

Over 15,000 Rally Against Funding Cuts & For Equity for Community Colleges

Standing Up For Ourselves

by Katharine Harer,
AFT 1493 Co-President

"This is the first time in the history of the community colleges we have stood up for ourselves."

— Tracy Marquez, head of the statewide community college student association

On Monday March 17th four busloads of Skyline students, staff and faculty members rolled off the freeway and into Sacramento. The Associated Students had provided Krispy Kream doughnuts and coffee at 7:00 A. M. and handed each of us bag lunches, water and a tee-shirt designed especially for the day. We clambered sleepily onto the buses and waved to our cohorts on the buses nearby, and with our signs and banners tucked into the luggage department, we headed for Sacramento. We knew why we were going. We knew there were others — five buses from Cañada and four from CSM (from our District, a total of 650 came in buses plus many more drove in cars)— not to mention students, faculty and staff from colleges up and down the state. But we weren't prepared for what we saw when we arrived at the parking lot at Raley Field.

Hundreds and hundreds of community college students — thousands, in fact — waiting in line four and five abreast — for the march across Tower Bridge and straight on to the Capitol. Students from Salinas, Santa Rosa, Contra Costa, San Jose with signs and banners, cheering, waving us into line. A section of the line was filled with older Chinese men and

women from San Francisco's Chinatown — the S.F. Community College's enormously successful ESOL program —standing proudly, waiting to march. Mothers and fathers holding their young children's hands with signs reading: "Save Our Childcare Center!" Students of all

either contrived or irrelevant — but Monday's massive outpouring of community college students to protest state budget cutbacks was neither."

This convergence of 15,000 of us on Sacramento began quietly a month or so ago as a FACCC day,



Marchers converged on the Capitol to call for equitable funding for community colleges

colors and ages with banners proclaiming: "EOPS! EOPS!" Students in wheelchairs with signs attached to their handlebars: "Save the Disabled Student Program!" Faculty and staff carrying their signs high: "Students and Faculty United!" and "Education is a right, not a privilege." As Sacramento Bee political reporter, Dan Walters, put it in his column the following day: "Most political demonstrations at the state Capitol are

set aside for lobbying state legislators and to advocate for more equitable cuts to community colleges. When word got out about the 17th, faculty leaders and students around the state began to ask: Why not make this a day of protest? Why not bring our students, those who will be most affected by the disproportionate cuts proposed by the Governor, to

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PRESIDENTS' PERSPECTIVES

Working for Peace, Rallying Against Budget Cuts & Negotiating Incentives

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



The Bush administration has initiated the “war” against Iraq at the writing of this column. We know that there are many different opinions among us; however, it must be noted that there will be death and despair on all sides as a result of this action. Young American soldiers will fall and many Iraqis will suffer from the bombardment of their country — from malnutrition, lack of medical supplies and the destruction of their homes. The California Federation of Teachers passed a resolution several months ago, as have many other labor unions around the country and throughout the world, against a preemptive attack on Iraq. Let us all work for peace, each in our own way.

Organizing Against the Cuts

Many of us have just returned from the highly successful March 17th march and rally in Sacramento to protest the disproportionate cuts to community colleges. It was the largest event of this kind in the history of the community college system. Our district sent 13 buses of students, staff and faculty, joining the nearly 15,000 protesters in the capital. The campaign to fight the budget cuts in our district has been organized by the Associated Student groups on all three campuses with the support of the AFT, the Senates and other concerned faculty and staff. According to Sacramento insiders, grassroots efforts across the state to

fight the cuts have made a huge impact on budget negotiations. Please see the article beginning on the front page for in-depth coverage — and photos— of the March 17th protest.

On a local level, the AFT’s last minute negotiations with the district noticeably improved the retirement incentive options being offered to faculty for the coming academic year. We were able to come up with a number of reasonable improvements that the district agreed to include. We want to thank the many faculty members who contributed their proposals when we contacted you for help. It still remains to be seen how many faculty will decide to retire under the new incentive program, but we’ve heard that the improved phase-in option proposed by the union is one of the most popular of the choices being considered.

Give Us Your Input

The negotiations on retirement incentives took place outside the main contract — they are written into a side letter as a memo of understanding between the AFT and the district. Our contract isn’t up for negotiations until 2004-2005. We will begin negotiations some time in 2004 and we are counting on your feedback and input towards the opening of the entire contract. We’ll be sending you a survey to fill out in the next few months asking for your ideas on improvements and changes in the contract. Talk to your colleagues and study the current contract so you will be ready to respond!

Negotiating Part-time Parity

Finally, we are still deadlocked in our negotiations with the district

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Part-timer (& Overload) Rights During Layoffs

by John Kirk, CSM,
AFT 1493 Chief Grievance Officer

The budget cuts which are occurring at the state level and are filtering down to the local level will have a major impact on part-time employment in the California Community Colleges.

“Basic Aid” could help

There is a possibility that our district will be hurt less by the cuts than most other community colleges. The reason is that our district might be one of four community colleges in the state which are classified as “basic aid districts” (technically called self-supporting districts). This special status is automatically determined when property taxes plus student fees exceed the revenue limit set by state formula.

In spite of the fact that our financial status might be less severe than earlier projections, the campuses are cutting a significant number of part-time classes for the Fall semester 2003.

What rights do part-time faculty have during a period of layoffs?

The various sections of the contract dealing with part-time issues are located in Article 19 of the contract (See a copy of Article 19 on page 10 of this issue).

There is a part-time seniority list for each division. Seniority is by campus. Each person's seniority is the date of their first hourly employ-



ment on that campus. Full-time faculty who teach an overload are also included on the part-time seniority list. Their seniority is the date they first taught an overload (this date may differ from their seniority date as a full-timer, which is the date of their first paid service as a probationary employee). Each division office should have a copy of the most recent seniority list.

The contract states that when cutbacks occur the least senior employee must be cut first—unless that person has some special skill that a more senior employee does not have and the job that remains after the cut requires that special skill. In that case, seniority can be bypassed because of “program needs.” (§19.2)

The contract does not require that the least senior employee be cut back to zero hours or to no classes and the next least senior employee be cut back toward zero hours or to no classes, etc until the required cut is made. The administration can cut everyone's hours back as long as the least senior employees have their hours cut back by the same amount (or more) than the more senior employees.

Bumping Rights

Full-time faculty have bumping right over part-time faculty only to fill out their full-time load. Full-timers with an overload are treated the same as other part-time faculty; they have seniority only over those less senior part-timers.

To complicate matters, the point in time when the cuts are made influences bumping rights. If cuts are made more than three weeks before the beginning of a semester, then a part-timer whose class is cancelled has bumping rights over less senior part-timers whose classes were not cancelled. If, however, the cuts are made within three weeks of the beginning of a semester, a part-timer whose class is cancelled does not have bumping rights over less senior part-timers. (§19.6)

Please see page 10 of this issue for a complete copy of Article 19.

Presidents' Perspectives

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over a parity definition for part-timers. Interestingly enough, so are many districts around the state. These issues are complicated and overshadowed by the budget crisis. We are currently working with a state appointed mediator to try to resolve

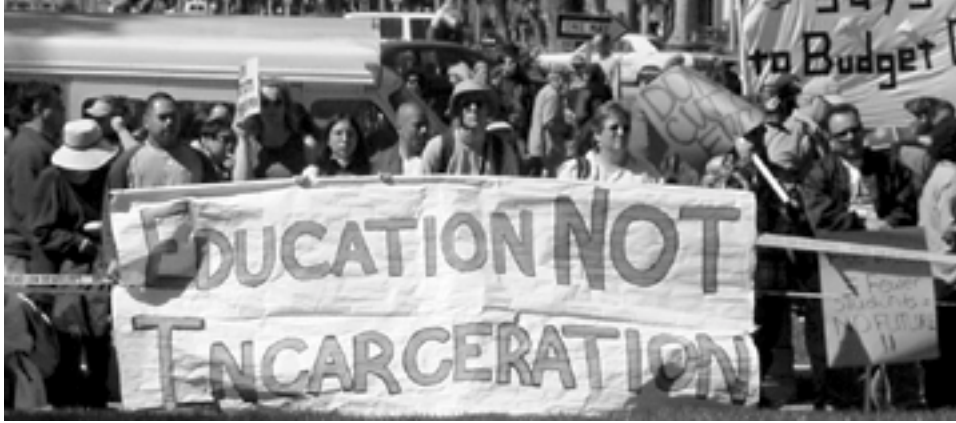
our differences, which center around the interpretation of payment for office hours. To sum this issue up: The district claims that part-timers are currently being paid to hold office hours because of increases to the hourly schedule in 1991, '92 and '93. The AFT claims that the agreement to increase the hourly schedule to help offset time spent on office hours is no longer current and

that part-timers must be paid separately for holding office hours. In fact, a fund exists in the state that provides a partial match to districts for funding part-timers' office hours, and our district has received payments from this fund. There are legal ramifications here that we are exploring. We'll keep you posted about how this issue falls out. □

Standing Up For Ourselves

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Sacramento to let their voices be heard? The San Francisco and Los Angeles AFT locals were some of the first to spread the word. Our local responded quickly as did others around the state. The State Academic Senate jumped on board. Associated student groups got in-



One theme repeated throughout the day contrasted the Governor's funding of jails over education

involved through CALSAC and other organizations, including the unions. Here in our district, the AFT leadership worked closely with the student groups and the Senates on all three campuses, launching a multi-faceted campaign: postcards, petitions, letter writing and teach-ins on March 5th, all leading up to filling the buses and standing up for ourselves in Sacramento.

We marched and chanted and sang a little on the mile walk to the Capitol. Cars passed us and honked in support. Sacramento office workers watched us with curiosity. The energy of the students was strong and confident. They knew why they were there, and they wanted to tell the Governor what they thought about his unfair attack on their colleges. But Governor Davis wasn't there. When we reached the Capitol steps and the rally began, speaker after speaker decried the Governor's proposed budget reductions. Politicians made promises, but the students wanted more. They chanted, even in the middle of legislators' speeches: "Where's Davis? We want Davis!" He never showed.

Students spoke about their lives, the way the colleges had saved them. One young woman repeated the phrase: "Through bloody lips and black eyes", telling the story of her heroin addicted ex-husband and her dead-end life before she enrolled in community college, before she saved her life. Many students talked about the cynicism inherent in increasing prison spending while reducing community college budgets. One speaker said, "We will be less likely to yield to the despair that leads to prison" if we have the opportunity to go to community college. And another speaker came up with the poignant line: "All cuts heal except for cuts to education."

On the bus ride back, I asked a few students what they thought about the day. Did it live up to their expectations? Sarah Jarlsberg, who came by herself and made her own colorful sign, said: "It was bigger than I thought. It was a great turnout." Another student, Marcus Scofield-McKeever, a dance and creative writing student, said: "I was surprised by the enthusiasm of all the students — to see so many of them rallying for a cause with so much energy!" And Jose Castillo, encircled by friends all wearing the March 17th tee-shirt, said: "This is an historical event. All the students came here to stand up for our rights!"

As we lifted our bodies off the bus and said goodbye, rumped and tired but still feeling the electricity of the day, something had changed. The community colleges, the traditional step-child of higher education, stood up, and we were seen and we were heard. Sacramento knew we were there; Governor Davis knew we were there. And



Skyline students gathered before boarding the buses to Sacramento

even though the protest was overshadowed in the media by Bush's plans for war in Iraq, there were strong articles in the Los Angeles Times and the Sacramento Bee, among others, and we had TV and radio coverage. But even more important, we had changed. We became "politically relevant", as Walters said in his column covering the event. The students had shown up — big time. And they will do it again. And again. Now that they know how it works, the students of the community college system will not allow the state to dismiss them. As one chant put it: "Ain't no power like the power of the students and the power of the students won't stop!" ■

A Student's Perspective on the Movement to Save California Community Colleges

by Fauzi K Hamadeh, CSM student

What began with students at City College of San Francisco has sparked a movement to save the California Community College system from cuts not seen since the passage of Prop 13. Students, faculty, staff, and administrators from across the state converged on Sacramento on March 17 to oppose those cuts in a show of unity that was the largest gathering at the State Capitol "in a long time."

Caravans of buses departed Canada, CSM, and Skyline on Monday morning, carrying approximately 650 SMCCCD students, faculty, and staff on the long trek to Sacramento. So many schools sent buses that participants were forced to depart their buses before they reached the parking area, creating a flow of people that snaked its

way over the Sacramento River via the Tower Bridge. Carrying handmade signs, ralliers walked the mile to the Capitol dome in support of the community colleges.

To those in the office buildings, restaurants, and businesses lining the street, the group must have been quite a sight. The diversity that we see everyday at the community colleges is a reflection of California that is not seen in any other institution in the state. Students of all races, abilities, political affiliations, and economic backgrounds were unified in their message: We are the community colleges, we are California.

Once at the Capitol, the marchers were addressed by a series of speakers, including several state legislators. Cruz Bustamante, the Lieutenant Governor, openly challenged the cuts Governor Davis proposed, saying, "It's foolish not to invest in you." Another legislator tried to explain that cuts might be necessary and was subsequently

We can only hope that the governor was listening.

drowned out by angry voices that weren't interested in his excuses. (It was later discovered that this legislator was Senator John Vasconcellos from Santa Clara.)

The most moving speeches, however, came from community college students. Individuals who had come into the system from high school and those who would not have been able to acquire an education took their turns at the podium, telling their stories and imploring the state not to make any more cuts to an already under funded system. Students spoke

from the heart and we can only hope that the governor was listening. ■



Another response to community college funding cuts, written on a hand-made sign at the march: "Stop the criminalization of my generation"



Among the numerous District faculty members at the march were Skyline instructors Jennifer Merrill (left) and Nina Floro (at right)

CSM Faculty Work to Improve Procedures for Dealing with Disruptive Students

by David Laderman, CSM

During the past few years, CSM faculty and students have become more and more concerned about disruptive student behavior on campus. Equally if not more alarming to faculty and students is the impression that our administration has not always dealt with disruptive behavior adequately or properly. As reported in the March 2002 issue of *The Advocate*, the more publicized case from fall 2001 involved an English instructor who was verbally abused and physically threatened in a classroom, in front of numerous students. Faculty gathered over 100 signatures on a petition expressing frustration with the administration's seemingly lax reaction to the incident. In other less publicized cases, disruptive behavior seemed to provoke little more than a figurative hand-slap from the administration. On the other hand, in at least one case faculty felt the administration went too far in reprimanding a disruptive student. Administrators often quell any discussion about specific discipline cases by deferring to the preservation of confidentiality—which can seem unsatisfactory to those of us concerned about the discipline process.

Given this climate of frustration, CSM's administration agreed last fall to participate in a faculty-driven task force on student discipline. Comprised of several faculty members (including one counselor), psychological services staff, student senate representatives and the Vice President of Student Services (VPSS), the task force's primary goal was to create an advisory committee which would review any discipline case that came before the VPSS, and recommend appropriate disciplinary action. As it turns out, the provision for such a committee already exists, but apparently has lain dormant for quite some time (see Faculty Handbook, p. 7, under "CSM Institutional Committees").

CSM's Discipline Advisory Committee Set

After several productive meetings last fall, the Discipline Advisory Committee is now ready to roll. In response to recruitment efforts, volunteers have come forward to serve on the committee, which will include two instructional faculty, one counselor, one psychological services staff, one administrator (other than the VPSS), two classified staff, and one student. There was some question about whether a student representative could serve on the committee, due to issues of confidentiality. But it appears that, either by making the student an "employee" or by rendering all reviewed materials anonymous, a student should be able to serve on the committee—which is the overwhelming

preference of the task force.

Once committee members have been selected, an orientation meeting will be led by the VPSS, task force members, and a legal representative from college counsel. Committee members need to be able to convene at short notice; review the complaint, its investigation, and any mitigating circumstances or other evidence; discuss appropriate action consistent with the Education Code and our own Student Code of Conduct; and make a recommendation to the VPSS. All eight members are not required to meet for any given case up for review.

We are pleased that the administration is working with faculty and students on improving CSM's process for appropriate and effective disciplinary actions. The top priority of the college should be ensuring a safe and respectful educational environment for students and faculty. The VPSS has informed us that, partially in response to faculty and student concern, the district's policies and procedures as a whole are also being reviewed, with an eye toward improvement. In their current form, these can perplex and frustrate a faculty member who is attempting to resolve an already frustrating situation. As chance (or destiny) would have it, I myself experienced an episode last fall while serving on the task force, one that underscores the urgent need to revise and clarify college policy and procedure. I recount the crux of the story here, not to castigate the administration, but to illustrate the problem and inspire the college to move forward toward a solution.

Personal Experience Raises Questions

One of my students proved unable to behave properly in class (rowdiness, talking out of turn, etc.). After asking him several times to modify his behavior, I wrote a memo to the VPSS, requesting that she intervene. I also excluded the student from the next class meeting. The VPSS was out of town, so the case was handled by psychological services and a college Dean, who met with the student and gave him a clear warning that such behavior was not acceptable and could result in him being excluded again from class, and therefore dropped. Later in the semester, the student's disruptive behavior flared up again—this time openly insulting me in a hostile manner in front of over 50 students. I wrote a second memo to the VPSS, again requesting intervention and explaining my plans to exclude the student from class a

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Student Discipline Procedures

second time. This second exclusion happened to fall on the night of the second midterm. Missing the second midterm, the student would certainly fail the course.

Faculty Handbook Procedures Not Followed

Following advice from college counsel, the VPSS told me that the student had not been given proper notice. She explained that such cases first go to psychological services, then to her for “official notice,” and that this had not yet happened. I countered that my original memo was addressed to her, the VPSS, not to psychological services, and that she had been out of town. I reminded her that the college handbook states that the VPSS “or her designee” may serve official notice (p. 91). Contradicting her description of procedure, the handbook also states that cases first should go to the VPSS, then to psychological services (p. 90). Again contradicting the faculty handbook, the VPSS suggested that I not exclude the student from the next class meeting. She then insisted that, if I did exclude the student that night, I needed to offer the student a make-up exam. (An AFT representative requested from her the basis for such a mandate in writing, but it never appeared.) Finally, and most disturbing, the VPSS told me that I was impeding the student’s ability to succeed. Such a comment seemed inappropriate and unfounded, calling into question my professionalism and commitment to my students—instead of properly applying college policy and holding the student responsible for his disruptive behavior.

Part of my response was to collect signatures from most of the students in the class, on a petition stating that such behavior should not be permitted in the classroom. I presented this to the VPSS, along with an elaborate four-page memo outlining my concerns about the handling of the situation. I was quite specific about the contradictions and confusion between written policy and its application. The VPSS has never responded to this memo.

Legal Concerns Constrain Administrators

I sent a copy of this memo to the college president. In a phone conversation, she seemed to sincerely appreciate my frustration, and the need to clarify procedure. But she emphasized that the VPSS was good at keeping CSM away from lawsuits, and that it would be unpleasant for me to be questioned in a court of law.

Such an attitude does not inspire faculty (or student) confidence that the administration is committed to ensuring proper classroom behavior. If fear of lawsuits is driving the administration’s reluctance to enforce college

LETTER TO THE ADVOCATE

Who Needs Childcare?

The following letter was written in response to the “Presidents’ Perspectives” in the December 2002 Advocate. -ed.

My students have resounded YES to the need for childcare on campus. Last fall I had many students at Skyline who are parents—most of them single & struggling—and in quite desperate need of childcare—especially emergency child care—for those times when the grandparents or babysitters were suddenly unavailable. It would be wonderful if the children of the staff, faculty & students could share a childcare facility. It seems that many of our students are parents and we desperately need to address their needs as well as the needs of everyone involved with the College. I am a part-time instructor and single mom and there have certainly been times when I could have utilized the emergency childcare center. It is important that the emergency part of the center be open during all class hours including evenings & weekends.

Thanks for asking the important question about childcare in *The Advocate*.

Sincerely, Jenny Saarloos (Skyline)

policy on disruptive behavior, then we need to address that fear. The last thing anyone wants is for the college to get dragged into a lawsuit. However, avoiding lawsuits should not translate into allowing disruption to run rampant. The administration needs to work with the Discipline Advisory committee to clarify exactly what faculty need to do so that college policy may be enforced within proper legal parameters that would, if necessary, stand up in court.

Turning a blind eye to disruptive behavior so as to avoid legal ranglings is misguided and contrary to the mission of the college. Likewise, faculty should not be expected to “manage” disruptive behavior (suggested by the unfortunate title of various psychological services workshops). Rather, in accordance with the Education Code, the administration and other campus services need to support faculty in effectively disallowing disruption. Let us hope the new Discipline Advisory committee and the administration work together to improve discipline procedure, truly ensuring a safe, respectful and therefore most fruitful learning environment.

Thanks to Teeka James, Anne Stafford and Madeleine Murphy for comments on an earlier draft of this article. □

OPINION

The Economic Impact of the War in Iraq

by Masao Suzuki, Skyline

"I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic destructive suction tube. So I was increasingly compelled to see the war as an enemy of the poor and to attack it as such."

- Martin Luther King, Junior: "A Time to Break Silence," 1967.

Don't wars help the economy, especially when there is a recession?

This question is based on the experience of World War II, which helped the U.S. economy out of the Great Depression of the 1930s. But the real basis for the post-World War II prosperity was the pent-up demand for consumer goods, homes, and government services from sixteen years of depression and war. In contrast, most other wars such as World War I and the war in Vietnam were followed by periods of severe recession, inflation, or both. Given that spending on consumer goods, homes, and government services has only begun to falter in the last few months, there is little pent-up demand to boost a post-war economy, and it is likely that the war will hurt, not help, the economy.



Masao Suzuki, center, spoke about the connections between the war in Iraq and community college budgets at the March 5th Skyline College teach-in on community college budget cuts

How could the war hurt the economy?

Even a short war that went well for the United States would leave less money available for government social programs, hurting mainly working class and poor people. The Federal government is already running a large budget deficit, estimated at 300 billion dollars not counting the war (!), because of the recession and Bush's tax cuts which reduced tax revenues, and the increase in military and "homeland defense" spending. The spending on the war in Iraq increases the likelihood that needed social programs such as education, health care for the growing

numbers of Americans without health insurance, and aid for the poor will be cut or not funded at all. Starting in January, tens of thousand of families on TANF (Temporary Aid for Needy Families or welfare) will have their benefits ended or reduced because of the five year time limit set in the 1996 welfare "reform" law. Millions of Americans do not have any health insurance because they lost their jobs, or because of the skyrocketing cost of insurance (in California, HMOs and medical insurance raised their rates about 25% in the last year alone!). Further, state governments are running large deficits, and are proposing to cut nearly one million low-income individuals off of Medicaid. Here in California, public schools and community colleges are sending out layoff notices to faculty, cutting part-time teachers, and cutting hours or lay-

ing off staff. The cost of even a short war in Iraq—100 billion dollars—is enough to cover all of the 45 states with budget deficits.

What happens if the War doesn't go well for the United States?

A long, drawn out war could cost as much as twenty times as much as a short war. Professor Nordhaus of Yale University estimated that the costs of a longer war, a long post-war occupation of Iraq, aid to reconstruct Iraq and its oil industry, a much higher cost of oil, and the cost of ensuing recession and increased security spending due to greater threats to attack the United States could cost as

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Economic Impact of the War in Iraq

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much as 1.9 trillion dollars over the next ten years, or equal to the size of the entire federal budget for one year.

The biggest single factor is what happens to the price of oil. The short war scenario is based on a quick U.S. victory, followed by a stable, pro-U.S. government that would increase oil output, stabilizing the price of oil and saving the U.S. about \$30 billion dollars. The long war scenario assumes that much of Iraq's oil production facilities will be destroyed in the war, and that there will be drops in output of oil by other Middle-Eastern countries due to war or political opposition to the United States. This could lead the price of oil to more than double to \$75 a barrel, pushing gasoline prices over \$3 per gallon. The United States would have to spend \$200 billion more on oil the first year alone, and as much as \$800 billion more over the next ten years.

This spike in oil prices alone would probably throw the economy into an even worse recession, causing even more losses in jobs and income. The worst-case would involve a flight of foreign capital from the United States, causing the value of the dollar to fall and interest rates to rise. Because the United States has a large trade deficit, where we are importing about \$400 billion more than we export each year, we must attract an equal amount of foreign capital (net) to maintain the value of the dollar.

The second biggest expense would be for a long-term occupation of Iraq. While the United States has pretty much abandoned Afghanistan, Iraq has oil that the United States wants. A top U.S. general has estimated that as many as 200,000 U.S. troops would be needed for an occupation, which could cost as much as \$500 billion.

Even though I oppose the war, wouldn't a quick US victory be better?

While a short war would reduce the number of casualties in Iraq, it would just encourage the Bush warriors to move on to other countries, just as the relatively quick overthrow of the Taliban government in Afghanistan has fueled the U.S. preparation for war on Iraq. The U.S. could plan a war on North Korea, or Iran (the other countries of Bush's so-called "Axis of Evil"). The U.S. could step up its intervention in Columbia or the Philippines where there are revolutionary movements. The U.S. could try to force out the governments of Venezuela or other South American countries who won't toe the U.S. line.

"The war in Vietnam is but a symptom of a far deeper malady within the American spirit, and if we ignore this sobering reality we will find ourselves organizing clergy and laymen concerned committee for the next generation. They will be concerned about Guatemala and Peru. They will be concerned about Thailand and Cambodia. They will be concerned about Mozambique and South Africa. We will be marching for these and a dozen other names and attending rallies without end unless there is a significant and profound change in American life and policy."

- Martin Luther King, Junior: "A Time to Break Silence," 1967.


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Links to the references above are available on the AFT 1493 website at: aft1493.org 

Check out AFT 1493's
award-winning website at:
aft1493.org

- * the latest budget information
- * compare our contract and salaries with others around the state
- * excellent links to many community college & labor sites

CFT Convention Held in S.F.; Delegates Take Break to Join Anti-War Marchers

The California Federation of Teachers (CFT) held its 61st annual convention on March 21st through 23rd in San Francisco. Hundreds of delegates from all across California attended. The convention took place just as the United States' military invasion of Iraq was beginning and as anti-war demonstrations were taking place in downtown S.F.

The CFT leadership decided to modify its agenda in order to participate in the anti-war march and rally that began at the Civic Center at noon on Saturday. A contingent of 500 or more CFT delegates marched with their union banners from the Hilton Hotel to Union Square, where they led off the contingents down Market Street and some of the way back to Civic Center along Mission St. About 2:45 p.m., the CFT contingent left from the march and made its way back to the convention for the afternoon workshops.

Widespread anger with the war and the mounting attacks on public education and teachers was expressed throughout the convention. One very popular workshop, moderated by AFT 1493's Dan Kaplan, focused on: "Corporatization, Commodification, Privatization, and Globalization of Public Education." □

AFT 1493 Wins 6 CFT Communications Awards

AS WE GO TO PRESS: At the annual convention of the California Federation of Teachers, held in San Francisco on March 21 to 23, the San Mateo Community College Federation of Teachers, AFT Local 1493, won **six** Communications Awards.

In the category of **General Excellence** (in a Six-or-More Page Newsletter) *The Advocate* received the Second Place Award.

In the category of **Best Feature Writing**, Diane LeBow won a Second Place Award for "Cañada Instructor, Diana LeBow, Visits Afghanistan".

In the category of **Best Bulletin Series**, Joaquin Rivera received a Third Place Award for "Negotiations Updates."

In the category of **Best Web Site**, AFT 1493 webmaster Eric Brenner received an Honorable Mention Award.

In the category of **Best Combination of Story and Graphics**, the Local received an Honorable Mention for "What's Happened to Our Contract Negotiations? A Review" by Joaquin Rivera and Katharine Harer.

And in the category of **Best Persuasive Writing**, Dan Kaplan received an Honorable Mention for his "Skyrocketing Health Care Costs Prompts Push for Single Payer System". □

Please see story on page 3 for an explanation of this contract item.

ARTICLE 19: PART-TIME EMPLOYMENT

19.1 SENIORITY LISTS: Each Division or similar unit that employs hourly academic employees will establish a seniority list based on the first hourly employment at the specific college. Regular faculty who teach an overload will be included in the divisional-based hourly seniority list. This list, affirmative action goals, and program needs will be among the factors considered in determining retention and class assignments of hourly faculty. If a break in service exceeds three semesters, then the person's name is to be removed from the seniority list.

19.2 PROGRAM NEED: Program need includes, but is not limited to, employee qualifications to carry out the assignment and his/her education, expertise and/or demonstrated practical experience in the specific requirements of the assignment; employee ability to use and expose students to current information, technology and skills required in the assignment; employee availability at needed times; and employee's previous performance record (satisfactory or better and adherence to District Rules and Regulations.)

19.4 BUMPING BY FULL-TIME EMPLOYEE: Bumping of an hourly instructor by a full-time instructor shall have no effect on seniority or accumulated sick leave.

19.5 EVALUATIONS CAN BE SUBMITTED FOR FULL-TIME OPENING: Results of evaluations of part-time, hourly faculty may be submitted as part of an application for a full-time position.

19.6 REDUCED ASSIGNMENTS: A part-time teaching faculty member whose assignment is reduced (e.g. class canceled due to financial exigency or low enrollment) within three weeks (fifteen working days) prior to the beginning of that assignment may not claim seniority as a reason to be reassigned in place of a less senior part-time faculty member provided that the less senior part-time faculty member had already been given an assignment prior to the three week period. However, seniority remains a factor to be considered whenever new, un-staffed assignments become available. A part-time teacher whose assignment is reduced under this section will not lose his/her seniority or accumulated sick leave.