

# AFT 1493'ers Win Numerous Awards at Statewide CFT Convention

By Dan Kaplan, AFT 1493  
Executive Secretary

The 60<sup>th</sup> annual Convention of the California Federation of Teachers was held March 8-10 in Sacramento. The theme of this year's Convention was "Advancing Excellence in Education." AFT Local 1493's delegates to the Convention were Co-Presidents Joaquin Rivera and Katharine Harer, Vice-President Bess Chandler, Cañada Chapter Chair Romy Thiele, and Executive Secretary Dan Kaplan.

Over the course of three days, the Convention heard presentations from Governor Gray Davis, State Senator Jack O'Connell, candidate for state Superintendent of Public Instruction, and State Attorney General Bill Lockyer. The Legislator of the Year Award was presented to State Senator John Burton.

But perhaps the most inspiring speaker to address the Convention was Charles Kernaghan, the director of the National Labor Committee, an independent, non-profit human rights organization that promotes the protection of workers' rights, especially those of the young women who assemble garments, shoes, toys, and other products for export to the U.S. in Central America, the Caribbean, China, and other developing countries around the world. He spoke to the Convention about "Globalization and Human Rights." Under Kernaghan's leadership, the National Labor Committee has played the leading role in bringing the issue of sweatshop abuses and child labor before the American people, and placing it squarely on the national agenda. (Please see Katharine Harer's article on page 4 for more on Kernaghan's presentation.)

*continued on page 8*

## Local Faculty Win 6 Statewide Awards

The annual CFT Communications Awards were announced at the CFT Convention, and AFT Local 1493 was honored as among the top locals in the state in six different categories!

In the category "Best Persuasive Writing" **Kate Motoyama** won the First Place Award for her *Advocate* article "Hiring Policies Struck Down: What Do We Do Now?" The judges' comments about the article said: "The writer handled

this emotional topic in a clear-headed factual manner. Well-developed arguments about this core union issue."

In the category "Best Combination of Story and Graphics" **Katharine Harer** won Second Place for her *Advocate* article "Union Activists Strategize at Successful AFT 1493 Retreat."

In the "Unique Performance" category **Katharine Harer** and

*continued on page 8*



Romy Thiele (left), Cañada Chapter Chair, was awarded AFT 1493's annual Full-Timer Award by Co-President Katharine Harer as Executive Secretary Dan Kaplan looks on.

## INSIDE THIS ISSUE

- 3 **What's the Maximum Number of Students in a Class?**
- 5 **Richard Lohmann Presents Insights Through a Camera**
- 6 **CSM Hosts Thoughtful Dialogue on the Effects of 9.11**
- 7 **Organizing Against the Privatization of Education**

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**PRESIDENTS' PERSPECTIVES**

**Push for Solid Salary Increase Continues Despite Tight Budget**

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



We are still in the heat of contract negotiations. We're working very hard for full and part-time faculty compensation and a good benefit package as well as working to keep our sabbatical leave program afloat. This round of negotiations has not been easy as the District is nervous about the financial outlook for next year: the revised projected COLA for next year is 1.8% (down from the original 2.15% predicted in January) and the State is projecting a 17 billion dollar deficit. They are very concerned about the impact these will have in funding for community colleges.

*District Must Be Committed*

Despite this, we continue to stress the necessity of a solid salary increase to improve our competitiveness and to help us retain and hire quality faculty. We have presented the district data that shows our salaries are in the bottom third of the bay area districts. We recognize that significant progress will not take place overnight and that many changes will have to take place throughout the district to free up money that could be used for salary improvements. But if the District administration and the Board are serious about their stated interest to "recruit, hire, and retain excellent faculty" they must show it by putting faculty salaries as their top budget priority. They have talked a lot about their commitment to improve salaries but they have not yet presented a proposal that will significantly improve our standing among the community col-

leges in the Bay Area. We want to remind them that action speaks louder than words so we hope that an acceptable proposal will be forthcoming in the near future.

At the same time, we know that the situation of part-time faculty is screaming for attention — 750 of the 1100 faculty members in our district are part-time, which means that nearly three-quarters of our work force is working for sub-standard wages. Because of this over-reliance on part-timers and the huge discrepancy in salaries and benefits, for the first time this year the state has made equity dollars available to "help districts in making part-time faculty compensation more comparable to full-time compensation for similar work". We are negotiating with the District the distribution of these funds and will make sure they are used for their intended purpose.

Another piece of the money puzzle is the increase in the cost of health benefits, up this year and projected to go up again in January 2003 to the tune of 12-15%. Many of you have noticed that our choices of providers have decreased and our co-pays and prescription prices have gone up. This is due to the consolidation of health plans and the squeezing out of others. It's a greed-driven spiral that puts extra financial pressure on each of us and on the District, as well, as they try to figure in their new costs. As you can imagine, this puts pressure, in turn, on the AFT negotiating team as we navigate through a maze of declining revenue and increasing expenses. We will keep you updated on the progress of negotiations.

*Kudos to Award Winners*

On a more uplifting note, the new and improved *Advocate*, the  
*continued on page 5*

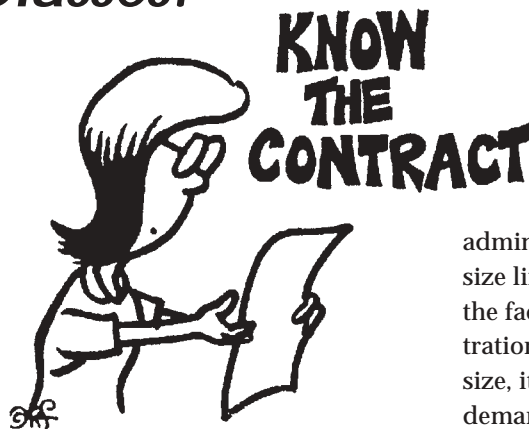
# What's the Maximum Number of Students Allowed in Your Classes?

by John Kirk, CSM,  
AFT 1493 Grievance Chair

Every instructor should be aware that there are established class size maximums for all classes throughout the district. Those maximums limit the number of students the administration can register into each class. Individual instructors can add more students into their classes, but they don't have to.

This issue is surfacing in the aftermath of the successful bond campaign. As plans for new buildings are being drawn up by the architects, decisions are being made about class size. How many stations should be built in a new chemistry lab? How many computers placed in a business lab? How many chairs in a new lecture room?

Recently a Cañada dean increased class size in one department by 14% (from 35



to 40). The union immediately sent a memo to the dean explaining that under the EERA (the Educational Employment Relations Act), class size is a mandatory subject for collective bar-

Every division office has a print-out with the maximum class size listed for all classes.

Ask to see The Enrollment Report for the Division, find the class, and look at the column **ENR LIM** (enrollment limit).

gaining and that the administration cannot increase class size limits without first negotiating with the union. Under the law, the

administration cannot bargain class size limits with individual members of the faculty. Since the Cañada administration unilaterally increased class size, it violated the law. The union demanded that the increase in class size be rescinded, or the union would be forced to file an unfair labor practice charge with the Public Employment Relations Board (PERB).

The Cañada administration has not responded to the union demand. The union has sent the demand to the district administration and is awaiting its response.

To find out the current enrollment limit for your class see the box at left. If you think that the class size maximum has been changed for your classes, please give the union a call. We will investigate each case. ■

## A Few Good Faculty Wanted for AFT 1493 Leadership Positions

Would you like to contribute to the process of making some positive changes for faculty in this District? Have you ever considered taking an active role in the Union-- the organization that represents the interests of all faculty in this District? Why not run for a position in AFT Local 1493? Toward the end of April, we will be holding elections to determine our leadership for the next two years.

Union office entails various different kinds of tasks and responsibilities, ranging from representing the AFT at the negotiating table to working as a grievance officer, as well as running meetings and doing organizing projects for the Local. Some released time is provided for certain Union positions.

The Executive Committee conducts the business of the Union at its meetings, and makes recommendations regarding policy to the membership. If you are interested in taking an active role in the decision-making process for the Local, this is the place to do it! The Executive Committee meetings are currently held on the fourth Wednesday of each month at 2:30 p.m. at each of the different colleges on a rotating basis. But the meeting day and time can be changed to accommodate the schedules of the members of the Executive Committee.

The Chapter Chairs at each of the three colleges bring the concerns of their members to the monthly meeting of the Executive Committee. Work as a Chapter Chair (or Co-Chair) is a good place to

begin your work in the Union.

During a two-year term as a member of the Executive Committee, a faculty member would have a good chance to develop or improve their leadership skills and become informed about many of the ins and outs of how our District is run. They would also have a chance to get to know a group of committed, concerned and friendly people.

AFT Local 1493 is not just the President or any other single faculty member. It takes many people to make this Union work well as the representative of the interests of all of the faculty in this District. Please consider running for a Union position, and let's all together make this a better Union and a better place to work. ■

CFT Convention Speaker Tells How Americans Can Stop Sweat Shops Around the Globe

# Blood on the Clothes

by Katharine Harer, AFT 1493 Co-President

Did you know that a Nike basketball jersey that sells for \$140 in a local mall pays 29 cents to a garment worker in El Salvador? A baseball cap we pay \$20 for in this country brings 1.6 cents to the worker in Bangladesh who assembles it, producing 320 caps an hour on an assembly line. The customs value of the cap is \$1.23, a 1300% mark-up. The garment workers of Bangladesh, 1.8 million young women, are paid the *lowest* wages in the world. They work 14 hours a day, seven days a week and are beaten if they don't work fast enough or if they complain. This, according to Charles Kernaghan, director of the National Labor Committee (NLC), is "a race to the bottom" led by the likes of Wal-Mart, Penney's, Target and Mervyn's.



Charles Kernaghan holds up a typical product of sweat shop labor

Kernaghan spoke to the CFT Convention in Sacramento this March about the conditions of hundreds of thousands of young women, aged 16-25, working for below-poverty wages in countries such as China, El Salvador, Bangladesh and American Samoa — workers with no protections, no rights, no voice. Kernaghan's nonprofit human rights organization is focused on the protection of these young women in sweat shops around the world who assemble clothing, shoes, toys and other products for export to the United States. He is a leader in exposing sweatshop and child labor abuses, gathering facts and statistics (even in one instance going through Nike's garbage to locate their internal pricing documents), carrying out interviews with workers and producing eye-witness accounts of the gross exploitation that takes place in these countries. "Corporate greed drives this system," Kernaghan noted almost in passing, as he rattled off example after example of working conditions that made the hair stand up on our arms and caused some of us to squirm inside our shirts, labelled "made in Bangladesh".

## Global Economics

It was a quick course in global economics. Did you know that 80% of all toys sold in the U.S. come from China? I didn't. That's 3.6 billion toys a year, made and assembled by 3,000,000 toy workers in China. Their working conditions? 14-18 hour days during peak season (May-December) at 13 cents an hour. That's \$12.49 a week. They sleep 16 to a room in dormitories, four hours a night. They

are often without hot water. Their bare hands are exposed to toxic chemicals from the paint used on the toys. They have no organizing rights. If they attempt to organize for better working conditions, they are sent to a psychiatric hospital. There are too many horror stories like this one to report here, but Kernaghan has the proof, and he has produced a series of video tapes that tell these stories. Their address is 275 7<sup>th</sup> Avenue, New York, New York 10001. The phone number is: 212-242-3002. The website is [www.nlcnet.org](http://www.nlcnet.org).



Bangladeshi child laborer (NLC photo)

## What Can We Do?

What can we do? Are we stuck in the consumer loop, thereby aiding and abetting these inhumane conditions? Awareness is always the first step, and it's important to spread the word — which is why I'm writing this article. The next step is to find ways to help people like Charles Kernaghan make the Wal-marts and the Mervyn's of the globalization game accountable. He's initiating a movement to create socially responsible labels for clothing and other products, something like: "this article was produced in a factory that has been certified to respect internationally recognized worker and human rights" in order to hold these corporations accountable to humane standards of health and safety as well as forcing them to provide fair compensation for their workers. This will give us a way to express our outrage at these conditions, by buying or boycotting products, depending on their labels. ■



Bangladeshi child laborer (NLC photo)

# RICHARD LOHMANN USES THE CAMERA TO TEACH ABOUT THE WORLD

by Linda Vogel, Skyline

"The camera is the instrument that allows us to see without a camera."

Dorthea Lange

Photographer and CSM Professor Richard Lohmann's appreciation of the richness and beauty of life is abundantly clear as he speaks about some of his favorite things—family, photography, and teaching. He is a landscape photographer who also enjoys mountain biking and hiking the La Honda area where he lives with his wife and month-old daughter, Lily. He happily notes there are fourteen mature redwoods on their property. La Honda, with its own microclimate and ethereality is, surprisingly, only a 35 minute drive to CSM, where he currently teaches four nights a week in the Fall, and a mixture of day and evening courses in the Spring. This schedule allows him to work at home and to help care for Lily.



Richard Lohmann

As a youngster growing up in Belmont, Richard decided early on he wanted to be a photographer. When he was 14, he saw fine art photographs by Paul Caponigro and Ansel Adams. They had a profound effect on him partly because they were so beautiful, but also because even though they were nonverbal, they conveyed powerful messages. He educated himself by reading books on photography and went to CSM where he found instructors inspiring students to "do something" with their lives. He also then realized that teaching was a gift of sorts—it gave photographers the freedom to shoot what they loved rather than doing hack work to make a living. Richard went on to San Francisco State to study photography and design where he met colleague Lyle Gomes.

## Using Old and New Technologies

Photography is even more exciting today because of the changes and opportunities that technology has

brought. At CSM, the photography department's philosophy is to teach both traditional and digital approaches to image making, as they each have value. Currently, digital photography has no established method of teaching which makes the class a dynamic combination of lab and interactive classroom. Trying to create a logical and informative approach to teaching digital photography, Richard is in the process of completing a textbook called "Digital Imaging for Photographers", and provides illustrated text and source files to his students as Adobe Acrobat (electronic) files.

## Helping Students See Things in New Ways Through the Camera

Today he uses teaching techniques designed to evoke emotional responses from his students, similar to those that encouraged his interest in photography. He may show a photograph of starving children in India, or mineworkers in Brazil where the classroom discussion may include not only the meaning of those images, but also the ethics and politics that give those images context and meaning. He helps students find metaphors in their lives and encourages students to visually communicate by becoming more aware of cultural attitudes and their own surroundings. His most important advice to students is to "only point their camera at things that they find intensely interesting, and to see your camera as a window to record your journey on the path of visual awareness."

Richard's own photographs can be viewed at Alinder Gallery in Gualala, at the Saret Gallery in Sonoma and at CSM's Photography Department Gallery, which can also be viewed online at: <http://gocsm.net/photo/> ■

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## Presidents' Perspectives

*continued from page 2*

Faculty Quality of Life survey and our local's web site received a total of six communication awards at this year's CFT Convention held in mid-March in Sacramento. See the article on page 1 for a list of specific awards. We want to thank our Senate colleagues for their contributions to *The Advocate* and their help designing and interpreting the Faculty Quality of Life Survey, which are reflected in two of the awards: Kate Motoyama's first place prize for her article on district hiring policies and Katharine Harer and Nick Kapp's second place award for the survey. Certainly, many other faculty members should be commended for their work on the survey, among them: Stephen Hearne, Karen Wong, Evelyn Seth, Jeff Westfall, and Rick Hough. ■

# A Dialogue on the Effects of September 11<sup>th</sup>

by Masao Suzuki, Skyline College, Economics

On Saturday, March 16<sup>th</sup>, students, faculty, and members of the community gathered in the College of San Mateo's Little Theater to participate in an evening dialogue on the implications of September 11<sup>th</sup>. The dialogue was organized by Kate Motoyama of CSM, and co-sponsored by the American Association of University Women (AAUW), the Japanese American Citizens League (JACL), and the College of San Mateo (CSM).

Walking into the lobby of the Little Theater, I saw exhibits on the World War II internment by the San Jose Japanese American Resource Center and the Go for Broke Educational Foundation. There was also a large display of literature by the San Mateo based Asian American Curriculum Project. This theme of learning from our history ran throughout the night's program.

## Seeing How the World Sees Us

After opening statements from Kate Motoyama, Jeff Okamoto representing the San Mateo chapter of the JACL, and Kathi Pettersen of the San Mateo branch of the AAUW, Al Acena, professor of history and Dean of Social Sciences at CSM, challenged the audience to learn more about how the rest of the world sees us, and to learn more about Islam and the Middle East. He warned us not be deterred by those who charge that this is being anti-American.

The first panelist, Dr. Anton Zoughbie agreed, saying that many people pass judgement on Islam without any study. He reviewed the basic history of the religion, the five pillars of Islam, and controversies concerning the status of women and the meaning of the term "jihad." Jihad is both an internal struggle for righteousness and goodness, and to defend one's community and religion, but is not a call for aggression.

## Learning Not to Repeat History

Patricia Wakida, co-editor of Only What They Could Carry: The Japanese American Internment Experience, presented a slideshow on the experience of Japanese Americans during World War II. The most memorable images were a heart-wrenching photo of an elderly and invalid Japanese American being loaded onto a train to the camps in a stretcher, and the opposing stances of young Japanese Americans in the concentration camps signing up for military service to show their loyalty, while others were sentenced to prison for refusing the draft while their families were denied the rights of Americans. Ms. Wakida reminded the audience that the World War II concentration camps for Japanese Americans were a result of "war hysteria, racism, and failure of political leadership" according to the Commission on the Wartime Relocation and Internment of Civilians.

The denial of civil liberties in times of war did not just happen to Japanese Americans, but occurred many times in U.S. history according to Dean Acena. Lincoln suspended the right of Habeus Corpus during the Civil War, and Socialist and labor leader Eugene Debs was imprisoned for years for his opposition to U.S. involvement in World War I. Lawrence DiStasi, editor of Una Storia Segreta: The Secret History of the Italian American Evacuation and Internment During World War II spoke of the evacuation of Italian Americans on the west coast, and the military tribunals set up to judge individual Italian Americans on the east coast. He warned that the same thing is happening today where people are being arrested, and without being told what the charges are, are asked to prove their innocence.

## Hate Crimes: Past and Present

The presentations ended with a talk by Lieutenant Barbara Hammerman of the San Mateo Police Department on hate crimes: what they are, how they impact our community by spreading fear, and what to do if you are a victim or a witness to a hate crime. In our group discussion following the presentations, the link between hate crimes and the Japanese American internment was made by a community member whose husband was attacked when he tried to return to the south bay after World War II: first someone cut the phone lines, then his house was firebombed, and when he ran outside he was shot at. Unfortunately this is not just a matter of history, as Arab Americans, Muslims, Sikhs, and even Latinos have been attacked and even killed in the aftermath of September 11<sup>th</sup>.

Following the speakers, three students of CSM professor Pat Paoli presented a staged reading of responses to September 11<sup>th</sup>. The readings ranged from philosophical ("life is a river"), to personal (how life changed from Monday [September 10<sup>th</sup>] to Tuesday [September 11<sup>th</sup>]), to their own reactions to being Iranian in the U.S., the U.S. bombing of Hiroshima, and concerns about war.

The program ended with small discussion groups, which reported on their discussions. These reports expressed very diverse views both within the groups and among the different groups. One group went in a proactive direction, focusing on the importance of tolerance and the need for education and dialogue to achieve this. Another had a spirited discussion on the causes of racism – was it mainly ignorance or are there economic and historical reasons for prejudice? A third group was more worried about the government and whether there was war hysteria and a lack of political leadership today with the proposed military tribunals. In my own discussion group we benefited from the different perspective of a resident of the East Coast who said that it seemed like the

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# Organizing Against the Privatization of Education

by Dan Kaplan, AFT 1493 Executive Secretary

I had the opportunity to attend an International Conference Against Deregulation and Privatization in Berlin, Germany from February 22-24. Well over 400 participants—representing trade union, political, and popular organizations—were in attendance. The individual participants came from 51 different countries.

The Conference focused on privatization—the major trend of governments around the world to erode and eliminate government services—such as health care, education and social services—with the goal of giving over as much as possible of these public services to private companies. The purpose of the Conference was to pursue and develop all efforts in all countries to stop these devastating policies.

The focus of my attention was to learn as much as possible about attempts currently being pursued in various countries around the world that aim to achieve the privatization of public education.

## Corporations Eye the Education Market

The Conference Appeal described this alarming trend: “The fact is that nowadays big international corporations want their share of the world ‘market’ in education, which in 1999 was estimated to be worth 2, 200

### 9.11 Dialogue

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closer one was to ground zero at the World Trade Center, the more reservations people had about going to war. The last discussion group focused more on Islam, and a high school student who was Muslim said that he learned a lot about Islam that evening.

Following the discussion group reports, I did a brief summation of the evening, and then we retired to the lobby for refreshments. All in all, I think the program was both educational and encouraging of dialogue about the events of September 11<sup>th</sup>. I would agree with Kate Motoyama that the evening was indeed a partnership between educators and civil rights advocates, and that the night was a great example of what a community college can do to bring together students, faculty, and community members.

In addition to thanking Kate Motoyama for organizing the event, I should acknowledge the financial support of the California Council for the Humanities, and the assistance of the Associated Students of CSM and the SPARK (Support, Prevention, Awareness, Responsibility, Knowledge) program of CSM for the program. ■

billion dollars...Their aim is to transform education into just another commodity, into some kind of industry selling its products (courses) to ‘customers’ (pupils and students) in a market ruled by the law of supply and demand...It is clear that the big corporations and financiers are listened to carefully by governments of different political colours, all of which are tending more and more toward dismantling the public education service in each of their countries. Those corporations and financiers have undertaken a huge project which aims to replace ‘formal education’ (school) with what they call ‘non-formal education’ (the workplace) and ‘informal education’ (everyday life)...This logic would lead to the replacement of qualified teachers with volunteers, social workers or street vendors.”

## For-Profit Educators Want Worldwide Trade

A major focus of the Conference’s workshop on education issues was the World Trade Organization’s General Agreement on Trade in Services (GATS), which was established in 1995 as a legal framework for countries engaged in trade negotiations in a broad range of service sectors, including higher education. In December 2000, U.S. officials submitted a broad proposal to reduce international barriers to trade in higher education. This little-known proposal has caused deep concern among many in the education community who say that federal policy is being unfairly set by for-profit education providers, including distance-education institutions in particular. The fear is that such a treaty could drive a wedge between public and private institutions in the United States, and threaten developing countries’ efforts to create their own educational systems.

It was the consensus of the workshop participants that the same policy of destroying the right to education and training is being implemented throughout the world under the auspices of various international institutions such as the World Trade Organization, the World Bank and the International Monetary Fund. These plans are leading to the dissolution of traditional institutional forms of schooling through the privatization of public education.

These plans are accompanied by a threat to the statutes and conditions of employment for teachers. Everywhere, the proportion of teachers employed on the basis of private and insecure contracts is growing in relation to qualified teachers employed within the framework of a tenure-track system. This policy tends to seriously degrade the quality of education.

The workshop participants, who were active in their various national teachers’ unions, proposed that teachers’ unions around the world oppose any plans of the World Bank, IMF, and WTO to privatize and destroy public education and teaching. An on-going committee was set up to work towards the organizing of an International Conference in Defense of Education and Teaching within the next year. ■

## Local Faculty Win 6 Statewide Awards

*continued from page 1*

**Nick Kapp** won Second Place for their "Faculty Quality of Life Survey."

In the "Best Feature Writing" category **Kathleen Feinblum** won an Honorable Mention for her *Advocate* article "CFT Women's Conference Promotes Union Sisterhood."

- **Kate Motoyama**, First Place, "Best Persuasive Writing"
- **Katharine Harer**, Second Place, "Best Combination of Story and Graphics"
- **Katharine Harer** and **Nick Kapp**, Second Place, "Unique Performance" (for their "Faculty Quality of Life Survey.")
- **Eric Brenner**, Second Place, Best Web Site
- **Eric Brenner**, Third Place, General Excellence (*Advocate* editor)
- **Kathleen Feinblum**, Honorable Mention, "Best Feature Writing"

In the General Excellence (for a multiple-page newsletter) category, *Advocate* Editor **Eric Brenner** won Third Place in the state.

And in the Best Web Site category [www.aft1493.org](http://www.aft1493.org) webmaster **Eric Brenner** won Second Place in the state.

## District Agrees to High Quality Labor for Construction Projects

by William A. Nack, Business Manager, San Mateo County Building & Construction Trades Council, AFL-CIO

On January 23, 2002, with a unanimous vote, the District Board of Trustees passed Resolution No. 02-02 authorizing the Chancellor to negotiate a Project Labor Agreement covering \$207 million in construction projects approved by the voters on November 6, 2001.

This vote by the Trustees was in recognition of the importance of having highly skilled craft men and women on the jobsite, removing the potential for construction delays or disruption because of labor disputes, and the critical need to support apprenticeship programs and encourage employment of apprentices on projects funded by the Community College District.

A Project Labor Agreement (PLA) is a type of pre-hire agreement designed to facilitate complex construction projects. Each PLA is negotiated and designed individually, tailored to meet the needs of a specific project or a series of projects. A product of collective bargaining between the Building and Construction Trades Council and the College District, the PLA will govern work rules, pay rates, and dispute resolution processes for every worker on the project or series of projects.

Project Labor Agreements are not

new. PLAs were first used on large public works projects in the 1930s. Grand Coulee Dam, Hoover Dam and Shasta Dam all were built using a Project Labor Agreement. Since then, scores of large projects, public and private, have been built across the nation using PLAs. The efficient management of these projects has saved taxpayers and investors billions of dollars.

The advantages of Project Labor Agreements are realized in a number of ways. PLAs ensure jobsite stability through no-strike, no-lockout provisions for the duration of the agreement. As part of the no-strike provision, labor unions in collective bargaining negotiations who end up on strike, are prohibited from bringing that strike to Project Labor Agreement covered projects. PLAs ensure adequate supply of highly skilled craft workers, trained through joint labor management apprenticeship programs. These highly skilled workers provided through apprenticeship programs and union referral procedures improve productivity on the job and thus result in cost savings for the project. Project Labor Agreements provide safety training of employees on the project. Safer projects save lives and are less costly to the project owner. PLAs guarantee equal opportunity for all contractors and construction workers,

## AFT 1493'ers at CFT Convention

*continued from page 1*

At the Community College Council "Awards Breakfast", AFT 1493 presented its Full-Timer Award to Romy Thiele, Cañada Chapter Chair and Negotiations Committee representative, and its Part-Timer Award to Paddy Moran, CSM, who last semester coordinated the work in the District around Part-Time Equity Week.

On Friday evening the Community College Council held a marathon nearly four-hour meeting that updated community college faculty on a large range of issues. Earlier in the day, attorney Robert Bezemek presented at a workshop entitled "Academic Freedom in Turbulent Times."

Of special note at this years' Convention was an address by Raoul Teilhet, longtime CFT President, that was read to the delegates. Also, "Herstorically Speaking", a performance by Suzanne Pullen in honor of International Women's Day, was very well received. ■

union and non-union alike. Under PLAs non-union construction workers are given an opportunity to join a union and receive the quality training offered by union apprenticeship programs and journey level upgrading programs. Project Labor Agreements guarantee that all construction workers receive proper wages and benefits as mandated by the California Labor Code. And finally, Project Labor Agreements provide for a process to resolve jurisdictional disputes without causing disruption on the jobsite.

Project Labor Agreements are a good deal for the College District, construction workers, contractors, students and taxpayers. PLA projects are high quality built projects that will last for many years to come. The Building Trades Council looks forward to working with the College District to build these projects so that at completion, we can look upon them with great pride. ■