

Faculty approve new contract by a 95% vote

On Wednesday and Thursday, April 20 and 21, SMCCCD faculty members voted overwhelmingly to ratify the new AFT 1493 contract with the District. 203 faculty members voted to approve the

tentative agreement, while 10 voted against approving the new contract. Of those who voted, 95% of the faculty approved the contract.

The Board of Trustees approved the AFT contract at their meeting

on Wednesday, April 27. May paychecks will include the new salary and health cap amounts and retroactive pay will be distributed in separate checks at the end of June.

WHAT DO YOU THINK?

Faculty respond on Student Learning Outcomes

In the April 2005 Advocate, we asked faculty to send us their thoughts about the implementation of Student Learning Outcomes (SLOs) in the newly-required accreditation standards. We pointed out that the state Academic Senate, the CFT and other faculty organizations have raised serious concerns about how these new standards will be implemented. Three faculty members have written responses which we are printing in this issue. The first article, below, is written by District Academic Senate President, Connie Beringer. Two other responses, by CSM SLO Coordinator, Sandra Stefani Comerford and Skyline English professor, Kathleen de Azevedo Feinblum are on pages 4 and 5 and a letter to The Advocate on the subject of SLOs is on page 8.

Senate focuses on reality of SLOs

By Connie Beringer,
District Academic Senate President

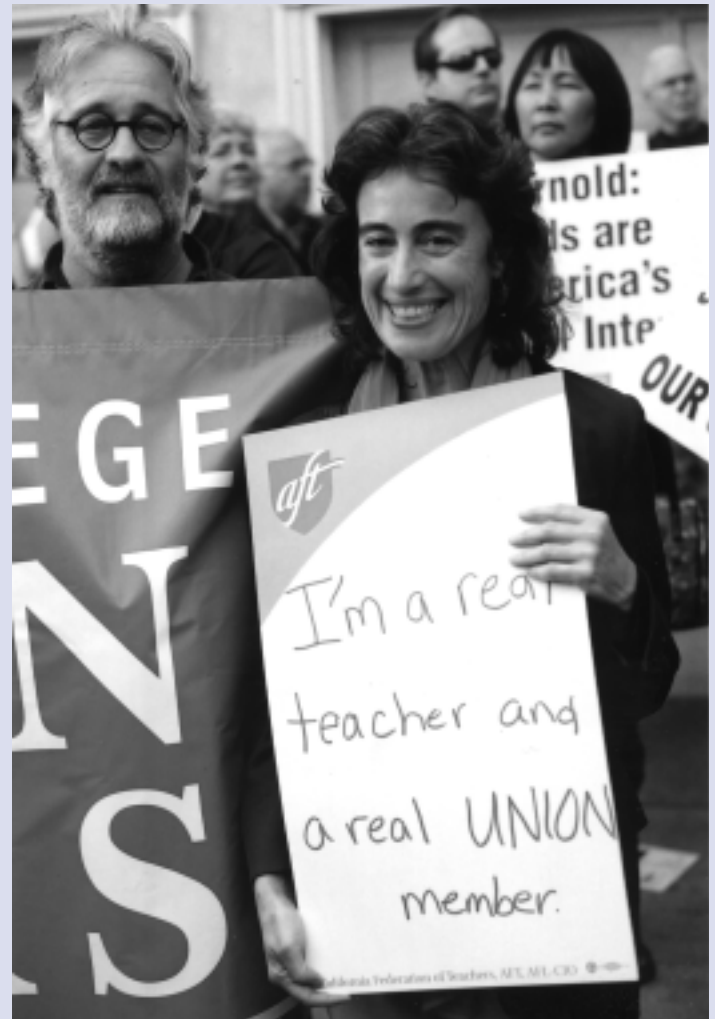


The April 2005 Advocate article, "Faculty vigilance needed in implementation of 'Student Learning Outcomes,'" sounds an alarm over the new accreditation standards' focus on student learning outcomes (SLOs). The fact is that the Academic Senate (ASCCC) has opposed the new standards for years, lodging over 100 objections to them, primarily for their reliance on "marketplace values."

As recently as April 9, 2005, the Senate reaffirmed its objections to aspects of the new standards and their focus on student learning outcomes, "as unsubstantiated by research, reductive, expensive, invasive,

continued on page 4

AFT 1493'ers rally against governor



AFT 1493 Executive Secretary Dan Kaplan and Co-President Katharine Harer were among the half dozen AFT 1493 members who joined thousands of other teachers, nurses, firefighters, state employees, students and others at a demonstration against Governor Schwarzenegger at the Ritz Carlton Hotel in San Francisco on April 5. They rallied against the governor's proposed ballot measures, including anti-teacher proposals such as the privatization of STRS & PERS pensions and merit pay for teachers.

INSIDE THIS ISSUE

- 3 AFT 1493 Executive Committee sets new work plan
- 6 Cañada "unveils" program review
- 7 Skyline Senate's full agenda
- 8 Letter on SLOs from San Diego Mesa College
- 10 AFT 1493's 2005-06 work plan goals

San Mateo Community College
Federation of Teachers
AFT Local 1493, AFL-CIO
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
(650) 574-6491
aft1493.org

Editor

Eric Brenner, Skyline, x4177

Editorial Board

Eric Brenner, Skyline, x4177
Dan Kaplan, x6491

Co-Presidents

Katharine Harer, Skyline, x4412
Joaquin Rivera, Skyline, x4159

Vice President

Ernie Rodriguez, CSM, x6640

Secretary

Kathleen Feinblum, Skyline, x4477

Treasurer

Dave Danielson, CSM, x6376

Chapter Chairs

Chip Chandler, Skyline, x4286
Rick Hough, Skyline, x4193
Teeka James, CSM, x6390
Yaping Li, CSM, x6338

Executive Committee Reps.

Nina Floro, Skyline, x4414
Anne Nicholls, Cañada, x3293
Karen Olesen, Cañada, x3415
John Searle, CSM, x6607
Suzanne Russell, CSM, x6363

Part-timers Reps.

Victoria Clinton, Cañada, x3392
Jenny Saarloos, Skyline, x6889x9249
Sandi Raeber, CSM, x6665

Chief Grievance Officer

John Kirk, CSM, x6386

Executive Secretary

Dan Kaplan, x6491
kaplan@smccd.net

PRESIDENTS' PERSPECTIVES

Thanks for your support of the new contract; our work continues

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



Congratulations! Our new contract was passed with a 95% approval rate during the ratification vote held on all three campuses on April 20th and 21st. Thanks to all faculty who sat at the tables and helped to facilitate the vote. This contract is retroactive to the beginning of this academic year (2004-05) and covers the next two years (2005-2007). Note that this is a three-year settlement **with the exception of salaries, benefits and one item still to be named by AFT.** Because of the volatility of the budget process and the uncertainty created by the Governor's anti-education proposals, the District was only willing to negotiate a one-year settlement for the "big-ticket" monetary items. We will return to the bargaining table this summer to negotiate salaries and benefits for fall 2005 and beyond. **Note: May paychecks will reflect salary increases and savings in health care costs. A separate retroactive check going back to August 2004 will be included with June paychecks.**

Collaborative process leads to positive contract

We think we can safely say that this is a very good settlement, especially at this time with the vicious attacks on education. We are grateful to our Board of Trustees for their proactive support for faculty, staff and students. We would also like to thank Chancellor Galotolo for his recognition that in order to attract and retain quality faculty, we must

continue to improve our salaries and not allow the cost of benefits to erode our paychecks. Although it took a year to complete and included a short stint in mediation, in the end this settlement illustrates how a collaborative process between the union and the District can bring positive results. We realize that there are issues that were not addressed during this round, such as part-time office hours, a variety of load issues, and many other thorny areas that need attention. On the other hand, we were able to deal with a large array of issues and to avoid some very problematic proposals initiated by the District. We recognize the fact that there is always more to be done.

Continued pressure needed to oppose the governor's proposals

On the statewide scene, the governor has responded to pressure from teachers, school staff, fire-fighters and nurses and withdrawn his pension "reform" proposal from the initiative process and a new poll shows his voter approval rating has dropped to an all-time low, largely because voters don't support his handling of education. He intends, however, to bring his attack on pensions back through the legislative process.

Therefore, it is no time to let up pressure on our celebrity governor. To this end, a contingent of union activists from our local showed up on Nob Hill earlier this month for a rousing anti-Arnold, pro-public employee rally outside the Ritz Carlton hotel where Schwarzenegger put on a ritzy fundraiser to support his so-called "reform" agenda. Thousands of high-spirited *very special* interest groups, such as nurses, fire-fighters, teachers and service staff sur-

continued on next page



AFT 1493 Executive Committee meets to review organization and to develop a new work plan

By Ernie Rodriguez,
AFT 1493 Vice President



On April 12 the AFT 1493 Executive Committee (EC) met in a special meeting to conduct a process of self-evaluation and to develop a

draft of a Union work plan for the coming 2005-2006 academic year. The meeting was facilitated by Ernie Rodriguez, Union Vice President and Yaping Li, CSM Chapter Co-Chair.

All EC members were invited to provide topics for the meeting. At the meeting, EC members broke down into small work groups to brainstorm work plan goals for the coming year.

Four areas of focus

This special meeting focused on four important areas: Communication; Leadership Development; Organizational Structure; and Policies and Procedures.

EC members scheduled this meeting in recognition of the importance of conducting periodic reviews of our organizational process to insure that the Union is continuing to meet the needs of faculty. Such a process of

self-examination is an important sign of a healthy organization committed to positive growth and transformation. A final vote to officially adopt the work plan draft will be taken by the Executive Committee on May 18, at its final meeting of the current academic year.

Work plan goals

The top five work plan goals under each main topic area of the work plan draft are included on page 10 of this issue and the complete list of goals can be found on the AFT 1493 website. These goals are presented to inform faculty and to encourage input and allow time for faculty to suggest changes. EC members were allowed five votes for items in each major topic area. The total votes each item received is listed in parentheses next to the item.

If you would like to propose any revisions to the work plan draft before final adoption please e-mail Ernie Rodriguez (Rodriguez@smccd.net) before the May EC meeting. Once the work plan is adopted it will serve as the official guide to Union activities for the coming year. An implementation plan for the officially adopted work plan will be developed at the AFT Executive Committee retreat before start of the '05-'06 academic year. □

Dues reform on the Fall agenda

Look for a Local dues reform proposal at start of Fall

An important dues reform proposal will be presented to our members at the beginning of the Fall semester. Look for a special brochure on the subject of dues reform when we return from summer vacation. Our local has been seriously underfunded for many years due to a structure for collecting members' dues that is not only inequitable but is at the lowest percentage when compared to other unions in the state. The end

result is that we cannot sustain our activities without reforming our dues structure, especially at this time given the fact that the CFT has requested an additional amount to help fight Schwarzenegger's threats to teachers' pensions and tenure, ransacking of Prop. 98, merit pay proposals, etc. Our Executive Committee has approved a careful and fair reform of our dues structure. We will give you all the details, background information and financial data in the Fall.

Presidents' Perspectives

continued from previous page

rounded the hotel shouting slogans, waving banners and forcing the guests who arrived in their limos and tuxedos to think about the ramifications of the governor's proposals on the real lives of real people.

Rally against the governor in Sacramento on May 25

On Wednesday, May 25th, there will be a huge rally in the capitol to protest the governor's proposals.

Unfortunately, it's finals week for us, but let's spread the word to our colleagues in K-12 education and to others affected by these dangerous, corporate-inspired proposals to show up in Sacramento.

Another date to remember: the faculty union at CCSF (AFT 2121) is sponsoring an art sale to benefit the work of U.S. Labor Against The War (USLAW) on Friday May 13th in the Diego Rivera Theatre on the CCSF campus from 3 to 6 pm. USLAW is bringing six Iraqi labor leaders to the

U.S. in mid June to tour the country and talk with workers, students and community members about the realities of the war and working and living conditions in Iraq. We were able to raise over \$1200 at the dinner fundraiser our local organized this March along with Local 2121. At this May event, faculty and student artists will show and sell their artwork. It looks to be a good time for a good cause. If any of our faculty would like to donate artwork for the event, please call AFT 1493's office at x6491. □

WHAT DO YOU THINK?

Faculty respond on SLOs

Beyond compliance

By Sandra Stefani Comerford
SLO Coordinator, College of San Mateo



In her article "Senate Focuses on Reality of SLOs," Connie Beringer has very aptly responded to an article in the April 2005 issue of *The Advocate* that advised us to be vigilant about implementing student learning outcomes (SLOs). She

clearly outlines the initial position of the State Academic Senate and its more recent modifications, which state the importance of faculty in determining the articulation and implementation of the SLO assessment cycle. Our own District Academic Senate has also highlighted the essential role of faculty in this process, a position supported at the colleges.

Evaluating learning, courses, programs

Most faculty members are now aware of WASC's new standards emphasizing student learning outcomes and their assessment. And to a certain degree, the work that has begun this semester on all three campuses across the district reflects our compliance to these new standards. However, the SLO assessment cycle need not be one of just compliance; it provides us with a process to evaluate student learning and can also provide us with valuable information for our courses and for our depart-

ments and programs. It is not intended nor will faculty allow this to become a process to evaluate individual faculty members.

Rhetorical questions

Faculty members at CSM are concerned about many issues related to the SLO assessment cycle: time, compensation, effectiveness, compliance, benefits to teaching and learning. All these concerns are legitimate. Will this assessment movement be an educational fad, as so many have been in the past? Will it make any difference in teaching and learning? Will it be a waste of time? For now, I will leave these as rhetorical questions. If indeed we achieve only compliance for WASC, then I—along with Karen Wong at Skyline College and Ray Lapuz at Cañada College, fellow SLO coordinators—will have much to lament, for we will have wasted hours of work.

As I have discussed the SLO assessment cycle with my colleagues at CSM, I have tried to emphasize the ultimate benefit I hope our assessment work will garner beyond compliance—rich dialogues within our departments and improved teaching and learning. I have had many conversations with faculty members at CSM that demonstrate their commitment to teaching and working with our diverse student body. The assessment cycle should and can dovetail with this commitment. We the faculty, the discipline experts, will need to articulate and evaluate SLOs that are ultimately meaningful for us and that support the success of our students. □

Senate dealing with reality of SLOs

continued from page 1

needlessly encroaching on time better spent on instruction, lacking sufficient references to local Senate authority and expertise, and demonstrating an insensitivity to local bargaining agreements" ("Working with the 2002 Accreditation Standards: The Faculty's Role" 3)

SLOs are now part of the educational landscape

But the reality is that the new standards—and SLOs—are now part of the educational landscape. Publishers have begun to incorporate them into our textbooks, and consultants have a whole new area in which to offer their "expertise." As a result, in the last year, the Academic Senate changed its focus to respond to that reality.

Recognizing that faculty roles in accreditation are essential to a healthy peer review process and are founded in the Education Code and Title 5, the Academic Senate strongly reaffirmed the statutory authority of the

faculty role in accreditation, including "determining how outcomes and objectives should be defined and evaluated" ("Working..." 1).

SLO design must originate with faculty

The Senate underlined faculty authority and expertise in a resolution "insist[ing] that the designs of all processes for measurable objectives and/or outcomes remain exclusively a matter for local faculty and senates..." (36th Fall Sessions Resolutions, 2.01, F04). In short, SLO design must originate with local faculty.

In this District, because of the hard work of many Academic Senate leaders, faculty have a strong "10 + 1" agreement (Rules & Regulations 2.06 "Academic Senate Delineation of Authority"), by which our Board has agreed to "rely primarily" on faculty advice in all academic and professional matters covered under Section 53200 of Title 5. Clearly, the content and teaching of our courses and pro-

continued on next page

WHAT DO YOU THINK?**Faculty respond on SLOs****Student Learning Outcomes can help improve teaching and learning***By Kathleen de Azevedo Feinblum, Skyline*

Student Learning Outcomes and all its implications are on our horizon, and they couldn't have arrived at a better time. In spite of our good intentions, education has been suffering from a crisis of incompetence for years. The goal of the com-

munity college is not only to educate the prepared student, but to introduce the unprepared student to the true rigors of academia. The adoption of SLOs will mean imposing higher standards in instruction and in learning which we hope will accomplish this goal. Though many of us already adhere to our individual high standards, and though we can all agree that we need higher standards in theory, enforcing the higher standards across the board will require collective fortitude.

New accountability will be required

In incorporating SLOs, community colleges will have to reexamine its core philosophy. Community colleges are

open enrollment institutions and should continue to be so. But once students are in the system, they must get a taste of the "real school" that instructors are already privy to. As Mike Zebra, professor of English at York College of Pennsylvania and presenter at the 2005 Conference on College Composition and Communication said to me in a private conversation, "To *not* reveal what we know to students is the ultimate discrimination." As part of their growth, community colleges need to make some tough choices. Intellectually, we all know reasons why some students fail and there are programs in place to deal with the variety of difficulties. But if the bottom line is to follow SLOs, then we as instructors and administrators, along with our students, have to accept the new discomfort which comes from changing our methodology. Newer and better inventions like the car have made our lives more productive yet have given us a new set of responsibilities. Implementing SLOs will be the same; it will require new accountability from instructors, administrators and students.

We may need to withstand student complaints

Instructors will need to focus their class on the world outside of their own classroom, and form an alliance (even philosophical) with the outside world. For some instructors,

*continued on page 8****Senate works with SLOs here and now****continued from previous page*

grams, including how outcomes and objectives should be defined and evaluated, fall within the purview of this agreement.

SLO coordinators take lead

Our District Academic Senates and faculty colleagues have indeed "seiz[ed] the initiative on the design and coordination of SLOs" ("The 2002 Accreditation Standards: Implementation"). At each college, Student Learning Outcome coordinators, awarded reassigned time, have been appointed by the local Academic Senates: Ray Lapuz at Cañada College, Sandra Stefani Comerford at College of San Mateo, and Karen Wong at Skyline College.

These faculty leaders have undertaken discussion and development of SLOs at each college, with workshops and training already underway at each campus. They are currently organizing a District-wide workshop. Throughout the process, the SLO coordinators will report to the District Curriculum Committee, a sub-committee of the District Academic Senate, as to what each college is doing regarding SLOs.

Nevertheless, as the ongoing process of determining and assessing Student Learning Outcomes continues, faculty must remain vigilant and aware of certain dangers inherent in the process. Knowledge of faculty rights and responsibilities under Title 5, Section 53200 is key. If the new accreditation standards are in conflict with academic and professional rights, your Senates will challenge them.

Faculty evaluation must not be linked to accreditation

The Senates will work with the AFT to resist efforts to link evaluation of faculty to the accreditation process itself. We will work to use methodologies that create a blind between individual class sections and the institution to protect the privacy of students and faculty (ASCCC Resolution 2.01 F03).

Finally, while the Academic Senate does not endorse the 2002 standards and their reliance on marketplace values, "it does recognize that because accountability is centered on institutional missions, ... faculty have an opportunity to provide the necessary planning to help direct resources in support of the success of each individual student" ("The Faculty's Role"). I encourage all faculty to participate in all levels of the accreditation process so that our voice continues to be heard, and our expertise in these academic matters prevails. □

CANADA ACADEMIC SENATE REPORT

Program review is “unveiled” at Cañada

by Patty Dilko, Cañada College
Academic Senate Vice President



On the afternoon of Tuesday, April 26, one third of Cañada’s faculty sat down with the Academic Senate Curriculum

Committee to hear presentations made by the first six programs to have completed their Program Reviews using the new program review tool and process. Representatives from the Physical Education/Athletics, Business/Office Technology, English Institute, Reading/Writing, CBET and English Departments gave 20 minute summaries of their Program Reviews, highlighting the uniqueness of each program and the challenges that faculty face in implementing innovative, student-centered education.

Excellent program review summaries were presented

Sharon Finn, Romy Thiele, and Carolyn Jung prepared an in-depth review of student demographics and the changing environment for the Business/Office Technology careers. Sally McGill eloquently defined the myriad of programs offered by the Physical Education and Athletics department as well as the unique quali-

ties of our athlete scholars. Lisa Palmer, Dave Clay and Susan Gangel spoke at length about the English Department’s commitment to student-centered curriculum development with the goals of increasing student success rates. Yolanda Valenzuela and Elizabeth Terzakis described multiple collaborations that they feel have strengthened their work with students. Jenny Castello, Katie Schertle and Anniqua Rana quantified that the over 1,300 students participating in the English Institute constitute approximately 1/5 of our student body. They then quoted our Title V HSA grant analyst who said that “The EI Program at Cañada is one of the most successful in the State.” And Linda Haley simply blew people’s minds as she described the depth and breadth of the CBET (Community-Based English Tutoring) program and its contribution to the mission of Cañada College.

These professors’ commitment to the learning environment at Cañada College brings new meaning to the quote by John King: “Those who can; do. Those who believe others can also; teach.”

Need for more full-time faculty and technology cited

Though the programs’ specifics were quite different, it was not surprising that the challenges faced by all six programs were very similar. While

emphasizing the quality and commitment of existing faculty, most of the programs cited a need for more full time faculty members to support and continue the projects that were already underway. Another theme that was heard consistently was the need for increased access to technology, technology updating and technology support at the classroom level.

Evaluation of the Program Review process coming up soon

Last year when Senate undertook the challenge of program review revision, it was our dream that the new process would be meaningful to both the departments involved in the self-evaluation and the greater campus community. This year it is clear that the information generated from the process will not only guide program development but inform campus shared governance and strategic planning activities. Within the next few weeks President Perez and the Senate Governing Council will be sponsoring a Program Review evaluation meeting at which faculty and administrators who have just completed the process will be able to give feedback and make suggestions for improvement. We hope to make some minor, yet meaningful, adjustments to the process and move forward into next year with another six to ten programs being scheduled for completion. □

**Check out AFT 1493’s website:
AFT 1493.org**

- **Updated news and information on the state budget and community colleges**
- **Complete AFT-District contract & salary schedules**
- **Links to other districts’ contracts and salary schedules**
- **Information on Student Learning Outcomes**
- **Useful links to many other community college & union websites**

Skyline faculty has full agenda as end of academic year nears

by Nick Kapp, Skyline College
Academic Senate President



We have been busy this past year. At Skyline we now have a full time president, so we are not talking about what our president will be

and why we even need one. The College Budget Committee met and found funding for 8 new faculty positions. We are not dreading a May revise that has the specter of more cuts. We have already had college-wide discussions on the raising of Math and English requirements for graduation. Senatewise, the semester is starting to wind down. However, as the semester end is near, we are all working on final projects and papers and the work that just starts when the students hand in that last exam. I still dread handing in the green sheets and I wish I could just transfer my Grade Book files. We teachers are always a busy group.

8 new faculty and a V.P. of Student Services to be hired

Currently we are working on a number of items. We are hiring 8 new faculty, a Vice President of Student Services, and a host of others. I think one of our most critical functions is to make sure that we hire a good fit with our college community. We should remember that we are hiring colleagues that we will be spending time with and teaching with for the next few decades. It is critical that we pick wisely.

Updating District rules and regulations

I would also like to point you to a wonderful resource. The District has published the rules and regulations on

the district website. You can find the rules and regulations at <http://www.smccd.net/accounts/portal/>. Look under "Downloads", then "District Information", then "Rules and Regulations". These district rules and regulations include a number of agreements that our board and the AS use to interact with one another. However with changing times some of these rules and regulations have become outdated. Take for instance our recent work with the mutual respect policy; all constituencies on every campus have been working on this policy. It is important that we get it right, because we may have to live with it for a long time. While going over these rules and regulations may be tedious at times, I think it is important for us to be proactive and find and fix items before we are held to an outdated standard. With our current board and our agreement 2.06, the 10+1 (Academic and professional matters), we should take advantage and make our voice and opinions heard on academic and professional matters.

On the agenda: SLOs, accreditation and common course numbering

Some items that are pending are Student Learning Outcomes and accreditation. Skyline has very competent faculty leaders in Karen Wong and Ray Hernandez. Another person who is helping is Phyllis Taylor, who will help organize our training and our flex days so that the campus can take a coordinated view of both of these major projects.

Another topic that is working its way through District and local curriculum committees is common course numbering. With RR 2.26 students can move from campus to campus without penalty. Common course numbering will make it easier for students, however it does not make it easier for us.

We will have a lot of discussions on this one in the future.

Senate and committee work is part of our responsibilities

We are in the process of looking at elections for next year. I would like to thank the members of the 04/05 ASGC. You can find out more about them at the Skyline AS web page <http://www.smccd.net/accounts/skysen/>. Hopefully all faculty will serve on Governing Council or at least one of the many committees that we are requested to be on. Again, I want to remind you that part of being a college professor is the activities that we do outside the classroom. Health and safety may not sound like the best committee to be on, but they can affect our students, our classrooms and our every day life.

So it looks like we are ready to move to the end of the semester. We have accomplished a lot this semester and we are preparing for the next. Right now we're busy at what we do best—teaching and working with our students. I am looking forward to finals so I can see how much my students have learned and to participate in graduation. Skyline always has a very loud and active ceremony. I am also looking forward to when I am no longer president. I would like to tackle our next problems—SLOs, accreditation, Mutual Respect, hiring guidelines and common course numbers—as one of the many faculty who express their opinions serving on a committee. I will leave the facilitation and the scheduling to next year's academic senate. □

Check out the Skyline Academic Senate website: From the college home page, click on: "For Faculty & Staff", then: "Academic Senate"

San Diego faculty member sees advantages in implementing SLO's as long as faculty are central to the process

Following up on the recent AFT 1493 newsletter article on Student Learning Outcomes (April 2005 issue), you might be interested in two documents adopted at San Diego Mesa College. (A link is available on AFT 1493's website.) I was involved in framing both documents.

So long as faculty are at the center of the development and implementation of standards, and so long as they tie the implementation to the availability of resources, I maintain that the articulation of student learning outcomes statements, alongside professional associational principles, is salu-

tary and prompts careful thought about the teaching/learning relation.

*Jonathan McLeod, Professor
History Faculty;
Social Sciences Department
San Diego Mesa College*

Proposed collegewide Student Learning Outcomes from San Diego Mesa College:

Critical Thinking: Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions.

Communication: Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.

Self-awareness and Interpersonal Skills: Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.

Personal Actions and Civic Responsibility: Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.

Global Awareness: Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.

Technological Awareness: Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. □

SLOs can help improve teaching & learning

continued from page 5

this may mean raising the standards of the class, substituting activities students like, for ones students need. Instructors must be willing to give honest grades which match student abilities, even if it means flunking a favorite student. As well, instructors will need to withstand the complaints students may have about their grades or about the rigors of the class and hold firm. Yes, they may have to play the "bad guy/gal."

Administrators have key role

Administrators will need to accept that, in the short term, enrollment and retention may suffer as students are confronted with the new guidelines. Instructor evaluations should go beyond the in front of the class performance and access actual student progress in a given class. Administrators should continue encouraging the

current implementation of short courses which specialize in a needed skill and which augments the existing support services such as the Learning Center. Certain administrative policies could use a second look such as having the final drop date so late in the semester. Making the final drop day earlier, say at mid-semester, would encourage students to make a commitment earlier, thereby pushing the students to work at the top of their ability before they fall too far behind and try to catch up the last few weeks of the semester.

Students must take more responsibility for their learning

Students, especially those unprepared, will need to accept that classes will be harder, and that they will have to take more responsibility for their learning. Many who have been resistant to tutoring will have to utilize our available services. For those students who tend to fall behind in their home-

work, this will mean devising a more efficient study plan. Though most of our students work, they will need to prioritize their activities. It will be impossible to work 40 hours and take 16 units of challenging classes at the same time. Students will have to assess realistically, their preparedness. Though it is true that many of our students have personal problems which stand in the way of their learning, the bottom line is that in this imperfect world, personal and professional concerns are always juggled simultaneously. Students need to see that the rewards of higher standards include both a higher level of competence and higher self-esteem.

Right now, to many, SLOs may seem rather abstract. When they are decided upon, they will provide a more honest look at what the outside world expects. This will benefit us all. But the growing pains that come from changing our assumptions and our philosophy, will be part of the bargain which we all must accept. □

Part-time medical reimbursement application deadline is July 21, 2005

The deadline for eligible part time faculty to submit their medical reimbursement application is July 21, 2005. The application plus proof of medical plan enrollment premium payments for partial premium reimbursement (up to 50%) must be submitted. The exact reimbursement shall be equal to the level of reimbursement received by the District from the State Chancellor's Office under Education Code sections 87860-87868.

The required form, including text from AFT Contract section 9.12, et seq., is available on the District Intranet under Human Resources. Paper copies of the required request form are also available for pick up in your College Payroll office as well as in the District Office of Human Resources.

The completed reimbursement request form must be submitted to your division/department administrator for verification of load and the administrator's signature. □

Join the

California Part-Time Faculty Association (CPFA)

promoting professional equity for all faculty

Check out the CPFA website at:

CPFA.org

Part timers are eligible for unemployment benefits in summer

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 contact 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. □

AFT 1493 2005-06 work plan goals

continued from page 10

allocation of release time. (9)

At the end of the special meeting there was a consensus decision that it would be good to include actual language in the work plan defining the procedure for allocating release time. The following language is being recommended by the Executive Committee:

Each year, at the first meeting of the spring semester, the president of the local will present to the Executive Committee for approval a recommendation on how the Union released time should be allocated for the following year. In preparing this recommendation the president should consider past practice, current needs of the local and what reasonable level of support should be provided to each campus. Any subsequent changes to the approved release time plan will come before the EC for review.

3. Self-evaluation for release time positions and key leadership positions. (8)
4. Handbook of best practices for leadership positions. (7)
5. Create job descriptions for E.C. roles. (6)

The complete list of all AFT 1493 2005-06 Work Plan goals are listed on the AFT 1493 website at:

AFT1493.org

Click on: "What's New"

To propose any revisions to the work plan draft before final adoption, please e-mail AFT 1493 Vice President Ernie Rodriguez at: Rodriguez@smccd.net before Wednesday, May 18

Faculty feedback requested

AFT 1493's 2005-06 work plan goals

On April 12 the AFT 1493 Executive Committee (EC) met in a special meeting to conduct a process of self-evaluation and to develop a draft of a Union work plan for the coming

storm input for chapter meetings on campus. (11)

3. Solicit input from Union members with expertise on certain negotiation items. (9)

negotiation team. (8)

4 Rotate facilitation of meetings. (8)

5 Leadership Development workshop for EC members. (7)



AFT 1493 Executive Committee discussed the process for implementing the work plan goals at their April 27 meeting

2005-2006 academic year (See page 3 for details of the meeting.) The following are the top five work plan goals that were adopted under each main topic area. The number of votes each item received are in parentheses. The goals are listed in order of popularity. The complete list of all goals are listed on the AFT 1493 website: aft1493.org. If you would like to propose any revisions to the work plan draft before final adoption, please e-mail AFT 1493 Vice President Ernie Rodriguez (Rodriguez@smccd.net) before Wednesday, May 18.

Communication

1. EC members to vote on yearly budget and receive brief monthly budget updates. (11)
2. Conduct an online survey twice a year or as needed on specific issues; keep up E-mail to faculty to brain-

4. Chapter chairs summarize EC agenda and send to faculty regularly. (8)

5. Handbooks for EC members to include history, constitution, roles and responsibilities. (7)

Leadership Development

1 More internal communication: because meeting time is tight have a separate time-keeper; discussion vs. policy (content vs. process); clarify action items; commitment to be more succinct. (11)

2 Create focus groups inviting participation from general faculty to provide input and feedback on particular issues. (10)

3 Expand negotiation team; increase knowledge and skills training regarding negotiations, utilize release time to expand negotiation team. Recruit faculty who can act as helpers to support

Organizational Structure

1. Design an organizational chart to define union structure, leadership roles and allocation of release time. Publish in Advocate. (8)

2. Improve organization of meetings: to save meeting time address more items via e-mail, make sure everyone gets all the information. (7)

3. Bi-monthly social activities for whole union/faculty at a private home. (7)

4. End of school year party. (6)

5. Support consensus decision-making. Anyone on the EC can call for a vote on any issue at any time. (6)

Policies/Procedures

1. Training workshops/seminars for various union leadership roles (e.g. grievance officer). (11)

2. Define, in writing, procedure for

continued on page 9