

PRESIDENTS' PERSPECTIVES

Fixing Two-Tier Inequity Is First Step to Improved Salaries for All Faculty

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



photos by Lianne Angier

This last period has been both difficult and rewarding. We've carried out a series of "emergency" negotiating sessions with the Chancellor Johnson, Associate Chancellor, Ron Galatolo, and District Chief Negotiator, Paula Anderson, in response to faculty protests around the provision in the new contract that inadvertently creates a two-tiered salary system. While everyone agrees that we need to bring in new faculty at a higher step in order to attract strong candidates to full-time positions, there were serious inequities in this provision that we feel have been addressed in the revised Section 8.3.6 which is fully explained in the letter to faculty reprinted on this page. **A ratification vote will be held on May 16th & 17th at all three campuses.** (An informational meeting on this new language was held at Skyline on Wednesday May 9th.) Please become informed on the issue and vote!

This issue is just a small piece of a much larger problem, one that we are all too painfully aware of. It is an undisputed fact that our salary scale is not competitive, that we have fallen towards the bottom of the Bay Ten districts, and that we are not only having trouble attracting new candidates

Continued on page 2

AFT & District Agree to Contract Revisions that Eliminate 2-Tier Inequity

Faculty to Vote on Revised Contract on May 16th & 17th

Dear Faculty Colleagues:

As you know, the AFT and the District have been meeting to negotiate changes to the new salary step placement language contained in Section 8.3.6 of the contract. We are happy to report that we have reached a tentative agreement. The purpose of this letter is to provide a brief background and to explain the agreement.

Section 8.3.6 of the new contract changed the way new faculty members are placed on the salary schedule by setting the beginning step placement at step 4 rather than step 1, and the maximum at step 10 rather than step 6. As you may recall, in August 2000 when Chancellor Johnson addressed the District community at the annual Opening Day meeting, one of the topics he discussed was the need for a living wage standard to help retain existing quality faculty and to recruit new faculty. This change in the way new faculty members are placed on the salary schedule was the first step initiated by the District in this effort.

With the new minimum placement at step four, the salary placement for our newly hired faculty now ranks as the second highest of the Bay Ten community college districts. However, this language unintentionally created a second, higher tier with the result that current, experienced faculty members find themselves in a lower tier. As a result, some of the faculty members hired within the past few years are earning less than faculty members with the same experience hired since August 2000. The following table illustrates the effect of the current Section 8.3.6 language:

| <u>Years of creditable prior teaching experience</u> | <u>Step placement based on prior contract language</u> | <u>Step placement based on current contract lang.</u> |
|--|--|---|
| 0 | 1 | 4 |
| 1 | 2 | 5 |
| 2 | 3 | 6 |
| 3 | 4 | 7 |
| 4 | 5 | 8 |
| 5 | 6 | 9 |
| 6 or more | 6 | 10 |

Continued on page 8

IN THIS ISSUE

The Second-Tier Pay Scale That Hasn't Gone Away 3
FACULTY DEBATE THE COMPRESSED CALENDAR 4-7
Working Together to Promote Workers' Rights 9
Pesticide Spraying During Classes at CSM 10

the Advocate

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Presidents' Perspectives

Continued from page 1

for full-time positions, but we are losing valuable colleagues right and left to higher paying districts, to industry and to geographic areas in which the cost of living is more manageable than in our Bay Area counties. Given the seriousness of our situation, the AFT is mounting a campaign to increase faculty salaries across the board — that is, from the bottom to the top of the salary schedule and including the part-time schedule. The district must make good on Chancellor Johnson's promise at the beginning of this school year: to put our district into the top three of the Bay Ten. To carry out this campaign successfully, we will need your help. Nothing substantive will take place in bargaining sessions without the support and activism of faculty. The letters, petitions and advocacy around this latest salary issue has taught us, once again, the strength of an engaged and articulate faculty. We're counting on your help — and we'll be more specific once we've hammered out a plan for the campaign — so we can give the new Chancellor a clear, unequivocal message.

In an effort to begin the fall semester with a plan of action for the salary campaign as well as to organize AFT efforts around other issues, we are holding a one-day retreat for the AFT Executive Committee in early June. Look for an article on the outcome of this strategy session in the first *Advocate* of the fall semester.

Update on sabbaticals — the three Professional Development Committees on each campus have been meeting over the last couple of weeks to select sabbatical candidates, and although the results are not in, it looks like we have a good number of excellent proposals at all three colleges and that the first year of this reinstated program will be successful. If all goes according to plan, we'll be able to fund approximately 8-10 faculty members in the district as a whole, some for semester

leaves and some for full-year leaves. We'll have specific information on each of the funded sabbatical leave projects in the fall issue of the *Advocate*. We want to thank the hard-working Professional Development committees and their fine chairs: Sandra Verhoogen at Skyline, Madeline Murphy at CSM, and Barbara McCarthy at Cañada. And thanks to all of you who wrote up applications. Our next task is to keep the program funded so that we may all have the opportunity to apply for a much-deserved sabbatical leave before we retire or fall apart!

Regarding the compressed 15-week calendar, site visits to Pierce College in Southern California are in the works so that we can talk with our colleagues about our concerns. Many of you have attended the calendar forums on your campuses and the district calendar committee is continuing to gather information, trying to move toward a decision as soon as possible. Read the contrasting views on the compressed calendar by two of your colleagues on pages 4 - 7 of this issue and let us know what you think. Keep your minds open — many colleges across the state have already gone or are moving toward this calendar for a number of reasons.

Finally — we'd like to bid goodbye to Chancellor Johnson and to welcome incoming chancellor, Ron Galatolo. We look forward to working with Ron, who we have gotten to know through the negotiations process. We hope that he will continue to bring his excellent communication skills, creative approaches and energy and drive to the pressing issues that lie ahead in our district. We feel strongly that the new chancellor must be an advocate for faculty, staff and students who will "put his money where his mouth is". This next year or two will be pivotal; given economic pressures at the state level and in our own counties, we need a Chancellor who will stay focused and who will work collaboratively and fairly to address the very real challenges we face. ■

THE PART TIMER VOICE

The Second-Tier Pay Scale That Hasn't Gone Away

by Paddy Moran, AFT 1493 Part-Time Faculty Coordinator



photo by Jeanne Angier

In light of the recent controversy about the new contract creating a "two-tier" pay scale, I'd like to remind everyone that we already have a two-tier pay scale: full-time faculty pay and part-time faculty pay is extremely inequitable. This inequity must be seriously addressed. If you think it's difficult to live on the salary of a new or continuing full-time faculty member, think about what part-time instructors live on.

everyone that we already have a two-tier pay scale: full-time faculty pay and part-time faculty pay is extremely inequitable. This inequity must be seriously addressed. If you think it's difficult to live on the salary of a new or continuing full-time faculty member, think about what part-time instructors live on.

National Survey Shows Fewer Full-Timers, More Part-Timers

A recent national survey of college departments in social science and humanities fields found that in 7 of the 9 disciplines surveyed, traditional full-time tenured and tenure-track faculty accounted for less than half of instructional staff in the responding departments and programs. The survey was conducted by the Coalition on the Academic Workforce and the results were reported at the end of last year.

Composition programs and English departments which teach large numbers of introductory writing courses have the smallest proportion of full time tenure and tenure track faculty members. Anthropology, history and philosophy departments indicated that part-time members comprise half of instructional staff. In addition to receiving few if any benefits, most part-time faculty members receive less than \$ 3,000 a course.

Some of the most surprising results of the project show that elite,

Ph.D. granting institutions are just as likely as community colleges to use non-tenured or part-time professors in English and foreign-language courses.

"A Permanent Marginal Class"

Karen Thompson, who heads the part-time faculty union at Rutgers University at New Brunswick said that the survey's accounting of the quality of life issues faced by adjunct professors should underscore the report's bleak finding: "The importance of the conditions of teaching personnel is of the utmost because those are also the learning conditions of the students." Judith Michaels, Legislative Director of the CFT states that "there is an exploitation of a whole class of employees. The [California Community College] system has survived and classes have been added based on the creation of a permanent marginal class of employees."

Just how are the "learning conditions of the students" affected by the "teaching conditions" of the instructor? David Adamany, president of Temple University, said that the report had "failed to confront the most important question of all: What effect does the use of part-timers have on the quality of education?" Adamany goes on to say, "this report gives us useful information but doesn't answer the fundamental question of whether the growing use of part-time faculty has any effect whatsoever on education."

Linda Collins, President of the Academic Senate for California Community Colleges, addressed the question of educational quality in an article titled "Defining a High Quality Education for All Students" in the April 2001 Academic Senate newsletter. In this article, she stated that "a quality education is one that facilitates individuals becoming more fully themselves...and a good indicator of such an education is

that a sense of well-being accompanies a state of spiritual and physical wholeness, an awareness that one is exactly who one ought to be." Later in the article, Ms. Collins discussed the notion of success for students: "For students to succeed, they need encouragement and mentoring; teaching and learning are relational activities."

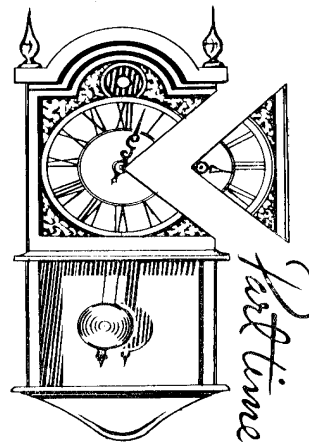
Collins also brought up the idea of connection: "Given the demands of family and work, it is difficult for our students to sustain connection to the college community. Increasing numbers of them are drifting from institution to institution, part-time students all too often are taught by part-time faculty." She also stated that the most "powerful predictor of student retention

is contact and interaction with faculty members. When students interact with teachers—inside and outside of the classroom, the library, the counseling office—they gain a sense of each other and of themselves."

I know that if I were full-time in one district, instead of part-time in three districts, I would have much more time and peace of mind to focus on relational activities, such as contact and interaction with my students and I'm sure this would improve the quality of their education. I believe this is true for all part-time faculty.

I would like to get the opinion of the readers. Do you believe that a part-time teacher's working conditions effect a student's learning conditions? Or do you think a part-time instructor's working conditions have no effect whatsoever on education? Please respond to *The Advocate* or call me at extension 9245.

A summary of data from surveys by the Coalition on the Academic Workforce can be accessed on the American Historical Assoc. website at: <http://www.theaha.org/caw>.



DEBATE ON THE CALENDAR

15-Week Calendar Looks Like a Bad Idea

by Bob Hasson, CSM

Like many other people, I went to the college-wide meeting on the idea of a 15-week calendar. I really had no opinion going into the meeting. However, when the meeting ended an hour and a half later, I found myself to be quite opposed to the idea. Since then I have talked to perhaps half a dozen or so faculty in my own Math/Science division. All but one of them are also opposed to the 15-week calendar idea.

I don't know how much opposition there is to the 15-week idea throughout my division, CSM, or the district, but I will set down in this piece my reasons for opposing the idea. I should be clear that the arguments given here are my own, and I do not claim to speak for others.

First a little nuts and bolts information is in order. The 15-week calendar will reduce the number of weeks in the academic calendar from 17 and a half to 15, but it will not reduce the amount of class time that courses run.

There are three implications, if I understand the technicalities. The first is that for 15 units of load, faculty will teach the equivalent of 17 lecture hours per week over the 15 weeks. The second is that students enrolled in 15 units will be in class 2 more hours per week. The third is that the college will essentially operate on a four-day class week instead of the present five-day week. A fifth day may be reserved for labs. The reason for such a schedule has to do with the state's arcane ways of calculating class hours.

Here are the con arguments, as I see them:

More Time Required Per Week

Point 1: The 15-week calendar means a significant increase in school time per week for students. As noted above, for the student who is enrolled

in 15 units, the 15 week semester will mean that student is in class for a full 2 hours more a week. My source is the booklet, "Mastering the 15-Week Compressed Calendar: A How to Guide," by Logan and Young.

We all know the maxim that one class hour really needs 2 hours of outside study to go with it. If you accept the maxim, then the above student must also study 4 more hours a week.

So in total the student enrolled in fifteen units will be expected to put in 6 hours per week beyond what she does now. The average full-time student also seems to work about 30 hours per week (this is my personal observation), and may have other outside responsibilities and commitments as well. So these 6 hours more per week of schoolwork are a significant extra demand on the student's time.

Some people are arguing that a lot, maybe most, of our students are part-time students. Perhaps this is so. But they are part-time because of lots of obligations and demands in their lives. The 15-week semester means more class time and more study time and schoolwork each week for part-time students, also. Will they be able to find the time?

Also, even if many of our students are part-time, quite a few are full-time and do fit the profile given above. In particular, I see a lot of full-time students in our daytime academic courses. Will they be able and willing to spend upwards of 6 hours more a week on schoolwork? I really wonder.

Point 2: If we expect faculty to maintain the same level of preparation, student tasks, and student accountability, then the 15 week semester will require commensurate increases in the time put in by faculty each week in addition to 2 hours more of class time. I will note here that this may be particularly difficult for our many part-

timers who teach at multiple colleges and spend lots of time in traffic.

Some people argue that this problem will be solved if we change the way we teach so that we put less time into our teaching. I agree this could be done, but I can't buy the idea that putting less time into our teaching per unit taught will be good for the learning of our students.

Point 3: I find now that many of my students are unable to put in enough study time under the present calendar. I find it hard to believe that students are going to put in more study time per week if the calendar is compressed to 15 weeks. If I am correct, then this means that learning will suffer and student success (or academic standards!) will decline at least somewhat. For some years now many of us have been saying that we want to increase student success without compromised standards. Is the 15-week calendar consistent with such a desire? I don't think so.

Problems for Long Classes

Point 4: There appear to be some special problems for long classes. The evening Calculus course I teach meets two evenings a week for three hours at a time. Under the 15-week calendar each of these meetings will be 24 minutes longer. This is quite a bit to ask of students who have been at work all day and have to get up early the next morning to do it all over again.

There are similar problems of class time extension for Chemistry, Biology, and Physics labs, which presently meet twice a week (Chem. and Phys.) or once a week (Bio.) for three hours at a time. How will enrollment in these courses be affected when they meet almost 3 and a half hours at a time?

Point 5: The 15-week calendar, at least according to the Pierce College model, proposes significant changes in scheduling. Three unit courses will meet twice per week, 4-unit courses will meet 3 times per week, and 5-unit

Continued on page 6

DEBATE ON THE CALENDAR

15-Week Semester Makes Good Sense

by Bernard Gershenson, CSM

I haven't met a single faculty member who likes to think of what we do in terms of what the District calls "productivity." Many of us think the district and state misuse the word, and we resent being modeled after a corporation. We'd prefer never to see another WSCH list, and we're not fond of FTES and LOAD. I imagine most community college faculty share the sentiments I hear around CSM regarding these terms that affect our funding.

Enrollment Is Critical

But they won't go away. In the April *Advocate* we learned that local AFT Presidents Rivera and Harer have proposed the formation of a district-wide enrollment management task force. Why? Because future pay raises are tied to "productivity." Because of the state's funding formulas, it doesn't much matter what we think of the system; we're stuck with it. Less money from the state means not only inadequate pay raises, but also fewer new permanent full-time hires, and as CSM's accreditation self-study points out, we have more than one department in crisis because of a lack of full-time faculty. I assume some departments at Skyline and Cañada suffer from similar problems.

Schedule Attracts Students

For reasons we're all familiar with – the local economy, the housing market – the county's college age population is decreasing; among other harbingers of future problems, high school enrollments are down. We need to be more attractive than ever, and we need to draw populations that have previously ignored us.

For students, a shorter schedule is an attractive magnet. Pierce College, where the fifteen-week schedule has been implemented, has experienced a

dramatic enrollment increase, and while it's too soon to know whether their success will hold, there's no reason to think it won't. When students anywhere pick up a class schedule, one of the first things they look at is when vacation begins. Students in our district are aware that their semesters are longer than those of their friends who attend CSU or UC. For students in a hurry, the three 5-week sessions offer opportunities to move through the system quickly; these sessions also offer students opportunities to lighten their regular semester loads if they wish, an important consideration for students who need to work over twenty hours per week. (For those unfamiliar with the format, a five-week intersession is scheduled between the two fifteen-week semesters, and the summer session is divided into two five-week sessions.) Further, as the Pierce College example has shown, through the strange machinations of statewide WSCH/FTS/LOAD accounting, if we were currently under the 15-week system, with the same number of students we have now, our FTES would be increased by a handful of percentage points.

At CSM we have always depended on a number of students from San Francisco to swell our ranks, numbers that are decreasing, but we might be able to reverse this trend if we implement the 15-week semester before CCSF does. And given the number of colleges down south that are moving to a shorter semester, believing it will benefit them, I'll be surprised if the schools in our area don't follow suit. If this change is going to have the opportunity to give our enrollment a boost, we need to be ahead of what may well be a trend.

Selling Our Academic Souls?

Would we be selling our academic soul? Can we squeeze fifteen percent of our existing course work into the 15-

week semester and still offer our students a good education? In the departments in which I teach, English and ESL, a number of faculty believe we hit diminishing returns about the thirteenth or fourteenth week. The final papers written outside of class and in class are rarely our students' best work. Yes, we're imparting information we think they need, but are they absorbing it? In a shorter semester, our students would have a greater chance of remaining alert throughout.

Somehow our four-year counterparts manage to do the job in fifteen weeks, and most of us, the District's faculty, thrived in a 15-week semester system. As a student, I took classes on the 15-week semester system, 17-week semester system, and the quarter system. I took five-week and six-week summer school courses. I've taken three-hour night courses. Ultimately, for students who are prepared and motivated, I have to wonder whether the length of the semester has that large an impact on pedagogy. But what about those students who are neither prepared nor highly motivated?

Risking At-Risk Students?

One argument against the 15-week semester is that our relatively high number of at-risk students, our students who need basic skills, benefit from the longer semester. They need as much information as we can cram into them, and they need more time to absorb it. Having taught more than a few basic skills classes in English, I'd argue the opposite. It is these students who burn out the quickest, who are most easily frustrated, who reach a plateau somewhere around the fourteenth week of the semester (or earlier), after which, if they are still in class, they tread water until the end of the semester. The school's success rates for at-risk populations in basic skills classes in English and math indicate there is nothing magical about the seventeen/eighteen week semester.

We have the current system be-

Continued on page 7

15-Week Calendar Looks Bad

Continued from page 4

courses will meet 4 times per week.

Under the present, 17 1/2-week calendar some sections of 3-unit courses are already taught twice per week. Some of my fellow faculty members tell me that these sections don't work very well. Students simply don't make good use of the 5 days between the Thursday and the Tuesday class meetings. Let's face it, many, many of our students are under-prepared, have poor learning skills, and often have motivational problems. That is why they are here in the first place and not at a CSU or a UC. These students seem to have trouble maintaining focus when there is gap of several days between classes. They lose their attention even over a 3 or 4 day long weekend. I think the 15-week calendar will make the problems of learning even more difficult for these students.

Point 6: In math and science there are a lot of hard ideas. To digest and master these ideas takes time and a lot of mental grappling. It seems to me counter-productive to reduce the amount of time students have for this grappling from 17 1/2 weeks to 15 weeks while retaining the same amount of content.

Will Enrollment Really Go Up?

Point 7: It seems obvious to me that the 15-week calendar is not about improving learning. It is about the money to be had from the increased enrollment it is supposed to bring. But will the 15-week calendar actually bring such increased enrollment in our district? I really wonder.

Why are we having enrollment problems now? Here are some reasons that I have heard. Students don't want to begin school until after Labor Day. In particular, nearby colleges on the quarter system (which starts after Labor Day) are stealing our students. Employment prospects in the area are so good that they are pulling young

people away from education. Finally, the astronomical price of housing is driving our students (and their parents!) out of the area.

The only one of the above-stipulated causes of lower enrollment that we can control is the calendar. The supposed connection between the calendar and enrollment is the whole reason for the 15-week semester idea. People say we that if we move to a 15-week semester, then our enrollment will soar, as it has in some colleges down South.

But I wonder. Unlike us, the colleges down South are not in an area with the highest housing costs in the country. Unlike us, these colleges are not next door to a college district with a national reputation for educational quality. Unlike us, these colleges are not located next to the world center of the tech industry, which offers semi-skilled jobs that pay more than we teachers get paid. So I am not convinced by the promises of high enrollment under a 15-week semester.

Also, the evidence of a very few years ago is that we haven't enjoyed a very good reputation in our own community. This finding was the result of a survey commissioned by our own district. Perhaps if we do much more to address this kind of problem, then we will do much to solve our enrollment problems. People like to go to schools that they see as very good. They tend to stay away from schools with poor reputations. More attention to being very good may turn out to be the best way to attract students.

A quarter system would actually offer more advantages than a 15-week calendar. Under a quarter system students don't have to go to class more or study more each week, teachers don't have to teach more, prep more, and grade more each week, and yet the term is shorter. Under a quarter system the academic year begins after Labor Day. Finally, a quarter system would match the calendar of the near-by colleges that we say are stealing our students.

Also, a quarter system would be

an answer to the claim that students get tired after so many weeks of the long semester. This claim says that after about 14 weeks, students get tired, and the rest of the semester is a waste for everybody. My experience of 20 years, however, is that this fatigue actually sets in at around the eleventh week. (How intellectually focused have your students been since we have returned from Spring break?) So I don't see a 15-week semester doing very much to solve the fatigue problem. In fact since the 15-week semester means that everyone will spend more time in class and more school time out of class each week, fatigue will likely set in even sooner, for students and teachers alike.

The objection I hear about quarters is that it would mean restructuring courses and articulation. True, but this work would need to be done only once.

Point 8: I think we need to think about our goals as an institution, and plan and make policy choices according to those goals. The recent accreditation visit left us with the message that failure in this area is our greatest weakness.

I hope our institutional goals (the goals we actually hold and work towards, not just the goals that official documents say we hold) give a very high value and priority to quality teaching and learning. Isn't this why we are here? If so, then our policies should be chosen in the service of such value and priority. I don't see the 15-week calendar doing anything to improve teaching and learning. If anything, the opposite appears to me to be probable. So why are we seriously considering a move to such a calendar?

In summary: I can't see any educational benefits to the 15-week calendar while I see a number of detriments:

- It is unclear just how much of our enrollment problem is generated by the calendar. How about if somebody does a good study to estimate this so that we can know if the calendar issue really is the one to worry about? If our enrollment problems are not mainly

15 Weeks Makes Sense

Continued from page 5

cause it was part of the high school code from which the community colleges in California were created. We don't teach high school, and we're not preparing our students for high school.

Another argument against the 15-week system tells us that students will be overloaded with class and study time. Maybe some will. But students not taking lab courses would have Fridays free to add to their work or study schedule. And even with full academic schedules, including labs, with the shorter semesters, students will have six more weeks of vacation time, during which they can work, travel, volunteer, whatever they want to do. As students, who among us would have passed on that opportunity? Part-time students will be able to move through their sequences faster because of the extra summer session and winter intersession.

Still another argument supposes that the new schedule would make life difficult for adjunct faculty, who, in many fields, are becoming hard to find. But part-timers could work a Tuesday-Thursday schedule in our district and spend MWF elsewhere. The winter intersession and the extra summer

tied to the calendar (very probably true, in my opinion), then we have much more work to do to convince the world that we offer high quality education. Quality will probably be the best attractor of students.

- Whatever calendar we choose should be congruent with goals that put the quality of teaching and learning first. The 15-week calendar will move us in the opposite direction.
- If our enrollment problems really are due to the calendar, then a more certain fix that will not compromise the quality of teaching and learning will be to adopt a quarter system rather than to compress the semester. Adapting to such a change would be a lot of work, sure, but it would need to be done only once. ■

session will afford adjunct faculty added opportunities to teach. Regarding full-time faculty, who are also in short supply in some fields, and for whom we must compete with the nine other Bay Area districts, the shorter semesters could be an attractive draw.

It's Not Rocket Science

Will we have to change our curriculum? Probably. This may be anathema for those of us who have been doing the same thing for the past fifteen years, but for many of us the forced change might lead to our re-evaluating what we do in our courses. In any case, in almost every field, we've already adapted our courses to changes that we've sometimes had little or no say over. Perhaps we need to review what our courses contain. We have been teaching American History from 1865-Present since the fifties. Somehow, I assume, the course has managed to incorporate the time period since I was in college. Biology and physics courses, as well as others, have had numerous new concepts to deal with within the last two decades, and even in English, new innovations have come along. English 110 now meets the critical thinking requirement for IGETC because a unit on logical fallacies, among other things, has been added. To add that unit, something must have been dropped. Why was the change made? For enrollment reasons, of course. Was there grumbling among faculty? Of course. Are the students being short-changed? I think not. The material they're learning is valuable; it's simply not the same material that was taught a few years ago. We haven't begged for a longer semester in order to incorporate new material. We've either added courses where necessary or decided that some pieces of information are more important than others. The fifteen-week semester isn't cutting hours. We simply (or, in some cases, not so simply) need to figure out how to reconfigure our courses. This is not rocket science. Other community colleges with populations as

diverse as ours have figured out how to do it, and I find it hard to believe that we are offering an education that is superior to what they're offering.

Will the 15-week semester solve all our problems? Of course not. There will be logistical headaches, particularly with regard to night courses, and I know several members of our faculty, especially in math and science, are concerned about the configuration of labs and the amount of reinforcement students receive each week, legitimate concerns. In language arts, many of our class sessions are geared to interactive and small group activities, which can and do lend themselves to longer class sessions. I don't presume to know anything about teaching math and science, but I know the faculty in these fields are almost by definition problem solvers, and with their help we can come up with a model that will work.

Logistics Versus Pedagogy

We can't teach students who aren't there. And even today logistics are a problem. It's hard to argue that our current format is the best one possible. Why do we have so few afternoon classes? Simple. No students. Why do we offer three-hour night classes to students who have spent the previous eight hours at their jobs? Because students will come. In the never-ending debate over logistics and pedagogy, how many of us really believe that students learn as much via distance learning and telecourses as they do in the classroom? Still, even those of us who are skeptical must acknowledge that if students are enrolled they have the opportunity to learn. Enrollment is the key. We have the 17/18-week semester not because scrupulous research has shown it to be the most advantageous for community college students but because it's the system we inherited. In terms of attracting students, it appears to be a system whose time has passed. Our students vote with their feet. We have to pay attention to what they want. ■

Contract Revisions **Eliminate 2-Tier Inequity**

Continued from page 1

Concerned faculty members brought this inequitable situation to our attention, and we are grateful for their efforts. In a series of emergency negotiation sessions and through collaborative problem-solving, we have agreed upon a solution that we feel is fair and equitable and that will bring us back to a single-tiered salary schedule for full time faculty. We felt it was important to deal with this problem right away as the longer we wait, the longer we perpetuate the two-tier system and the harder it will be to fix. With this agreement, the two-tier system will be eliminated in three years and everyone's step placement will be based on actual experience. The complete, revised contract language, shown below, will be implemented following a ratification vote by faculty that will take place before the end of this Spring 2001 semester. Please read through the following revised contract language carefully:

1. Change section 8.3.6 of the Agreement to read:

8.3.6

Step placement on the regular academic employee salary schedule is based upon prior teaching experience or acceptable equivalent. High school and college-level teaching experience as a regular faculty member will be recognized on a year-for-year basis. Teaching experience between grades 1 and 8 (elementary) will be counted as one-half the value of teaching experience in grades 9 and higher. A new contract academic employee with 0 to 3 years of prior experience and whose first day of service begins on or after July 1, 2001 will be placed on Step 4. For a new contract employee with four (4) or more years of prior experience, such experience will be recognized,

year for equivalent year, up to a total of seven (7) years for a maximum initial placement at Step 8. The Chancellor-Superintendent may recommend initial placement above Step 8 in exceptional circumstances that affect the interest of the District. The Chancellor-Superintendent will inform the Union president of such recommendation.

The following chart illustrates initial placement according to the above paragraph:

| <u>Experience</u> | <u>Step</u> |
|-------------------|-------------|
| 0-3 yrs. | Step 4 |
| 4 | Step 5 |
| 5 | Step 6 |
| 6 | Step 7 |
| 7 or more | Step 8 |

Explanation: The revised contract language eliminates the unintended two tiers by doing away with the four-step "jump" new faculty were receiving under the current contract language (see table on page one). Step placement will be based again on actual experience (except for some new hires who will start at step 4). The revision also achieves the District's original intention to set the minimum step placement on the regular academic employee salary schedule at Step 4 and the maximum placement at Step 8.

2. New contract academic employees who began their first day of service between August 15, 2000 and June 30, 2001 will be placed on the regular academic employee salary schedule according to the following previously ratified (current) contract language:

"A new contract academic employee with no prior experience will be placed on Step 4. High school and college-level teaching experience as a regular faculty member will be recognized on a year-for-year basis up to six years, resulting in a maximum initial step placement at Step 10. Teaching experience between grades 1

and 8 (elementary) will be counted as one-half the value of teaching experience in grades 9 and higher."

The District will immediately place these faculty members on the proper step (as per the language above) retroactive to August 15, 2000 and will issue a retroactive paycheck.

As of August 15, 2001 these faculty members will be held at their current step. The determining factor for how long these faculty members will be held at that step is based on a comparison of placement according to the above current contract language and placement according to the following language:

A new contract academic employee with up to three years of prior experience will be placed on Step 4. Additional high school and college-level teaching experience as a regular faculty member will be recognized on a year-for-year basis up to nine (9) years, resulting in a maximum initial step placement at Step 10. Teaching experience between grades 1 and 8 (elementary) will be counted as one-half the value of teaching experience in grades 9 and higher.

The difference between the two methods of placement is the number of years a person will be held at that step.

Explanation: Faculty members hired after August 15, 2000, through no fault of their own, suddenly found themselves in a special category. We felt that it was important to find a way to bring them into the same tier as previously hired faculty members in a fair and legal manner. The agreement described in this letter will honor the contractual agreement we have with these employees by placing them according to the current language, but in order to eliminate the two tiers, those who got the extra steps without the requisite teaching experience will be held at their current step until their step and experience match on a year-for-year basis. For example, a new faculty member hired after August 15, 2000 with 5 years prior experience was

placed at step 9 rather than step 6. This person received a 3-step "jump" and, for this reason, will be held at step 9 for 3 years. According to this plan: 13 faculty members will not need to be held at their current step, 8 will be held at their current step for 1 year, 5 will be held for 2 years and 10 will be held for 3 years. In three years everyone will be on the same schedule (tier) once again.

3. Faculty members who began their first day of service as contract academic employees before August 15, 2000 and who are currently below Step 10 will be advanced up to Step 10, depending on prior experience, retroactive to the date of their last step increment. For example, a faculty member with 9 or more years of prior experience (including creditable experience before he/she started working in the District as well as experience in the SMCCCD) will be advanced to Step 10, a faculty member with 8 years of prior experience will be advanced to Step 9, and so on. Faculty members advanced due to this language will be issued a retroactive paycheck.

The following chart illustrates placement according to the above paragraph:

| <u>Experience</u> | <u>Step</u> |
|-------------------|-------------|
| 0-3 yrs. | Step 4 |
| 4 | Step 5 |
| 5 | Step 6 |
| 6 | Step 7 |
| 7 | Step 8 |
| 8 | Step 9 |
| 9 or more | Step 10 |

Explanation: This addresses the problem of faculty members hired within the past few years earning less than faculty members with the same experience hired since August 15, 2001. Faculty members with the requisite teaching experience will be advanced up to

step 10 on the salary schedule. This will benefit 34 faculty members as follows: 15 will be advanced 1 additional step, 14 will be advanced 2 additional steps and 5 will be advanced 3 additional steps.

4. Faculty members who began their first day of service as contract academic employees before August 15, 2000 and who are currently below Step 4 will be advanced to Step 4 retroactive to the date of their last step increment.

Once again, we appreciate that concerned faculty members responded to the issues raised by the existing contract language, and we apologize for any confusion or difficulties that this language has caused. Finally, we want to reinforce the AFT's and the District's commitment to a living wage standard. We pledge to work together to make Chancellor Johnson's promise of bringing all faculty salaries up to the top three in the Bay Ten a reality.

Sincerely,

Joaquín J. Rivera and Katharine Harer, Co-Presidents, AFT Local 1493

Joe Johnson, Chancellor and Ron Galatolo, Associate Chancellor, SMCCCD

DON'T FORGET TO VOTE!

The ratification vote will take place at all three colleges on: Wednesday, May 16 and Thursday, May 17, from 10:00 am to 2:00 pm & from 5:30 pm to 7:00 pm at the following locations:

- **Cañada:** Theater Lobby
- **CSM:** Faculty Center (Bldg. 18- Room 176)
- **Skyline:** Library (Bldg. 5, 2nd floor)

HUMAN RIGHTS

Working Together to Promote Workers' Rights

The American Federation of Teachers is committed to social justice both nationally and internationally. This commitment is exemplified in AFT's historical work to fully integrate our schools, and in our support of campaigns to ensure a living wage for all workers. In addition, we are dedicated to working together with our fellow unionists on behalf of workers.

Recently, movements have been initiated from a number of directions bringing faculty, staff and students together to show our commitment to these principles. These movements are aimed at forcing institutions of higher education to be fair labor employers and to only contract with companies who commit to doing the same. AFT's involvement has focused on two different, but parallel efforts.

The United Students Against Sweatshops Movement

The first effort concerns the United Students Against Sweatshops (USAS). The resolution "United Students Against Sweatshops Movement" was passed at the 2000 AFT National Convention. This resolution addresses a rapidly growing, campus-based movement, focused on issues of labor rights in the global economy. USAS has focused on their "Sweat Free Campus Campaign," a campaign designed to create leverage over the apparel industry by placing conditions on how colleges and universities contract for collegiate apparel and other goods. In addition, this group encourages universities and colleges to join the Worker Rights Consortium, endorsed by the AFL-CIO, and adopt their Code of Conduct.

University Codes of Conduct

The second effort deals explicitly with university codes of conduct. The

Continued on page 10

Pesticide Spraying During Classes at CSM

by John Kirk, Chief Grievance Officer

The following memo regarding pesticide spraying at CSM was sent to those in charge of Buildings and Grounds at the District Office with a copy to the college president and the chancellor. To date, the AFT has received no response.

To: Linda da Silva
Jose Nuñez

From: John Kirk, AFT

Date: March 30, 2001

Subj: Spraying of Pesticide at CSM

At 9:10am today, a District employee was spraying a pesticide directly outside the classrooms of building 16 and the faculty offices of building 15. The windows of the classrooms were open as were many of the faculty office windows. The employee was not wearing any kind of protective gear-e.g. a mask.

I closed by office window in building 15, went outside and asked the name of the pesticide she was spraying. She said it was Roundup and it wasn't dangerous at all - it doesn't cause respiratory problems.

A number of faculty members and potentially an even larger number of students have bronchial asthma and other allergies which render them

Promoting Workers' Rights

Continued from page 9

AFT Higher Education Program and Policy Council recently endorsed a "University Code of Conduct" which outlines proper conduct for a college or university, as well as contractors used by the college or university, to ensure that the institution is a "fair labor practice employer." This would mean that an institution supports bargaining rights, a living wage, humane and dignified working conditions, an end to discrimination, and strict protection

hypersensitive to any pesticides.

Could you answer the following questions?

1. Why was the spraying done at the busiest time of the day in such close proximity to students and faculty?
2. Was any effort made to inform students and faculty that pesticides were being sprayed so those with respiratory problems could remove themselves from the danger?
3. Does the District have a policy concerning the spraying of pesticides?
4. I looked up the pesticide Roundup on the internet. One source (<http://www.safe2use.com/pesticideneews/roundup.htm>) said that the primary ingredient in Roundup is Glyphosate and glyphosate is linked to non-Hodgkin's lymphoma, a form of cancer.

Could you respond to these questions and let me know what precautions the district takes to protect the health of the faculty and students with regard to the spraying of pesticides?

Thank you. ■

Educators Credit Union

All members of AFT Local 1493 are eligible to join the S.F. Bay Area Educators Credit Union. To join the Credit Union and/or request a loan application: call 415-664-4313 or email them at services@sfbayedcu.org. You can also check out loan types and rates by going to the Credit Union website at www.sfbayedcu.org. ■

of academic freedom.

Local Action

Much can be done at the local level to support such efforts. A coalition of interested groups in the San Mateo Community College District could accomplish many things. AFT Local 1493 would very much like to hear from interested individuals and groups in the District who would like to work together on these human rights and social justice issues. Please give AFT a

Part-Timer Unemployment Insurance Benefits

All part-timers should remember that you are eligible for unemployment compensation benefits over the summer break, unless you are working another job over the summer and you are earning more than your unemployment grant would be. As soon as you give your last final exam, you should go to the local Employment Development Dept. (EDD) office and file a claim, or reactivate the one you have from last winter (if you applied between semesters). If it is a new claim, you will have a one-week waiting period before benefits start, so do not delay. You can also claim for the period between regular terms and summer school.

When applying, tell them about all your jobs, since your benefit is based on all your income over the previous year. When they ask if you have a job to go back to after summer break, you should answer, "Not with reasonable assurance. I only have a tentative assignment contingent on enrollment, funding and program needs." This is important. Do not just tell them that you have an assignment for fall or you will be disqualified. According to the Cervisi decision of the State Court of Appeals, part-timers, as a class, do not have "reasonable assurance" of a job and hence are eligible for benefits between terms. If questioned further, mention the Cervisi case. Be sure to fill out all job search forms correctly, and appear as directed in person or by phone or mail. You should not have any problems, but if you do and are denied for any reason, call the AFT office as soon as possible and the Union will advise you on how to file an appeal. Don't be reluctant to file. This is your right, not charity. ■

call at x6491 or drop by the office at CSM (15-131) if you would like to talk about helping to put such a coalition together here. ■