

PRESIDENT'S LETTER

As we deal with budget cuts, concurrent enrollment and more... future AFT leaders will be needed

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

As the year draws to a close, I would like to go back and revisit my opening day theme, "It's your union, get involved". As I get close to marking the half way point in my tenure as AFT President, I continue to be concerned about future leadership of our Local. I was very heartened to see at least six Cañada faculty in attendance at our last Executive Committee meeting. It was wonderful to see such a large group of faculty present and involved. I am also heartened by the series of workshops, organized through the efforts of our Local staff person, Dan Kaplan. These workshops are focusing on the key areas of negotiations and grievances, and are a critical part of our effort to develop new leadership. A year from now, I will be preparing to step aside as President of Local 1493. My curiosity is already growing as to who will emerge as our next President, as well as who will step into other key leadership positions. There are many assertive, courageous faculty in our district who understand the importance of keeping the Union strong. It is a good time for faculty who may be interested in becoming more active to get involved. Our Union is only as strong as those who participate.



Budget cuts at CSM and Skyline

I would like to express my appreciation to Presidents Mike Claire at CSM and Victoria Morrow at Skyline for their openness and as-

sistance in providing information to AFT regarding the current budget shortfalls on both campuses. While Skyline faces a serious budget challenge, clearly the bigger problem is at College of San Mateo. Apparently, Skyline will be able to address budget problems by cutting back on hiring new full time faculty and other, not too draconian, measures. CSM, on the other hand, is facing a budget deficit totaling well over 2

It is a time for dynamic educational leadership and vision, for a renewed process of shared governance... we must avoid triggering a downward enrollment spiral-- cutting of classes, leading to even greater loss of enrollment.

million dollars. While the District office will underwrite most of the deficit, there will still be a need to cut approximately a million dollars out of next year's budget.

President Claire has held two meetings with campus AFT representatives and has stated that most of the cuts will be made by reducing the number of adjunct faculty sections. He has indicated that anywhere from 50 to 65 sections of classes taught by part timers will be cut from next year's budget. President Claire has also provided the Union with information document-

ing the declining enrollment situation at CSM. Clearly, CSM's numbers have dropped dramatically over the course of many years. AFT leadership will be discussing the proposed cuts at our next Executive Committee meeting.

On Sunday, April 22, the *New York Times* published an article detailing the emerging national importance of community colleges. In this article, ten community colleges,

across the nation, were singled out as exemplary models. A brief description was provided of the innovative programs at each college that led to being included in the top ten. Clearly, there are wonderful community colleges out there with innovative, effective programs leading to high enrollments. The only California community college on the list was City Col-

lege of San Francisco.

While there are also many wonderful and innovative programs operating at the three colleges in our District, it is clearly a time for dynamic educational leadership and vision. For our District to remain vital and avoid future enrollment problems we will need more than new buildings. It is time for a renewed process of shared governance to lead the way in a comprehensive review of our educational service delivery model. In reading the *New York Times* ar-

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President's Letter

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ticle, I was excited about the types of programs mentioned. Overall, I am left with the sense that our educational vision needs to expand and that we must transform and update not only our physical campus settings but the way we do business in order to continue to attract an adequate number of students to our colleges.

Without such a comprehensive planning process, my fear is that administrators will do what is expedient, but not necessarily what is wise, in addressing budget concerns. I am also concerned that we avoid compounding our difficulties by triggering a downward enrollment spiral--cutting of classes, leading to even greater loss of enrollment.

Concurrent enrollment update

In an effort to engage in cooperative dialogue about the possibility of an expanded and redefined concurrent enrollment program, Vice Chancellor Jing Luan, on behalf of the District, and I have issued a joint invitation to stakeholders interested in participating in a round table dialogue regarding possibilities for creating a new concurrent enrollment model. The plan is for key stakeholders, including AFT, District and campus administrators, and Union and administrative leadership from the San Mateo Union High School District, to spend three hours brainstorming concurrent enrollment possibilities.

AFT has issued a demand to negotiate letter to our District administration regarding concurrent enrollment. Any change in program that affects working conditions for faculty must legally be negotiated with the Union. The District Office has written a draft of a possible contract with the San Mateo Union High School District in support of an expanded, redesigned concurrent enrollment model. This proposed contract raises many red flags. While Union leadership is open to dialogue about any new program, AFT will not support any effort that violates our contract or undermines employment

opportunities for our part time or full time faculty.

Campus Safety

From 1981 to 2002, I directed the Office of Psychological Services at Cañada College. Having already served as an academic counselor and classroom instructor, I felt I had a good understanding of the challenges involved in working on a community college campus. I was surprised when, through my work as college psychologist, I saw a whole other side to the college experience.

The recent shootings at Virginia Tech brought back memories of certain experiences I had at Cañada. I remembered the time a recently paroled ex-convict took over a classroom, holding both students and instructor hostage. I was asked to go in and try to get this man to come out peacefully to avoid possible injuries if deputies went in, guns drawn. I also remembered when a student came to school with a gun in his backpack, intending to harm a staff member who had previously set very reasonable limits for this student. I was called into the situation when the student started to verbally assault this very wonderful staff member.

While it has been great to see the e-mails from concerned administrators about the availability of campus resources, I am worried that our District may not be doing enough to provide the best protection possible to students and staff on our campuses. As recent articles in the New York Times document, while research allows us to identify warning signs of individuals who may pose a threat, it is also clear that we cannot predict, with any great accuracy, which individuals will actually become violent. The great majority of those who evidence warning signs will never take that next step. What we do know is that there will undoubtedly be more school shootings in the future. My work in psychological services taught me that even on a small campus, potentially violent situations are not an uncommon occurrence.

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Grievance workshops train new grievance committee members on each campus; more sessions planned for next year

by John Kirk, AFT 1493 Chief Grievance Officer

The union held three grievance workshops in the district during this academic year- at Cañada on October 31, at Skyline on February 28 and at CSM on March 28. A total of 23 faculty members attended.

The workshop covered the following topics: Why a grievance procedure? What is a grievance? What is the difference between a grievance and a complaint? The steps of a grievance-informal, formal, arbitration. Knowing your contract. What is an unfair labor practice?

Analyzing hypothetical cases

The workshop attendees then were given five hypothetical cases and the relevant sections of the contract and were asked to analyze the cases to see

if a grievance had been committed. The technical definition of a grievance is "an alleged violation of a specific article of a section of this Agreement (the collective bargaining contract) that personally and adversely affects the grievant (§17.1.1)."

Goal: settle grievances at the lowest possible level

One of the primary points stressed during the workshops was the importance of trying to settle grievances at the lowest possible level. To work toward that goal every potential grievant is asked to articulate his or her **desired remedy**. The union grievance rep then knows what needs to happen to settle the grievance. Grievance reps are trained to maintain confidentiality.

Many grievances arise because of

ambiguous language in the contract. In these cases, grievances help to clarify the contract. Other grievances involve sudden changes in past practices.

More committee members to be trained next year

The attendees of the workshops requested that the union organize grievance training sessions next year with a goal of setting up grievance committees on each campus. Those committees would handle the grievances on each campus with the help and guidance of the union's chief grievance officer. If anyone is interested in attending the sessions next year, please call the union office (x6491). If you would like a copy of materials handed out at the workshops this year, just call the union office and a copy will be sent to you. □

President's Letter

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The other day, a colleague approached me, expressing his concern about campus safety. He raised the question of whether our colleges are doing enough in regard to campus security. During the conversation, we both acknowledged that we had no clue about our campus security plan. Later that same day, another colleague informed me that the campus safety committee had not met regularly in many months. While my faculty colleague and I might be faulted for not making a greater effort to become familiar with campus safety policies and procedures, I would venture to say that most faculty and staff are also not up to speed. My personal and professional view is that it is basically the institution's responsibility to make this information readily available in the most user-friendly fashion possible and to educate staff, even if unpopular mandatory in-service training is required.

My fear is that the moment will

pass and we will all be surprised when another major incident of campus violence occurs. A short-term response and immediate sense of alarm will do little to help avoid the possibility of something similar happening on one of our campuses. I hope that both our campus and District administrations, as well as our Board of Trustees will take advantage of the current level of concern to look carefully at this issue and make meaningful changes to promote improved campus safety and security. Based on my experience in Psychological Services, there is still much to be done.

Farewell until fall

As the year draws to a close, I want to wish you all a wonderful summer break. I am already hearing colleagues discuss upcoming trips to Paris and other wonderful destinations. The end of the academic year, while mostly bringing a sigh of relief, is also a time of endings and goodbyes. We say

farewell to students we have enjoyed working with and to colleagues who are retiring or moving on to other assignments. I would like to take this opportunity to say a special farewell and congratulations to Al Acena, our exceptional Social Science Division Dean at College of San Mateo. I met Al in 1971 when I was first hired as a full time faculty member at Cañada College. At the time, Al was a faculty member teaching at Cañada. When I transferred to CSM a few years ago, I was delighted to learn that Al would be my Division Dean. Al is dearly regarded by Division faculty. As an administrator, he has nourished both the personal and professional development of his faculty. As an accomplished academic, Al understands the true nature of teaching and learning. He has never forgotten his roots or the central purpose of our work. Al, it has been a joy to work with you. I wish you the very best as you retire and move on to new pursuits and activities. □

VIEWPOINT

Cañada faculty want District to take a new look at moving to a compressed calendar

By David Clay, Monica Malamud and Anthony Perez, with contributions from several Cañada faculty

Many faculty members at Cañada College are interested in considering moving to a compressed calendar, in which fall and spring semesters would each last 15 weeks, as opposed to the current 17 weeks. In a compressed calendar, the hours of instruction over the course of the semester would remain the same as they are now. There are legal requirements as to what constitutes a "unit" in the California Community College System. So even though the compressed semester would be 15 weeks long, instruction time in a semester would not be shortened: the number of contact minutes per week would be increased, so as to come up to the same total number of minutes per semester as we currently have.

There are many reasons why we believe that a compressed calendar could be very advantageous for everyone involved. The benefits that would stem from the implementation of a compressed calendar range from a potential to improve teaching and learning and quality of life for both students and faculty to increased revenue to the District due to higher enrollments.

Advantages of longer class periods

Advocates for changing to a compressed calendar argue that longer class periods are better for both faculty and students. Currently, we have 3-unit courses that are taught in a 50 minute M/W/F format, as well as in a 75 minute T/Th format. Instructors consistently report that T/Th classes are far more efficient in terms of time management. More importantly, students have a much richer classroom experience in the T/Th classes, due to the variety of activities and depth of discussion that can be accomplished in the longer class period. According to Mike Stanford, History Instructor, "Pedagogically speaking, there is more continuity of thought and discussion with a longer period, which lends itself to better presentations using multiple forms of media (images, film clips, music, etc.)"

We strongly suspect that a shorter semester will attract more students to our district, especially given the proximity of the Foothill-DeAnza district, which is on a quarter

system. Currently, we have a net loss of students when we consider those students who attend a college in a service area different from their residence.

Later start attracts more students

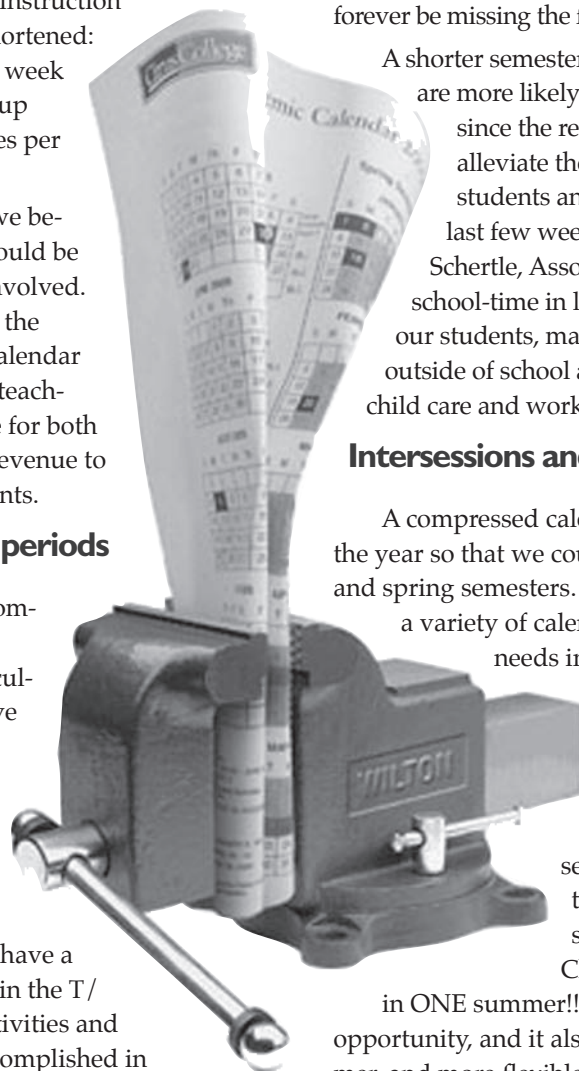
A compressed calendar would allow us to start the fall semester after Labor Day. We all know that at the beginning of fall semester we lose students to neighboring districts, which start their term later. As Carol Rhodes, Associate Professor of Biology, put it, "We must start later in August, or students will forever be missing the first two weeks of class."

A shorter semester might improve retention. Students are more likely to complete 15 weeks, rather than 17, since the reduced semester length "could help alleviate the end of semester fatigue that both students and instructors experience during the last few weeks of the term," according to Katie Schertle, Associate Professor of ESL. Scheduling school-time in larger blocks is also more efficient for our students, many of whom have so many obligations outside of school and need to arrange transportation, child care and work in order to attend classes.

Intersessions and flexible summer calendars

A compressed calendar would free up several weeks in the year so that we could offer an intersession between fall and spring semesters. It would also allow the flexibility of a variety of calendars for summer, to suit different needs in different disciplines. For example we could have two shorter summer sessions or a longer one. Nathan Staples, Associate Professor of Biology, speaks enthusiastically of "the potential to offer TWO separate 6-week summer sessions, like they do at the UC's. For example, someone could take both General Chemistry I and General Chemistry II in ONE summer!! Many students would jump at that opportunity, and it also brings us more revenue for summer, and more flexible time for faculty who would like to teach part of summer session."

In the past, there have been objections to the compressed calendar from faculty in the Sciences/Math. Yet today many faculty in those disciplines support a compressed calendar. Some of their e-mails read: "I must state that I am VERY much supportive of a compressed calendar" (Staples) and "I wish to lend my vote in support of a compressed



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AFT survey to ask for faculty input on compressed calendar

AFT would like all faculty to let us know what they think about the District adopting a compressed calendar in the future by completing our online survey on this subject. An e-mail link to the online survey will be sent to all District faculty members this week.

As the faculty's collective bargaining agent, AFT has the legal responsibility of negotiating the academic calendar each year. If a significant percentage of our faculty are clearly in favor of a compressed calendar based on our survey and further discussion, we would hold an all faculty vote before attempting to negotiate such a calendar change.

AFT's online survey simply asks:

Are you in favor of adopting a compressed calendar in the SMCCCD?

YES NO UNDECIDED

The survey will also provide space for any additional input faculty members would like to provide on the issue.

Basic description of a compressed calendar

The compressed calendar is sometimes called the "15-5-15-5-5" calendar because this calendar typically entails a 15-week Fall semester, a 5-week winter session in January, a 15-week Spring semester, and two 5-week summer sessions.

The 15-week calendar will reduce the number of weeks in the academic calendar from 17.5 to 15, but it

will not reduce the amount of class time that courses run.

The 15-week calendar entails significant changes in scheduling. The compressed calendar both lengthens the daily class sessions and reduces the number of meetings per week. Three unit courses would meet twice per week, 4-unit courses would meet 3 times per week, and 5-unit courses would meet 4 times per week.

Thus, a five-unit class (which meets under our current calendar for 50 minutes a day, 5 days a week,) would meet for 70 minutes, 4 days per week. Similarly, a four-unit class would meet 3 days each week for 75 minutes each day, and a three-unit class would meet 2 days per week for 85 minutes each day.

For 15 units of load, faculty would teach the equivalent of 17 lecture hours per week over the 15 weeks. Students enrolled in 15 units would be in class 2 more hours per week. The colleges will essentially operate on a four-day class week instead of the present five-day week. A fifth day would be reserved for labs.

Although for many faculty Friday would be a non-teaching day, the faculty work week would not typically be a four day week. Most meetings would be scheduled for Fridays, and other college activities and business would take place on Fridays.

Finally, because of the longer class times, to be successful the compressed calendar would require the use of a vibrant schedule of afternoon classes that had high enrollments, with the campuses active at all hours of the day and evening.

Cañada faculty want compressed calendar

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schedule" (Doug Hirzel, Professor of Biology). Obviously, if so many community colleges in California have already adopted a compressed calendar, this format is feasible for all disciplines. Specific scheduling details would have to be worked out considering the needs of different disciplines, the facilities available, the student population we serve and any other factors that may be deemed appropriate.

Not only is it feasible to offer courses in any discipline, including the sciences, in a 15-week semester (as evidenced by the number of institutions that have this kind of schedule,) this format is particularly appealing also because of the opportunities it offers in terms of teaching and learning. For example, as Nathan Staples says, "longer, even if fewer, lab periods would also benefit many of my lab experiments, which need long incubation times to complete, and also gives extra time for analysis and discussion of lab data". What better reason to consider a change in scheduling than one that will improve student learning!

Cañada faculty support compressed calendar at Senate and division meetings

In a recent meeting of the Academic Senate Governing Council at Cañada College, there was consensus to direct the Academic Senate President to bring up this topic to District Academic Senate. Additionally, according to the February 8, 2007 minutes of the ASGC, "ASGC would like [Cañada's AFT campus chair] to continue emphasizing the need for a discussion of this topic." At a Humanities and Social Sciences Division meeting, faculty voted unanimously in support of a compressed calendar. Faculty at Cañada seem to be very interested in and supportive of a compressed calendar.

We believe that it is time to look at the data, think about the goals and needs of our students, and thoughtfully examine the possibilities of a compressed calendar. We may be apprehensive about the transition, but once it is implemented, we will all reap the benefits of the compressed calendar. □

Faculty propose issues for upcoming union negotiations

by Katharine Harer, Joaquin Rivera & Victoria Clinton, AFT 1493 Negotiating Committee

We want to extend our thanks to all faculty, full and part time, who responded to the union's survey about what our team should focus on in upcoming contract negotiations. Although we have two more years left on our current four-year contract, we have the opportunity to negotiate three non-economic items for each of the last two years of the contract -- 2007-08 and 2008-09.

There are many factors that come into play in determining what those three items will be, and faculty survey responses are an essential part of the puzzle. We have not made a final determination yet, but we want to share with you some of the ideas from the survey -- which 24 faculty members responded to in March and April of this year.

We strongly encourage you to get in touch with one of the negotiating team members or your AFT representatives on your campus if you would like to "weigh in" on any of these ideas or to offer any new suggestions. Note that some of these issues do have economic implications -- some more than others -- and may not make the "list" when we go to the table for these two upcoming rounds, but we will keep them on the "master list" for bargaining in the future when the whole contract is up for discussion.

Issues that affect full-time faculty include:

- address overextended full-time commitments to committee work by assuring that every full-timer is signed up for one standing committee before any full-timer is asked to take on a second committee. Also the idea of a "cap" on how many committee assignments any one full-timer can take on

- increase funding for professional development options -- from short-term and conference attendance to sabbatical leaves
- improve retirement benefits for those faculty hired after 1993 whose benefits provide much less coverage than those hired between 1987 - 1992
- increase leave time -- ideally paid -- for maternity, child-adoption and other family-related issues

Issues that affect all faculty members include:

- higher pay for teaching on-line courses as well as payment for both classroom and on-line sections when a teacher is teaching two sections (in class and on-line) of one class but only being paid for one
- calculate the load credit for labs equally across all disciplines
- increase preparation time for counselors who also have teaching assignments

Issues that affect part-time faculty include:

- strengthen seniority rights in general and, in particular, to include schedule preferences
- offer multiyear contracts based on seniority and satisfactory evaluations
- offer access to a group health plan
- give step credit for work done in other districts outside SMCCD
- add more columns to the part-time pay schedule

Once again, thank you for your feedback and please continue to keep us aware of issues that affect your work, in and out of the classroom. We will keep you informed as we move closer to the next round of bargaining. □

All AFT members invited to attend May 7 negotiations workshop

AFT Local 1493 is presenting a **Negotiations Training Workshop** on **Monday, May 7**, from 1:00 to 5:00 p.m. at CSM in Building 18, Room 205. This workshop is to inform faculty about the process of negotiations and to recruit future negotiating team members. All union members who want to learn more about negotiations are invited to attend.

CFT Training Director, Julien Minard, will lead the training. Julien Minard is one of the CFT's most experienced staff members and negotiations trainers. She has run the Union Leadership Institute's Negotiations Workshop many times over the years. She also worked closely with our Local at the time that AFT Local 1493 became the collective bargaining agent in the District in 1982. All members of AFT Local 1493's negotiating team-- Joaquin Rivera, Katharine Harer, and Vicki Clinton-- will also be in attendance to answer any questions from the workshop participants about "how we do things here."

Potential new bargaining team members for AFT Local 1493 are strongly encouraged to attend this Negotiations Workshop, but any interested AFT members are welcome. At the end of the afternoon, the faculty in attendance will have an overview about how negotiations are conducted.

If you are interested in attending this workshop or if you have any questions, please call the AFT office at x6491 or email kaplan@smccd.edu

**AFT 1493
Negotiations Training Workshop
Monday, May 7
1:00 to 5:00 p.m.
CSM, Building 18, Room 205**

RETIREES**Retirees group to relaunch over lunch**

The District Association of Retired Teachers (DART), the organization of politically-inclined retired teachers in the SMCCD, is about to be reactivated beginning with a luncheon meeting next month.

Location:

**Pacific Athletic Club,
200 Redwood Shores Parkway,
in Redwood City**

Date:

Thursday, June 21, 2007

Time:

12:00 (noon) to 2:30 pm

John Searle is organizing this event, and he will be mailing DART members and other District retirees a letter of invitation next week. He will be requesting an RSVP from all who plan to attend the luncheon. For more information concerning DART and its luncheon event, John can be reached at searle@smccd.edu.

Of course, as is well known, there is no free lunch. But in this instance the luncheon is free for all who attend! Compliments of the DART chapter! □

Newly printed AFT contract available from union office

The new printed version of the AFT contract is now at the printer, and will be available in the very near future. If you would like your very own copy of the contract that all faculty work under, then please contact the AFT office at 574-6491 or send an email to kaplan@smccd.edu and request that a copy be sent to your campus mailbox. Of course, the new contract will also be available online at the AFT website: aft1493.org.

DISTANCE EDUCATION**Distance Education Advisory Committee planning future of District's online course offerings**

by Ron Brown, AFT CSM Chapter Co-chair

During the past two semesters the Distance Education Advisory Committee has been meeting monthly to establish recommendations for moving forward on a more robust district-wide program. The committee is composed of three major sub-committees. Curriculum, Resources and Technology. These committees have about fifty percent faculty representation from all three campuses.

Curriculum development and delivery platforms discussed

Discussion topics revolve around best practices, curriculum development and delivery platform. District faculty members have been invited on several occasions to attend workshops to help assess several delivery platforms under consideration.

Compensation issues unresolved

Distance education compensation issues are unresolved. Our union has made a formal request to meet with the District to resolve compensation issues.

All faculty can follow the progress of DEAC by visiting our informational website:

<http://www.smccd.edu/accounts/smccd/departments/educationservices/deac/default.shtml>

This site includes vision statement, agenda and meeting minutes, committee members list, calendar and relevant documents. I urge all AFT members to visit the site and read through all of the information. □

PART -TIME FACULTY**Unemployment benefits available for part-time faculty over summer**

All Part-timers should remember that you are eligible for unemployment compensation benefits over the summer break and between semesters, unless you are working another job over the summer or between semesters 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. □

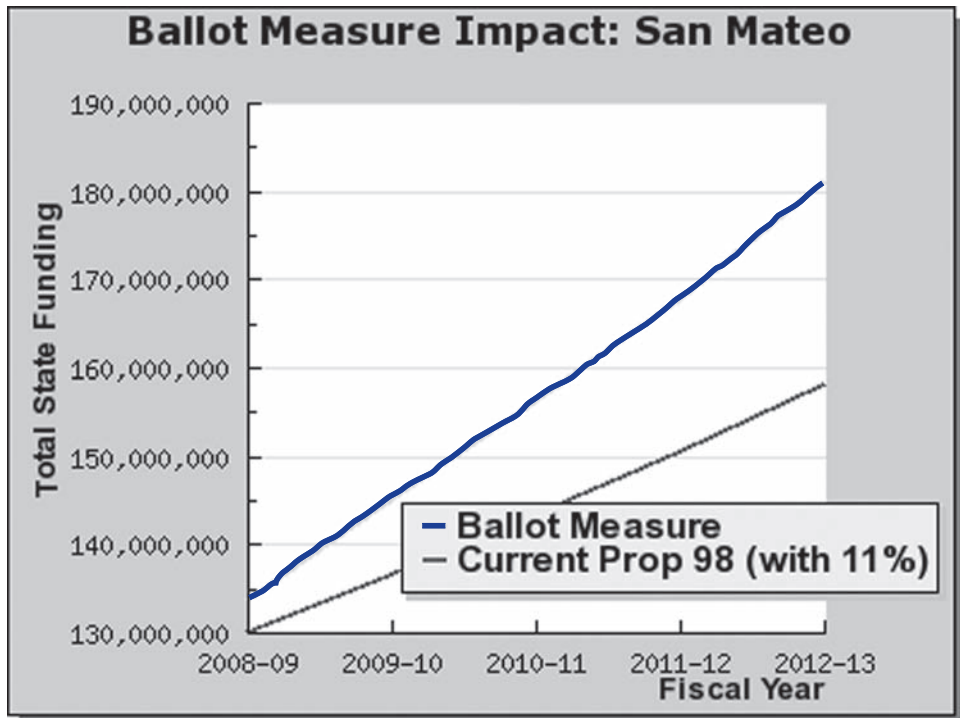
California Community College Initiative qualifies for February '08 ballot!

Unions' dollars and hard work pay off; Next step: election campaign

The California Secretary of State's office announced on April 25 that the California Community College Initiative has qualified for placement on the February 5, 2008 ballot. It needed 598,105 signatures and 619,644 signatures were verified. Supporters had submitted more than 900,000 signatures in January.

If passed by voters, the initiative would require minimum levels of state funding that grows along with the student population, lower the cost of community college per unit to \$15 (and limit future fee increases to no more than the cost of living,) while at the same time granting the community college system more autonomy. The chart at right shows the specific impact the measure would have on the San Mateo Community College District.

Supporters of the initiative campaign, which has been actively supported by the California Federation of Teachers and AFT local unions around the state, spent \$1.36 million and volunteered untold hours on signature-gathering in 2006. □



Impact of Ballot Measure on SMCCCD

	<u>Current Law</u>	<u>Ballot Measure</u>
2008-09	\$130,068,681	\$133,533,403
2009-10	\$136,645,456	\$144,976,531
2010-11	\$143,426,191	\$156,102,541
2011-12	\$150,551,931	\$167,771,720
2012-13	\$158,192,928	\$180,934,391

Everyone invited: Advocate 30th Anniversary gala planned for September

Don't forget that the 30th Anniversary of *The Advocate* gala event will be held the middle of September, 2007! Make your reservations now by calling the AFT office at 574-6491 or by sending an email to Kaplan@smccd.edu

If you have a story to tell about *The Advocate*, a reminiscence to share about an article you wrote or wanted to write (but didn't), or what *The Advocate* has meant to you over the years, now is

the time to contact the AFT with your memories and comments.

Would you like to speak at the after-dinner program that we will be planning over the summer? Let us hear from you now.

More details concerning *The Advocate* 30th Anniversary celebration will be forthcoming over the summer via AFT E-News updates and on the AFT website. □

AFT 1493 Calendar

AFT 1493
Executive Committee/
General Membership Meeting:

Wednesday, May 9, 2:15 p.m.
Skyline, Room 1319

Negotiations Training Workshop:

Monday, May 7, 1:00 - 5:00 p.m.
CSM, Building 18, Room 205