French Teachers Union contacted us after finding and reviewing much of the material on our website and asked if they could attend the CFT Convention to learn more about the CFT's analysis of online education issues and to hear David Noble speak on the subject.

In fact, Brother Olivier Frayssé, President of the French National Union of Higher Education and Science Workers, attended the Convention and was asked to make some remarks to the Convention. His remarks may be

read at *The Advocate* website: <http://www.smccd.net/accounts/brenner/advo>. But I just want to mention here that there was a most interesting convergence in the views of David Noble and Olivier Frayssé. In his comments to the CFT Convention audience, Brother Frayssé said: "I came here because you have been pioneers in addressing the issue of the use of new technologies in education, a large part of which you have correctly identified as a corporate assault on public education."

Olivier made the point that the CFT's "early experience" with these issues could prove invaluable to teachers in France, where the process is less developed. He made explicit reference to the work on contract language developed by the CCC/CFT Distance Education and Technology Issues Committee. This CCC/CFT Committee held a workshop on Distance Education Issues at the Convention where they presented the latest version of their "A Framework for Contract Negotiations related to Instructional Technology Issues" document. This document is available on our Local website on online education (listed above.)

Professor Frayssé concluded his remarks by saying that his Union "would very much like to see CFT and AFT input their substantial knowledge in this area into the planning of an international conference on online education and related issues. Ideally, such a conference should be placed under the auspices of Education International, of which both AFT and Force Ouvriere [the labor federation that Olivier's union belongs to] are founding members..."

Kathleen Feinblum Wins Award for Part-Timer Column

Another proud moment for our Local came during the announcement of the 2001 winners of the CFT Communications Awards when Kathleen Feinblum won Third Place in the Best Continuing Column category for the very fine "The Part-Timer Voice" column that she wrote for *The Advocate* last year.

On Sunday morning, there were many outstanding resolutions debated and passed that dealt with educational issues, higher education issues, and health care, retirement and benefits

Whereas the money saved by municipalization of the power system could be used for education and other social services, Therefore be it resolved that the CFT publicly favor the transfer of the power system into public ownership, and oppose any bailout of the present corporations who control our power supply." In fact, this is the historic position of the U.S. labor movement over the course of most of the 20th century

If I may be allowed to wear my political scientist hat for a moment, the CFT resolution whose passage I found most interesting was entitled "Building of the Labor Party". The CFT resolved



Scene from the main hall at the CFT Convention (photo by Olivier Frayssé)

issues. But I would just like to mention two Socio-Political resolutions that were passed at the Convention. Perhaps the most important such resolution passed this year concerned the current crisis in the energy industry. The CFT almost unanimously passed a resolution that states, among other things, that: "Whereas the corporations now in charge of our state's power supply have given away billions of dollars to their parent companies and are crying for a taxpayer bailout, and

that it would "report in its publications on developments in the building of the Labor Party and its program", and that it would "send observers to national and California state conventions of the Labor Party to inform our members and advise the Labor Party on issues in education."

All in all, I think I can fairly say that I have never been to a CFT Convention like this before! ■

CSM COLLEGE REPORT

Who's Planning What New Buildings?

by John Searle, CSM Chapter Chair

Let me post a few random thoughts from the world of C.S.M.; or more particularly from the Science Department of C.S.M. Our recent department meetings in Chemistry and Biology have been emphasizing the concern over low enrollment; though I think administrators focus on falling enrollments, whereas faculty focus on the success stories, and solid programs, the need for fulltime replacements for retiring faculty, and the ongoing desperate need for part-timers to fill our teaching slots.

The potential bond issue is discussed, as an abstract idea (a virtual discussion) due to an absence of concrete information to go on. We work with rumors, gossip, and innuendo. From a practical point of view (read selfish), we speculate what C.S.M.'s share of the bounty will bring: will it be enough to refurbish/renovate Science laboratories in Buildings 10 and 12? We have been told this is a priority from the Chancellor, but again the details are sketchy. Like the State's Lottery game, the total prize seems to increase by the day. Will the new \$210 million figure do the trick?

We are told an architect company has twice toured our facilities, but has not talked to a single teaching faculty. Make that three times, because today (March 21), when questioned on faculty input, we have been offered the opportunity to come to their meetings.

Various options are being considered. We have been told that it might be cheaper to demolish a building, and rebuild from scratch, than to renovate to modern earthquake standards. More recently, there has been speculation that it might be more appropriate to build a new Science building, and at a later date renovate the old lab build-

ings for some other function.

All this is taking place while there is talk of resurrecting a Peter Landsberger concept of a new two-story Science building that would connect the Planetarium to Building 11.

The Chemistry faculty specifically has discussed the need for alternative laboratory space while our laboratories are out of commission, but the response has been ominous. Apparently modular buildings are currently in demand and very costly. In fact, renovation of Building 18 was put on hold specifically because replacement temporary units were too expensive.

A Bombshell Drops

Then this bombshell drops. Apparently the Wednesday afternoon (March 22) tour of the Science facilities was the third meeting of a "C.S.M. Master Plan Update Committee" that has been meeting this year. The minutes of the February 28, 2001 meeting indicate maybe 25 people, including the heavies from the College Administration, 2 or 3 faculty, and 2 student representatives attended a presentation of Option I & II by the T-BP Architect company employed by the District. Both Options involve major alterations to the campus, involving removal of old buildings, reconfigured pathways and roads and parking, and a new Science Complex that would incorporate the Planetarium. An Option III was being prepared, and was presumably presented to the Committee yesterday. Is this what the Bond Issue is about? Apparently funding for these ambitious schemes is to come from three sources: State funds, the Bond, and Private donations. The next meeting of this privileged C.S.M. Master Plan Update audience is on April 18, when a cost estimate of the various Options will be assigned, and priorities discussed. Certainly exciting times, but what happened to faculty input, and why is the process so secretive?

18 Weeks / 15 Weeks = ?

Changing topics, it is difficult to offer a response to the 15-week calendar, the subject of the March 22nd CSM meeting. Certainly, my Science colleagues are aware of efforts to improve enrollment, and are planning an August Flex day activity to create the perfect, no-conflict schedule of interrelated science classes working within the traditional 18-week semester. We have only just begun the recognition that other options are a possibility. From a personnel point of view, I hope that the discussion of a 15-week semester will include the need to accommodate 5-unit science classes that involve traditional 3 lecture hours & 6 laboratory hours a week.

I finish on a personal note that hopefully might encourage debate. For the last year or two, I have sensed the present day student is hard pressed to accommodate a normal traditional load with normal class hours, and at the same time work a part-time job. The idea that two years at C.S.M. (or equally at Cañada or Skyline) will provide sufficient time to complete the units required to transfer to a 4-year school with Junior status (a concept that was part of the faith of the 70's) is fiction, at least in the year 2001. If we move to squeezing 18 weeks into 15 weeks (with the word squeeze implying maintaining standards) then the time frame of a two-year AA degree becomes fiction, at least for students working a significant number of hours to support themselves (and their families). In brief, can we expect students to study any harder in any one week (15% harder)? The 15-week semester does not address this issue. Is it prospective enrollment improvement that drives the discussion, with solid education taking the back seat? ■

**Next AFT 1493 Executive
Committee Meeting:**
Wednesday, April 18
at Cañada College
at 2:15 pm, Building 3-216

CAÑADA COLLEGE REPORT

Boot Camp Off to Good Start & Faculty Stand Out

by Romy Thiele, Cañada Chapter Chair

While talking to most of the new faculty at Cañada College participating in the BootCamp 2001, these are some of the comments I heard: "Great learning experience, informative and productive; it is a great forum to meet and collaborate with all new faculty; look forward to future meeting and on the whole, it is beneficial to continue with it for all new faculty." In addition, one said, "BootCamp offers valuable information about the district, pedagogical perspectives and technological approaches to teaching and learning. I really find it worthwhile."

On the other hand, I felt by the tone of the comments that they are given a tremendous amount of work on top of their regular teaching load at the beginning of their teaching career. It is best expressed by one of the participants: "I seem to never be able to catch up with all of the competing demands of the day."

Recognizing Faculty

There are many good things happening at Cañada and faculty contributing to student's success but I would like to mention a few.

The Redwood City-San Mateo County Chamber of Commerce awarded the Athena Businesswoman of the Year to Catherine Fraser-Hall. She was recognized for her demonstrated professional excellence and her leadership role in community service. Catherine Fraser-Hall, an adjunct professor at Cañada College, teaches business marketing and counsels entrepreneurs in developing marketing plans.

Anniqa Rana is busy launching the 'EI Computer Donation Program' for the students enrolled in the program. With donations from Philips Semiconductor and President Rosa

Faculty Members Alarmed by Pay Inequity

Continued from page 1

this decision. While the negotiated five percent increase is a perk, it does little to counter the feeling that the District cares little about retaining current faculty like ourselves.

Equally troubling, however, is that the union leadership that we trust to represent our interests withheld information concerning this particular item. We recognize how much effort and energy was put into negotiating this new contract, and we applaud those efforts. But the flyer, which many people relied on to cast what they assumed to be an informed vote, failed to mention this very crucial clause. Had instructors known of this item, the contract may not have been ratified.

Therefore, as soon as possible, we

Perez, a drawing for the computers was held on March 1. The computers were awarded to the English 400 students. The goal for the donation program is to provide computer access for students' success.

Paul Roscelli with his ongoing effort and commitment to Phi Theta Kappa, he reports that Laila Linden, current president of Phi Theta Kappa, is on the first team "Phi Theta Kappa All California USA Today Scholar Team for 2001." Laila is being given a full scholarship and will be attending San Francisco State majoring in Business. She is the first student from Cañada to receive this honor.

And I would like to give an update for Sabrina Castillo, Gates Millennium Scholar. In March, Sabrina attended the first-ever Gates Millennium Scholar workshop series in Los Angeles. The series of workshops were designed for the scholars to be informed on the challenges each ethnic group faces within his or her community, what each can do as a leader and to set a good example as a citizen in the community. ■

request that this inequity be addressed in the upcoming round of negotiations. And in the long term, we ask of our union leadership to better maintain open channels of communication with its constituents throughout the entire process of negotiation; the union needs to share both the good and the bad aspects of new contracts. In short, our purpose in writing this letter is not to berate the union, but rather to work with the union to a constructive resolution.

Regarding voicing our concerns to the District, we are currently circulating a petition at Skyline, and we need colleagues at our sister schools to also sign the petition, get the word out, and gather signatures. When we address the Board, we will use this petition as evidence of dissatisfaction with the step increase that is limited to only new faculty. We invite any interested faculty to join us. Clearly we cannot make any headway without a sustained, unified effort.

Working in deteriorating and dilapidated buildings, sharing former supply closets for offices, and working long hours to benefit the students is the life of teachers in this district. All we want is to be recognized and rewarded for our sacrifices, commitment, and hard work. We want what is best not just for ourselves, but for SMCCCD as well.

In Unity,

Ann Ban, Kay Barchas, Rachel Bell, Jan Fosberg, Mary Graham, Rick Hough, Sandy Kirkpatrick, Kim Lim, Betty Lindgren-Young, Mickie Miller, Claire Muller-Moseley, Evelyn Seth, Tom Sullivan, Jeff Westfall, Ed Wodehouse, Karen Wong, & Soodi Zamani

For copies of the petition, please contact: Karen Wong, Rick Hough, Evelyn Seth, Soodi Zamani, Claire Muller-Moseley or Jan Fosberg

Co-Presidents Reply

Continued from page 1

lower tier. We also warned the District that faculty members in this lower tier would ask us to eliminate this inequity in future negotiations. We proposed, instead, that the District eliminate the first three steps on the salary schedule and advance *all* faculty members three steps. The District refused to consider this proposal because of its high cost, countering that the only way they would agree to it was if the money came out of the 5% pay raise previously agreed to. Had we agreed to do this, all faculty members would have received a general cost-of-living increase of only 3%, which we did not feel was enough. After a great deal of discussion, a compromise was hammered out:

1. to make the new step placement effective August 16, 2000 (this made faculty members hired this year eligible);
2. anyone hired before August 16, 2000 who was below Step 4 would be advanced to Step 4.

To Accept or Reject

At this point we had two options: to either accept this proposal and obtain a benefit for at least a portion of our members, or to reject it, the result of which would be that no one would benefit and the goal of increasing the ranks of full-time faculty would be impacted. After a lot of thought and consideration, we decided to accept the District's proposal because:

1. it offered an improvement to the salary schedule that would help some members;
2. it opened the door to address further improvements as well as inequities in the salary schedule in future negotiations.

Although we always try to negotiate the best for all faculty, we are sometimes only able to help certain sections of our membership during any

single round of negotiations. In the past we have negotiated higher raises for part-timers than for full-timers to help bridge the gap in salary between part and full time faculty, we have added steps at the top to help those experienced faculty members near retirement to achieve better pensions, and we have eliminated steps from the bottom of the part time salary schedule. In the larger picture of negotiations, we are committed to address problem areas and inequities in the salary schedule wherever they may be.

Flyer Did Not Include Item

We have been accused by some of our colleagues of purposely "withholding information concerning this particular item" because "had instructors known of this item, the contract may not have been ratified". Nothing can be farther from the truth. Although it is true this was not included in the flyer, there was a more detailed summary of the contract changes at the polling table that did, in fact, include this item. There was also a copy of the new contract at the polling table, which included all the changes and was available for all faculty to read.

When preparing the flyer that went out to announce the tentative agreement and the dates for the ratification vote, we tried to keep it to two pages and to highlight the items that affected the most people. Since we thought this item only affected a small group of faculty members (those hired this year) we did not include it on the flyer. In addition, we did not believe this provision was, in itself, a negative change or that anyone would vote against the contract because of it. We recognize the seriousness of our mistake in not including that item in the flyer. As you always learn from experience, we are making a commitment that from here on out we will send out a document with *ALL* substantive changes to the contract before the ratification vote takes place.

Math Teachers Do the Math

As one concrete indication of how underpaid our District's faculty are, four faculty members in just one department--Math--at one college--Skyline--have resigned in the last two years. This is not an isolated situation. Faculty throughout the district--in every department in every college, at every salary step--are feeling financially stressed out. Last fall, Chancellor Johnson made a public commitment to bring faculty salaries in our district to within the top three districts in the Bay Ten. There has been no serious progress made towards meeting this commitment. The District needs to clearly recognize the seriousness of this situation and find ways to come up with more money for faculty soon, before we lose more of our excellent and dedicated people.

We sincerely understand the concerns raised by our colleagues and are committed to address the inequity that has been created. As a first step, we have sent Chancellor Johnson a letter requesting that we re-open negotiations on this issue immediately. Secondly, we met with the Chancellor and Associate Chancellor Galatolo on March 26 to come up with an equitable solution to this problem. The District recognized the gravity of the issue and has pledged to work with us to rectify it as soon as possible. We hope that you will continue working with us because a unified faculty can move forward to address all of our concerns. We will keep you fully informed.

In Unity. ■