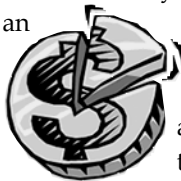


State budget pact sets faculty pay increases and more

The 2007 California budget was finally passed and signed by the Governor on August 24th. How does the state budget affect you?

The COLA (cost of living allowance) for community colleges was set at 4.53%. For 2007-08, SMCCCD faculty salaries are being raised by a percentage equal to the state COLA minus 1%, which covers health benefits and other compensation adjustments.

Before the new state budget was finally approved, the District announced that they were going to temporarily increase faculty total compensation by 4% because they were not sure what the final COLA from the state was going to be. Thus, August paychecks included a 3% increase.

Since the final state COLA was 4.53%, the District has now adjusted the '07-'08 salary schedules, adding an  additional .53% to all faculty salary schedules (now available on the AFT website.) A retroactive payment for the difference between 4.53% and the 4% in the August paychecks will be included in the September paychecks (except for those faculty paid on a 10-month pay schedule who do not get August paychecks.)

For full-time faculty who are on steps 14 through 23 an additional 0.92% will be added to the new salary schedules. This increase was part of the '07-'08 salary agreement that the AFT negotiated, which is intended to raise those steps that compared less favorably to equivalent steps on other Bay Area districts' salary schedules.

continued on page 6

Concurrent enrollment plan to be reviewed by departments

Faculty questions to focus on proposal for high school teachers to teach college courses

by Patty Dilko,
District Academic Senate President

Chancellor Galatolo has been proposing a significant increase in concurrent enrollments—high school students taking college courses—as a key means for increasing our District's FTES. Over the last academic year, the administration began developing a plan to expand the District's concurrent enrollments by having qualified high school teachers teach college courses in local high schools and over the summer they worked out an agreement with the AFT and the

District Academic Senate for how to proceed with these plans. Although the plan has yet to be carried out, faculty have begun to raise concerns. Below, District Academic Senate President Patty Dilko presents an overview of the District's concurrent enrollment plans, the agreement that was worked out during the summer, and the current situation. On pages 4 and 5, we have reprinted the Memorandum of Understanding (MOU) on concurrent enrollment and a letter by CSM English Professor Merle Cuttler, who opposes the MOU plan. -ed.

On Opening Day of Fall 2006 our chancellor expressed his desire to expand concurrent enrollment opportunities between the colleges and local high schools. Later

that term, he and members of the administration of one of the school districts discussed the possibility of converting AP high school classes into college courses—specifically CSM courses. In the spirit of shared governance, the CSM Academic Senate was approached and asked to explore the viability of this plan.

Concurrent enrollment already takes many forms; our institution currently allows high school students to enroll at CSM—Middle

College is a good example. We also offer CSM courses on various high

school campuses taught by our faculty. Additionally, we have vocational/technical agreements that allow students to receive college credit for specific courses taken at the high school. What the "AP plan" proposes is the combination of all three; we would offer CSM courses at the local high school, taught by qualified high school faculty, filled with high school students. As a result of discussions between faculty members at both the high school and college districts, it is emerging that the "AP Plan" presents many more disadvantages than benefits. However, many faculty feel that a broader discussion about how to strengthen the relationship between the systems

continued on page 4

**Earn College Credit Now
While in High School!**

INSIDE THIS ISSUE

- 2 President's Letter: Empowering faculty voices
- 3 District ethical behavior policy proposed
- 4 Memorandum of Understanding on concurrent enrollment
- 5 Letter opposing the Chancellor's concurrent enrollment plan
- 6 State budget needs major reform
- 7 Community College Initiative begins campaign for Feb. vote
- 8 District retirees' group reactivated

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

President

Ernie Rodriguez, CSM, x6640

Co-Vice Presidents

Katharine Harer, Skyline, x4412
Teeka James, CSM, x6390

Secretary

Alma Cervantes, Skyline, x4368

Treasurer

Dave Danielson, CSM, x6376

Chapter Chairs

Chip Chandler, Skyline, x4286
Rick Hough, Skyline, x4193
Yaping Li, CSM, x6338
Ron Brown, CSM, x6691
Monica Malamud, Cañada, x3442

Executive Committee Reps.

Nina Floro, Skyline, x4414
Karen Olesen, Cañada, x3415
Elizabeth Terzakis, Cañada, x3327
Anne Stafford, CSM, x6348

Part-timer Reps.

Victoria Clinton, Cañada, x3392
Sandi Raeber, CSM, x6665
Joan Connors, Skyline, x7301x19468
Dietra Prater Slack, Sky., x7301x19216

Chief Grievance Officer

John Kirk, CSM, x6386

Chief Negotiator

Joaquin Rivera, Skyline, x4159

Executive Secretary

Dan Kaplan, x6491

PRESIDENT'S LETTER

Empower the individual faculty voice through collective action

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

Welcome back for another year! I very



much hope that things are going well as you settle in and we collectively complete our passage through the hopeful first weeks of the new term.

The Empowered Faculty Voice

It seems appropriate, for this inaugural issue of the Advocate for the 2007/08 academic year, to write about the importance of both the individual and collective faculty voice. As a young student finishing high school, I purchased a copy of the great historian Henry Steele Commager's classic work, *The American Mind*. As a budding psychologist I was enthralled by this psychohistorical analysis of the development of American character and worldview.

Years later, as a faculty member in our District, I was thrilled when a dear colleague, a historian by the name of Byron Skinner, brought Dr. Commager to our District as a speaker in the now defunct, Chancellor's speaker series. This free series for faculty and administrators was designed to bring to our District important academicians and educators as presenters. Perhaps Dr. Commager's presentation had something to do with the series being discontinued.

I remember sitting in the audience and watching the growing looks of alarm and shock on the faces of our senior administrators and Board of Trustee members as Dr. Commager presented his ideas. He harkened back to the American Revolution and with great passion exhorted us as faculty to challenge the administrative powers that be. He did not just recommend that we do this; he asserted that it was

our obligation as citizens of the republic to keep democracy alive by refusing to be silenced. To borrow a concept espoused by many feminist writers, Commager, in other words, exhorted us to refuse to be domesticated.

His talk reminded me of the work of Fritz Perls. Fritz, the great Gestalt psychologist, stated that we are in a battle between freedom and fascism. While often controversial and contradictory in his personality, Fritz too refused to be domesticated.

The Individual Faculty Voice

Current writers in support of diversity have written about the meaning of having voice. Sociologist Shulamit Reinharz, in an article titled, "Toward an Ethnography of 'Voice' and 'Silence,'" defines voice as follows:

"Thus, voice means having the ability, the means, and the right to express oneself, one's mind, and one's will. If an individual does not have these abilities, means, or right, he or she is silent. Many people have neither the ability nor the means to express themselves because these facilities and abilities either were never established in the first place or were taken away after having been provided." (in *Human Diversity: Perspectives on People in Context*, 1994)

I believe that Henry Steele Commager exhorted us as faculty, in particular, to use our voice because he saw that faculty, as a consequence of their educational attainment and position, have the ability, means and right to express their voice.

I have seen many colleagues, through the years, afraid to speak their voice, or colleagues who will say something privately and speak something entirely different in front of administration. Likewise, I have seen many examples of faculty who have exhibited exceptional courage in speaking their voice. In this edition of the *Advocate*,

continued on next page

Have ethics; will travel: District ethical behavior policy proposed

by Teeka James, AFT 1493 Co-Vice President

On Monday, September 17, the District Shared Governance Council (DSGC) discussed a proposed District ethical behavior policy because the accreditation team wants to see that the District has one in place for all employees.

To help get the conversation started, Harry Joel brought a document he had put together to cover all employees. "I did research," he informed us.

Perhaps to no one's surprise, all faculty groups, the students, and classified staff agreed that, to paraphrase CSM's Academic Senate President, Jeremy Ball, if such a document has any value at all, it lies in the process of its creation and in the conversations it engenders. The deans ("administrative managers," I

think, in our business-speak) were "fine with" Harry Joel's proposed document although they had several editing suggestions. Faculty at the DSGC meeting reminded the council and Harry Joel that the District ought to seek out faculty expertise more regularly, noting that in this case, we have experts in ethics available to us on our campuses, including at least one Ph.D. in Ethics.

After some discussion and a quick check-in on the logistics, the Council came to an easy agreement that each District constituency, including the Board of Trustees and the students, should write its own policy on ethical behavior. The student representatives thought they might need some help with theirs, and so, in addition to support from their advisors, they intend to

seek help from faculty in Philosophy. Harry Joel thought the Board might get started by revising the draft he had written. The goal is for all of the policies to be completed and back to the District Shared Governing Council by the end of this academic year, when the DSGC will review them.

While the faculty's policy discussion will be taken to the respective Academic Senate Governing Councils and to the District Academic Senate and AFT, it might be something to bat around a bit in department and division meetings and in office and work room conversations. Writing a policy on ethical behavior provides an opportunity for all constituents in our District community to reflect on their distinct ethical responsibilities and obligations.

continued from the previous page

for example, Merle Cutler, an exceptional writer and CSM faculty member, shares her views on concurrent enrollment. As individual faculty, it is difficult for me to see how we can truly be educators and role models for our students if we do not have the courage to speak our own truth.

Like Henry Steele Commager and Fritz Perls, I too believe that it is revolutionary to speak our truth. As Bill Moyers has recently pointed out, the very future of our democracy may depend on the courage that we, as individual citizens, have to speak our voice.

The Collective Faculty Voice

Although I supported the Union from the beginning, the reason why I became more actively involved and am willing to serve as AFT President, is my belief that we need to further empower the individual faculty voice through collective action. Both the Union and Academic Senate provide legally sanctioned means to do so. The Union and Academic Senate are organizations designed to serve faculty interests and represent faculty in institutional decision making through the legally man-

dated processes of collective bargaining and shared governance. Faculty have the absolute legal right to participate, share their perspective and be heard. Apparently, our own local history teaches us that we must often remind administration that this is our sanctioned role and that both the Union and the Academic Senate must be included in the decision making process.

Recent articles have pointed to a disturbing trend in higher education—the increasing tendency of administration to bypass faculty governance structures. Our own Union attorney last year commented that, increasingly, college districts seem to be simply ignoring faculty contracts. Given what is at stake, it is a critical time for faculty vigilance and courage. Through the Union, faculty must demand adequate compensation, protection of faculty rights and proper working conditions. Through the Academic Senate, faculty must demand primacy in matters of academic integrity and governance.

As AFT President, I have at times seen good outcomes when it comes to shared governance and collaborative institutional decision making. Unfortunately, I have also, through the years,

seen many times when the faculty voice has been ignored. To paraphrase Henry Steele Commager, we as faculty must always be vigilant and must always hold our administrators accountable. If we are true educators we must be activists, we must get involved. We cannot be silent.

A Brief Disclaimer

As I bring my first column of the year to a close, I would like to offer the following disclaimer. The opinions expressed in this column are mine and mine alone and do not necessarily represent the position of our Union Local. Union decisions are made collectively by the entire Executive Committee, where everyone's voice and vote are equal. As I continue to write my column, what I hope is to stimulate thinking, initiate dialogue, and, as represented by the focus of the current column, encourage the empowered faculty voice. I welcome any faculty who may wish to express their point of view on topics addressed in my columns to e-mail me at rodriguez@smccd.edu. I will try to include selected faculty comments in future columns.

In Unity

Memorandum of Understanding on Concurrent Enrollment agreed to by the AFT, Academic Senate and the District

This past June, AFT invited the District Academic Senate President and the three college Academic Senate presidents to join them in negotiations with the District concerning the development of a Memorandum of Understanding (MOU) on Concurrent Enrollment. This kind of collaboration in the formal negotiation process between AFT and the Academic Senates had never been attempted before; but it made sense since the concurrent enrollment proposal concerned both contractual and curriculum issues. On June 27, the MOU below was agreed to by all of the parties in the negotiations.

1. The proposal to utilize qualified high school faculty to teach college courses at a high school will be a one (1) year pilot project and evaluated at the end of the pilot year in May, 2008, by the Academic Senate and AFT and District. AFT and the District will jointly review draft agreements between SMCCCD and high school districts participating in concurrent enrollment being offered at high schools.
2. The District recognizes that the Academic Senate has primacy over academic and professional matters (Board Policy 2.06). For the purposes of the one year pilot, discipline faculty at the high school and college will meet to determine whether a college course may be offered at the high school (e.g. is an AP course suitable to meet the standards and rigor of college-level curriculum). SMCCCD discipline faculty retain the curriculum, text and course evaluation rights.
3. AFT agrees that high school teachers who meet minimum qualifications and other professional standards as

determined by the college's Academic Senate may teach approved college level courses in the high school. For every section taught by a high school teacher, at a minimum, an equal number of sections shall be taught by SMCCCD faculty. The District will use existing hiring procedures for these faculty. To the extent that there are insufficient SMCCCD faculty who volunteer to teach such courses or cannot be hired, this ratio will not be required.

4. SMCCCD shall assign high schools to SMCCCD colleges and shall allocate \$1,500 for each college course taught by a high school teacher to a fund under the control of the Academic Senate at the assigned college. This money shall be used for course development, faculty collaboration, student support or any other activities related to concurrent enrollment.
5. The District will allocate \$20,000 to start the collaboration process between the Academic Senate and the high school faculty. This amount will be controlled by the Academic Senates. The use and sufficiency of resources allocated under sections 4 and 5 will be reviewed by the Academic Senate and Chancellor in January, 2008.
6. In signing this MOU AFT does not waive its position that it is legally entitled to represent all academic employees providing academic services for the District, including but not limited to all employees providing instructional or other academic services pursuant to a concurrent enrollment agreement. This excludes the high school teachers teaching concurrent enrollment classes as part of their regular load in their district. □

Concurrent enrollment plan calls for dialog between college and high school faculty

continued from page 1

would be extremely valuable. For example, while AP replacement may be untenable, qualified high school faculty may be good candidates to teach college approved courses within a variety of disciplines.

After much discussion—often times a bit impassioned—between the District Academic Senate, AFT, and the District administration, we came to an agreement on how to proceed with exploring the viability of expanding concurrent enrollment specifically through allowing qualified high school teachers teaching college approved and monitored classes. This agreement is articulated in the Memorandum of Understanding (see above) worked out this summer.

Basically, the MOU puts the decision to participate in any new form of concurrent enrollment in the hands of our departmental faculty—the discipline experts. We ask that our affected faculty meet with their high school counterparts and discuss curriculum and explore possible alignments. If there is an alignment, be it an AP course, or

something else, that faculty on both sides view as advantageous to students, the agreement authorizes our faculty to participate. If there is not an alignment—the curriculum differs between the two in important and demonstrable ways—departments are not compelled to participate and may choose not to. All parties, the Senate, AFT, and the District agree that whether or not we find class alignments, the curriculum-focused dialog between ourselves and the high schools will be very advantageous and worth the time.

Next steps include further discussion at the District Senate level to articulate parameters for the faculty-to-faculty dialogs, identification of the faculty teams at the high schools with whom we will work, and establishment of some mechanism(s) to ensure that our curricular standards remain intact. In the interim, we encourage departments to discuss the benefits and risks of expanding concurrent enrollment of high school students, and ask that they respect the right of each department to make its own choice on this controversial issue. We also encourage faculty to plan for some engaging discussions with our high school colleagues regarding the future of education in San Mateo County. □

CSM English instructor calls on faculty to oppose the new concurrent enrollment plan

The letter below, written by CSM English professor Merle Cutler, was distributed on August 27 to all faculty members in the CSM Language Arts Division. It was prompted by the MOU that AFT and the Academic Senates agreed to over the summer. The Advocate is printing this letter because we believe that it represents an attempt to open up a faculty dialogue on concurrent enrollment. The CSM English Department is now in the process of drafting a letter on the subject of concurrent enrollment. The Advocate will publish that letter in its November issue.

If you came to Opening Day and heard the Chancellor speak or carefully read his memos to us, you must be aware that concurrent enrollment is his favored means of achieving more revenue for the Colleges. By concurrent enrollment he means the teaching of transfer level math and English courses at the high school, taught by high school teachers with minimal qualifications. It is a new model for this idea.

The Union has offered him a memo of understanding (MOU) on the topic and the Academic Senate has offered to administer a pilot project to evaluate the feasibility of just such a proposal. Both actions, I believe, were attempts to wrest control back to the faculty, but the end result was that the Chancellor heard our representatives' response as "yes" not "no."

As a result, the Chancellor appears to have interpreted this as tacit, perhaps even explicit faculty approval for his project. I think it is time to let him know how those of us who object to this new form of concurrent enrollment actually feel. Should you also find yourself horrified by the prospect, here are a number of activities you can endorse (loudly):

- The English Department is in the process of drafting a clear objection to the Chancellor's proposal, which we will deliver to the District Academic Senate and to the Chancellor. Other Departments in Language Arts are invited to join us and either sign ours or draft their own.

- Call or write AFT President, Ernie Rodriguez (rodriguez@smccd.edu), and tell him that this is the issue on which the Union needs to spend our dues. Union leadership needs to know how seriously the faculty feel about the Chancellor's proposal.
- Call or write Patty Dilko (dilko@smcc.edu), District Academic Senate President. The Senate also needs to understand just how strongly faculty feel about this issue. I attended their meetings this summer, and I am concerned that the pilot project they are sponsoring somehow legitimizes the Chancellor's proposal.
- Demand that either the AFT or the District Academic Senate poll the faculty about what they think. Isn't it about time for this? A strong, unified faculty voice could help defeat this proposal.
- Come with me when I schedule a meeting with the WASC Accreditation team to discuss faculty concerns about concurrent enrollment. This has proved a very effective tool in the past when other issues around faculty primacy were on the table.
- Talk to your students (and *The San Matean*) about what concurrent enrollment means. They won't like it: students don't want to think that what they are studying here is currently being taught at their local high school. What is the point of coming to CSM for their education?
- Talk to Mike Claire during his open coffee or office hours.

Please engage in one or all of the above activities! Don't expect traditional means of expression to halt this project; it is really up to us, not the Union or the Academic Senate, both of which the Chancellor already feels he has circumvented as potential obstacles. The idea of concurrent enrollment is not going away, even if it is irrational and threatens the integrity of the College. If you object to this idea, you need to resist it. □

AFT 1493 Executive Committee endorses Iraq Moratorium

At the September 12 meeting of AFT Local 1493's Executive Committee, it was unanimously decided to endorse the Iraq Moratorium. AFT encourages all members to participate in the Iraq Moratorium, which began on Friday, September 21st and repeats on the 3rd Friday of each month thereafter.

On each Iraq Moratorium day, all those who oppose the war and occupation in Iraq are asked to take some action to give evidence to that opposition. This could be wearing an armband, button or sticker to work, calling or writing mem-

bers of Congress, attending a vigil, rally or other demonstration, or any other action designed to communicate your desire to end the military occupation of Iraq now and bring all the troops safely and rapidly home. The objective is to get a growing number of the 70% of the population that opposes the war but have yet to demonstrate their feelings to break with business as usual to show their opposition to the war. Please contact the AFT office if you would like to be sent a Moratorium sticker. □

District Enrollment Update: As of last day to add/drop: Sept 5, 2007

	Cañada		CSM		Skyline		SMCCCD	
	Count	Change	Count	Change	Count	Change	Count	Change
Course Enrollments	13,650	4.5%	26,302	1.7%	21,537	4.7%	61,489	3.3%
College Headcounts	5,891	6.1%	10,336	4.3%	8,534	6.6%	24,761	5.5%
FTES	1,858	5.4%	3,777	4.5%	3,144	6.1%	8,779	5.2%
Load	492	6.2%	481	2.4%	556	3.7%	508	3.7%

CFT ANALYSIS

Serious structural problems in the state budget require major reforms

Although community colleges did not face significant cuts in this year's budget, there is a serious structural gap in the California state budget, varying year by year, but running in the billions of dollars.

Solving the budget gap in California requires a balanced solution. The problem can't be solved by cuts alone, because state program reductions of this magnitude will devastate the state's most vulnerable populations. The passage in 2004 of Propositions 57 (refi-

nanced \$15 billion in inherited debt) and 58 (requires California's budget to be balanced each year) took care of just part of the problem, and only deferred the big decisions. With his 2007-08 budget, for instance, the governor imposed cuts on services to the poor, the sick, and the elderly amounting to nearly a billion dollars.

Greater revenues needed

Such cuts hurt the people most who can least afford them. We need

instead to increase state revenues with carefully considered tax increases, especially closing tax loopholes for those who can most afford to pay: the wealthy and large corporations. Taking these actions will allow us to adequately fund education, public services and social programs.

With the rapid decline of the housing market threatening the general economy, the state again faces the possibility of significantly decreasing tax receipts as was the case following the dot com downturn. A key part of California's budget problems is that the state legislature--to get recalcitrant Republicans to pass state budgets--gave up taxes on the top brackets and the much-maligned vehicle license fee during the height of the dot-com bubble. Each year since 1991, the state budget's ability to generate revenue was compromised by rescinding one or more taxes. This meant the accumulated loss of many billions of dollars in revenue, contributing greatly to the current deficit.

Public services in general, and public education in particular, have been underfunded in California since 1978 and the enactment of Proposition 13. This law substantially shifted the burden of funding many locally delivered services to the state, without providing appropriate mechanisms to pay for them. Increased spending on education in the late 1990s and into 2001 was finally beginning to address years of neglect, but now the gains of these years have been reversed.

What to do about it: Progressive taxation

There are six progressive revenue options that, if enacted, would bring in \$10-12 billion per year. These are 1) reassess non-residential property; 2) reinstate the top income tax brackets to recapture part of the federal tax break for the wealthy; 3) require that large

State budget approved; COLA sets faculty pay increase

continued from page 1

Proposition 98 spending

The California budget for 2007-08 includes \$57.1 billion in total ongoing Proposition 98 (K-12 and community college) spending. This reflects an increase of \$2.1 billion, or 3.8 percent, over the prior year. Of the total increase, community college funding grows by \$289 million, or 4.9 percent. Community college per pupil spending rises to \$5,260 in 2007-08.

Growth

The budget provides community colleges with \$114 million to fund enrollment growth of 2 percent, or about 22,000 FTE students; however, community colleges retain unused previous enrollment funding so that when combined with the funded growth, community colleges could accommodate a total of 34,000 additional FTE students in 2007-08.

Governor's Vetoes

The Governor vetoed over \$50 million from the 2007-08 California Community Colleges budget including \$13.8 for a rate increase for Career Development and College Preparation, a \$33.1

million augmentation for the Basic Skills Initiative and \$4 million for supplementing the Part-Time Faculty Health Insurance Program. It was the second year in a row that the part-time health insurance funds were vetoed.

Due to the advocacy of local districts and the leadership of the State Chancellor, legislation appropriating the \$33.1 million veto "set aside" for Basic Skills was passed by the state Assembly a few weeks after the governor vetoed the funds. AB 194 (Committee on Budget) was amended and voted out of the state Senate on September 7th; on the 10th the state Assembly voted to concur with amendments adopted in the Senate, and the bill was sent to Governor Schwarzenegger. The bill contains the \$33.1 million ongoing Basic Skills appropriation and reflects a compromise negotiated by the System Office and the Administration. □

AFT 1493 Calendar

AFT 1493
Executive Committee/
General Membership Meeting

Wednesday, October 10,
2:15 p.m.
Cañada, room 3-142

corporations file as corporations, not "S" type partnerships; 4) Enact severance tax on oil produced in California; 5) limit mortgage interest deductions to \$50,000 in interest; and 6) restore vehicle license fees to their former levels.

These are each worthy proposals. But the real problem that needs to be addressed to solve California's budget problems is Proposition 13. It builds in inequities between residential and commercial taxation, and, depending on when a homeowner buys a house, inequities among homeowners as well. Reform of Proposition 13, which locks in a broken budget system, is an urgent priority.

Convince legislators and the governor

The problem with these ideas is that in California, any tax increase must be approved by a supermajority of 2/3 in the state legislature. California is one of just three states that require more than a simple majority to raise taxes. We had hoped that Proposition 56, in 2004, would allow us to change the rules, because a small minority of legislators, opposed to tax increases on ideological grounds, can block the will of the majority and prevent a balanced approach to solving the budget crisis. That's what happens every year, including this year, once again. Legislators should be able to enact a necessary tax increase with a simple majority instead of wrangling endlessly with hard core anti-tax ideologues. But that possibility, with the defeat of Prop 56, receded to a more distant horizon.

Over time we must convince our legislators and the governor that only progressive tax reform can solve the

Community College Initiative begins campaign to win approval in Feb. '08 vote

The California Community College Initiative (CCI), which will be on the state ballot on February 5, 2008, will ensure minimum funding for community college growth, while setting \$15 per unit fees (that can only rise with the cost of living) and guaranteeing a system of independent community college districts.

It is estimated that if the Community College Initiative passes, the state revenue to the San Mateo Community College District in 2009-10 alone would be approximately \$8.7 million higher than if the current law continued.

The CCI is sponsored by Californians for Community Colleges, a coalition of the California Federation of Teachers, Faculty Association of California Community Colleges, the Los Angeles College Faculty Guild,

and the Community College League of California. An election campaign is being built around the state. Faculty members across the state are working together with students, trustees, administrators and classified staff to organize programs in support of the CCI. Recent programs at Diablo Valley College, San Joaquin Delta College, College of the Desert, and Santa Barbara College have generated tremendous press for the measure. Upcoming events are scheduled this month for Cabrillo College, Sacramento City College and Cosumnes River, and Merced College.

The campaign will be looking for community college faculty and staff from our District for support. Contact the AFT office at 574-6491 to find out how you can help.

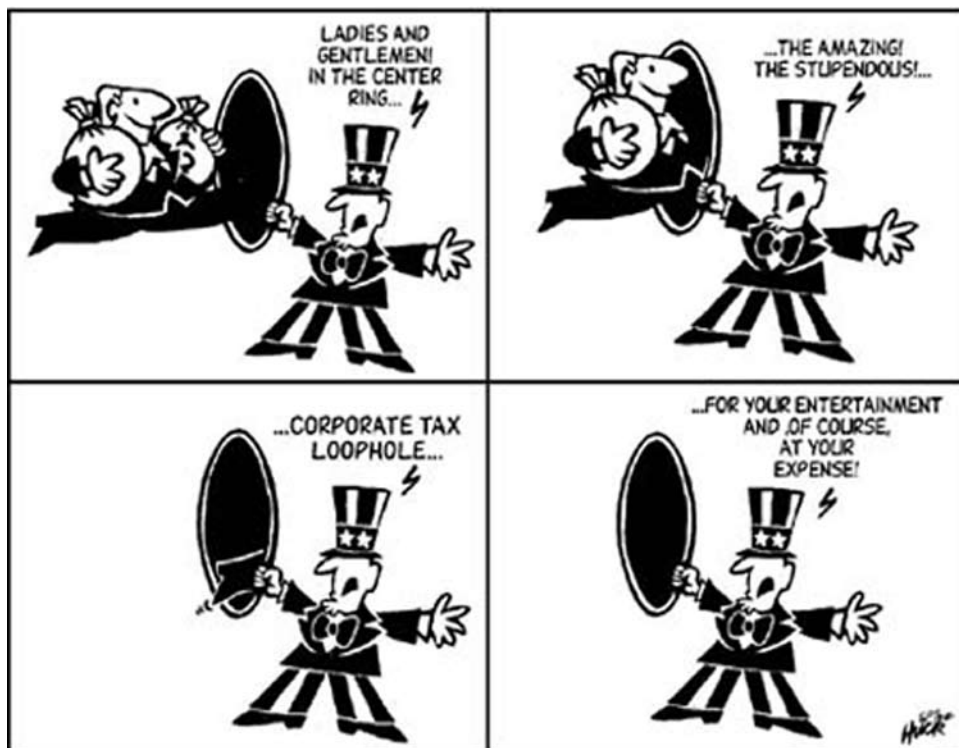
long-term crisis. The problem isn't "overspending." This is a simplistic analysis of a complex problem. California is a big and growing state, and needs big revenues to function.

We are currently witnessing the return of the Gilded Age, in which

the wealthiest among us continue to increase their riches at the expense of the rest of us. Currently the top one percent of wealth holders in the United States owns one third of the assets of the country. The top ten percent owns 70% of the wealth. That leaves

the bottom ninety percent of wealth holders—the overwhelming majority—with less than a third of the country's wealth.

Don't let people tell you that "we don't have the money" for a decent public education system. The money's there. It's just in the wrong pockets. □



District retirees' group reactivated

by John Searle, DART Interim President

Last June 21, a group of 15 active DART (District Association of Retired Teachers) members met over lunch at the Pacific Athletic Club in Redwood City to discuss the future role of the organization. Another 15 had responded positively to the letter of invitation, but had already made alternative plans for the date.



A scene from the June 21st DART luncheon meeting at the Pacific Athletic Club in Redwood City
Photo by George Goth

Many issues were raised, with the predominant topic of concern being health care, both for the already retired, and future retirees. The group consensus

was that we needed to become more active in the future, and to this end, we will be inviting AFT 1493 lawyer, Bob Bezemek, to give a presentation on the legal aspects of health care for retirees, hopefully some time in November of this year.

Also at the meeting, John Searle agreed to be interim President until a formal election is held. The organization currently needs a Treasurer. For more information on the organization and the timing of the talk, please email: Searle@smccd.edu

A Friday afternoon getaway sponsored by your Union

by Katharine Harer,
AFT 1493 Co-Vice President

Platters of delicious food and an array of cold drinks, comfortable seating and good company – all this on a warm Friday afternoon just a few steps away from the District Office! On Friday August 31st the AFT threw a little party in the beautiful community room of the College Vista housing complex. Officially titled “Meet & Greet”, the motivation behind this lovely low-key event was not very complicated: to have a relaxing afternoon together.

One of the greatest benefits of a social event of this nature is the lack of an agenda; folks mingled, joked, wove themselves into the fabric of serious discussions and light conversations. Another benefit was having the chance to meet colleagues from other campuses beyond one's own and from diverse departments. Historians and biologists, ethnic studies experts and

At long last, part-time faculty are getting paid for holding office hours

by Katharine Harer,
AFT 1493 Co-Vice President

It only took seventeen years – possibly more depending on how you look at it. As of last Fall 2006, part-time faculty in the SMCCD are being paid for spending valuable office hour time with students. Most part-timers have been holding office hours all along, despite the fact that the district wasn't paying for it.

The AFT negotiating team brought this issue to the table innumerable times but we were always met with

stubborn refusal to even consider the issue. We won't go into the very tired argument put forward by the district based on a 1990 “side letter” that the district said constituted payment for office hours. The AFT argued that it was not only out of date but that it was scandalous that the payment only amounted to about \$5.00 per office hour.

During the last round of bargaining, the AFT negotiating team was successful in convincing the District that it was time to not only pay for office hours at the special rate but to show office hours as a separate line item on paychecks. There were a few gnarly details and mistakes were made, but most seem to have been cleared up and full payment should be in place. Chancellor Galatolo was very supportive in the final analysis and today we can celebrate our second year with paid office hours for part timers. □

literary types, math wizards and nurses, just to name a few, experienced the camaraderie that comes from sharing time together off the grid of meetings and classroom schedules. The AFT hopes to throw other social events such as this in the future. So if you missed the party, come to the next one! □