

## CONTRACT NEGOTIATIONS

# Red shirts on Wednesdays: District take warning!

By Katharine Harer, AFT 1493 Vice President & Outreach Organizer & Rika Yonemura-Fabian, Skyline Chapter Co-Chair & Outreach Organizer

In another saga of contract negotiations having lasted for seven months so far, most of our AFT proposals are going nowhere. The district team has said they don't believe there's a need to limit faculty workload or to pay part-time faculty to assist with non-teaching tasks. They've remarked that they don't understand the need to increase FLCs for art, music, PE and science faculty, and they don't see the necessity to provide one month of 100% paid maternity/child-bonding leave for faculty members. Their response to professional development is that they want to *increase the number of administrators* on the committees that screen the applications and *decrease the number of faculty members*. And this is just the tip of the melting iceberg. (See [Contract Negotiations Updates at AFT1493.org](http://ContractNegotiationsUpdatesatAFT1493.org))

In a recent AFT "negotiation coffee talk" at Skyline focusing on workload, faculty shared stories about the time-consuming challenges of dealing with more than 40 students in a distance education class and the exhausting tasks of carrying out Comprehensive Program Review, Annual Program Review, SLOs and other administrative tasks when you're the only full-timer in a department. One person who agreed to take two Honors contract students discovered she worked an extra 25 or more hours in a semester *just on that*. Another person commented that there's a culture of overwork on our campuses, and if you try to create limits for yourself, you'll be met with: *You must not be a dedicated teacher*. And if it's not said outright, it's implied.

### Faculty show support for bargaining team

While our AFT bargaining team--Joaquin Rivera, AFT President and Chief Negotiator, Monica Malamud, Past AFT President, and Paul Bissember, AFT Executive Secretary--sit huddled in a room at the bargaining table, faculty members are showing their support and solidarity by wearing AFT "Red for Ed" T-shirts on Bargaining Wednesdays. The bargaining teams have another session scheduled on Wednesday September 11th; we will let you know when more are scheduled.

Wear your RED SHIRT on September 11th and if you don't have one, contact your chapter chair(s) or AFT reps on your campus and we'll get you a shirt. And please ask someone to take your picture, and then send it to us ([brenner@aft1493.org](mailto:brenner@aft1493.org).) We're compiling an archive of members wearing AFT shirts to help demonstrate to the district that faculty care deeply about the issues AFT has brought to the table.

We are scheduling **Town Hall Meetings** at each of our three campuses later this month to talk with you about the bargaining process and the issues in contention:

### Town Hall Meetings to discuss contract negotiations

- CSM: Monday, September 23  
2-4pm, Bldg. 14-117
- Cañada: Tuesday, September 24  
2-4pm, Bldg. 3-117
- Skyline: Wednesday, September 25  
2-4pm, Bldg. 4-273

Our working conditions impact our lives every single day. Your AFT bargaining team knows this and will continue to fight for fairness and protections for faculty, but they can't do it without you. Wear your shirt, talk to your colleagues, come to the Town Halls on whichever campus works best for you. Get involved! ☐



Rika Yonemura-Fabian, Nate Nevado & Bianca Rowden-Quince wear their AFT 1493 T-shirts at Skyline College to support the union bargaining team.

*See many other faculty in their red shirts on pages 10-11.*

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## **New faculty: Welcome, we're here to help**

### **Hello new adjunct faculty**

My name is **Jessica Silver-Sharp** and I'm writing to reach out to those of you recently hired as adjunct faculty. Since our district isn't in the habit of including part-timers in new faculty orientations, as an adjunct librarian (and your AFT secretary), I can fill you in on adjunct rights, answer questions and hear about your concerns. I've worked as an adjunct for several years at Skyline and Cañada and know how it is to begin a new position and/or add a second or even a third. My role also includes informing you of the benefits of AFT membership and getting you up-to-date on the important work AFT is doing on behalf of our almost 1000 faculty. I encourage you to take the step of getting in touch. We'll find a time and location that's convenient to meet up, and if you have time, I'll also brief you on your campus library benefits and library faculty services that are sure to enhance your new position. I'm looking forward to hearing from you.

- **Jessica Silver-Sharp, AFT 1493 Secretary,**  
[silver-sharp@aft1493.org](mailto:silver-sharp@aft1493.org).

### **Hello new full-time faculty**

My name is **Katharine Harer** and I've taught in the English Department at Skyline for over thirty years, and I've been active in our union for the last twenty years – and counting! I'm our union's official "Welcome Wagon" for newly hired full-time faculty. I



*Jessica Silver-Sharp & Katharine Harer*

bring new faculty members information and gifts and do my best to answer your questions. We talk about any concerns you might have, and I'll fill you in about what our union is all about: our ongoing work to advocate for all faculty members, including contract negotiations, as well as our current plans and campaigns. I will be contacting you to set up individual meetings that work for your schedule and mine, so please keep an eye out for an email from me. You can also reach out to me directly at [harer@aft1493.org](mailto:harer@aft1493.org). I look forward to meeting you.

- **Katharine Harer, AFT 1493 Vice President & Outreach Organizer**

## **The Advocate**

*The Advocate* provides a forum for faculty to express their views, opinions and analyses on topics and issues related to faculty rights and working conditions, as well as education theory and practice, and the impact of contemporary political and social issues on higher education.

Some entries are written and submitted individually, while others are collaborative efforts. All faculty are encouraged to contribute.

*The Advocate's* editorial staff, along with the entire AFT 1493 Executive Committee, works to ensure that statements of fact are accurate. We recognize, respect, and support the right of faculty to freely and openly share their views without the threat of censorship.

## **AFT 1493 discourages full-timers from taking on excessive overload**

The following resolution was passed at the December 6, 2017 AFT 1493 Executive Committee meeting:

Whereas economic instability affects the employment status and livelihoods of part-time faculty in the SMCCCD,

Be it resolved, that the AFT 1493 Executive Committee recommends that full-time faculty members **seriously consider refraining from taking on excessive overload in situations where part-time faculty will be displaced from courses to which they would have otherwise been assigned.**

# One way to help improve administrators' performance? Anonymous evaluations by everyone they supervise

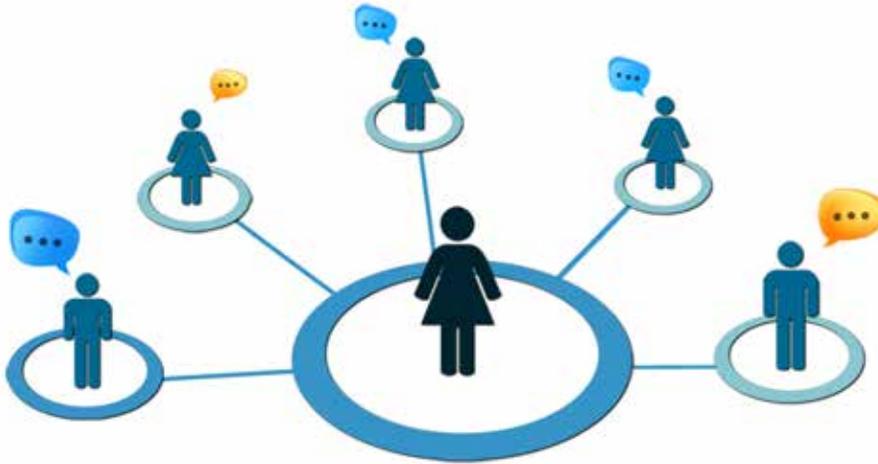
In light of [the investigation of Ron Galatolo and the District relating to allegations of harassment and improper handling of contracts](#), some faculty and staff have raised concerns about the performance and practices of various administrators at college and district levels. The AFT has made a proposal in the current contract negotiations that will help address the possibility of any questionable behavior by administrators: the opportunity for anonymous evaluations of administrators by all faculty under each administrator's supervision.

While there currently are procedures for evaluating administrators, they are misleadingly referred to as "360 evaluations." "360" suggests that they are looked at from every angle, but that is not the case. Administrators actually get to *select* who, among the people they supervise, gets a chance to evaluate them. And the evaluations are *not* anonymous. [Read the procedures for evaluating academic supervisors and administrators \(up to college presidents.\)](#)

## **District's response: No changes are needed; existing procedures are sufficient**

The District rejected the AFT's proposal for anonymous evaluations of administrators with the following statement: "*The District finds no compelling rationale for including additional language relating to this matter as it does not relate to traditionally bargained issues such as employee wages, benefits, hours and working conditions. As such, the*

*District believes that existing policy and procedures relating to administrator evaluations is sufficient and offers no counter proposal at this time.*"



## **AFT Contract Proposal:**

### **EVALUATION OF ADMINISTRATORS:**

*Annual Evaluations for administrators with responsibility for instruction or student services will include an opportunity for the faculty within the unit, division, or college to provide anonymous performance feedback. College administration and/or Human Resources will oversee the evaluation process, evaluation content, and all other matters related to the evaluation of administrators.*

## **Current policy: Administrators choose who evaluates them and evaluations are not anonymous**

Finally, as to whether the "existing policy is sufficient," that is plainly *not* the case, since it does not allow all faculty (or all employees) supervised by an administrator to participate because it is "by invitation only" and the fact that it is not anonymous will not elicit candid responses, as faculty and staff fear retaliation.

We hope the District will reconsider the AFT's contract proposal for the evaluation of administrators with responsibility for instruction and student services that would include an opportunity for *anonymous* evaluations by all faculty (and staff) they supervise. □

In the current climate of questions being raised about District administration behaviors, perhaps a "compelling rationale" might be that serious procedures for inclusive, in-house anonymous evaluations of administrators by faculty and staff would help build trust and more positive relations between staff and administrators.

Regarding how evaluations of administrators "relate to traditionally bargained issues", it should be very clear that administrators' treatment of faculty and staff has an essential impact on their working conditions.

## College students facing mental health crisis

By Helen Chuong Brody, LMFT

Skyline College students, like college students around the nation, have been facing an escalating mental health crisis like no other time in modern history. If you are someone who works with students on a college campus, I'm sure you've observed firsthand, heard, or read about the concerning trend of increasing mental health problems among our college students across this country. Community college students in particular are at higher risk and more likely than their peers at four-year universities to struggle with mental health problems due to coping with a complex array of adverse childhood and life experiences. When unaddressed, adverse childhood experiences result in lifelong negative psychological and health outcomes that impact every aspect of life.

### 40% of California community college students reported feeling overwhelming anxiety

A March 2016 report based on the survey of more than 4,000 students at 10 community colleges across the country, published by the Healthy Minds Network at the University of Michigan and Wisconsin HOPE Lab at the University of Wisconsin at Madison, found 50% of students reported having one or more mental health conditions. Depression and anxiety were the most common conditions reported. Yet only 30 percent of students struggling with a mental health problem accessed any form of therapy or medication treatment. In the 2016 California Community College survey of more than 7000 students, nearly 80% of students reported feeling overwhelmed, 40% reported overwhelming anxiety, 11% reported having seriously contemplated suicide, and 2% having attempted suicide.



### Skyline student died by suicide

In my 13 years as a licensed marriage and family therapist, I had not assessed as many cases of suicide risk as I had during these last two as a Psychological Services Counselor at Skyline College. Approximately 25% of the students I worked with experienced suicidal thoughts. Sadly, one of these students died by suicide in the beginning of November 2018. This was a student whom I, and another counselor, had seen for brief counseling, the typical model of counseling provided on college campuses when there are services.

### Inadequate response by administrators

Deeply affected as I was to hear of this tragedy, it was more disturbing the way these circumstances were handled by our administrators. We counselors processed amongst ourselves at the time, but our request for a full team debrief was not fulfilled until January of 2019, two months later. Meanwhile, our request for a follow up to discuss lessons learned so that we could improve upon future team and institution-wide procedures has yet to materialize. Feedback from faculty also indicated their need to discuss this serious issue,



but administrators provided no acknowledgement of these circumstances, nor designated a space for this important community dialogue around student mental health and suicide. If these dire consequences did not shake up a system that is not working, and wake up administrators who need to fully realize the seriousness of our students' mental health needs, what will?

### 40% of Skyline students reported mental health issues interfered with their academic success

If Skyline College's Department of Student Services prioritizes the provision of equity and fostering of student readiness as I have heard they do, then addressing the pervasive stress, anxiety and depression among our student population with competent, available mental health care is crucial to reaching this mission of student success and completion. The most recent Spring 2018 Skyline College Student Voice Survey indicated 40% of students reporting their emotional and/or mental health interfering with their ability to succeed academically, while only 16% accessed Psychological Services. If a student is not well, either physically or mentally, or is stressed and overwhelmed due to financial, food, housing and other insecurities such as the ones our students have reported, then their likelihood of staying the course and graduating, and doing that in a timely manner is significantly reduced.

## Student mental health care cut while new administrative positions added

Student readiness and success are intricately tied to mental health, and the provision of campus mental health services intricately tied to student equity. I am concerned that Skyline College administration is missing the mark. When budget constraints led to the reduction of competent student mental health care after Spring 2019 while there was funding for brand new administrative appointments, we have to wonder where the priorities truly lie.

An institution, and its budget allocations, that minimize support for their front-line counselors will have a burned out workforce inadequately able to support student needs. Both psychological and academic counselors do their best to support students day in and day out. However, academic counselors, who inevitably deal with students' mental and emotional stress during academic advising, feel they too are not given enough tools, resources, time or support to handle these very real stressors of their work.



## Colleges need to increase and improve student psychological services to address extreme needs

If the college's mission is to help students succeed and graduate, then what we need is more competent, accessible mental health care and student support resources, not less. We can send students to attend 100 workshops on study skills or college success skills, which are valuable skills to acquire, but until students learn to regulate their emotions that arise from stress and anxiety, they cannot take in useful information. When stress spikes, our biology takes over and the prefrontal cortex that is home to our cognitive functioning, is inaccessible until we calm our emotions. Learning to self-regulate so that we can use our cognitive abilities to their full potential is the work of counseling and mental health services. That is why mental health is a prerequisite for student learning and success, and precisely the reason for this college and other colleges to increase psychological services and overall resources directly for students in need.

When this institution's decision-makers truly prioritize student equity and success, what it will look like is staffing with more experienced psychological services counselors, more support for academic counselors with handling students' emotional and mental health, and the allocation of proper physical settings to accommodate students' needs for privacy. Without actualizing these institutional investments, we are falling short of the College's purported commitment to upholding our mission and values.

### Data on college student mental health trends:

*Suicide is the second leading cause of death among college students (Active Minds, 2018)*

<b>The Annual National College Health Assessment conducted by the American College Health Association</b>		
<b>Mental health assessment categories reported by college students:</b>	<b>Fall 2018</b>	<b>Fall 2010</b>
<b>Felt things were hopeless</b>	<b>53%</b>	<b>44%</b>
<b>Felt overwhelmed by all that they had to do</b>	<b>85%</b>	<b>83%</b>
<b>Felt very lonely</b>	<b>63%</b>	<b>54%</b>
<b>Felt very sad</b>	<b>69%</b>	<b>58%</b>
<b>Felt so depressed it was difficult to function</b>	<b>41%</b>	<b>28%</b>
<b>Felt overwhelming anxiety</b>	<b>62%</b>	<b>46%</b>
<b>Seriously considered suicide</b>	<b>11%</b>	<b>6%</b>
<b>Among a list of areas of life that were either traumatic or difficult to handle:</b>	<b>#1 difficulty was academics, reported by 48% of students</b>	<b>#1 difficulty was academics, reported by 42% of students</b>

LGBTQ+ RIGHTS

# AFT 1493 and SMCCCD stand up for LGBTQ+ rights at 2019 San Francisco Pride

By Evan Kaiser, CSM, English as a Second Language

After waiting restlessly on the sidewalk of Beale street in San Francisco, it was finally time to step off. Hastily grabbing the bullhorn, Skyline Psychology professor Christopher Branco thanked the over one hundred SMCCCD students, faculty, and staff for showing up to support LGBTQ+ students and employees. Yet he also issued a warning. “Remember that our rights can be taken away at any time,” he stated with conviction, “so let’s show them that we are here to stand up for our community!” With a holler, our contingent surged forward. Rounding the corner, a student led the crowd in a chant. “Black lives matter!” he yelled hoarsely. “Trans lives matter!” the contingent answered. Behind the barricades, community members and residents smiled and cheered.



part of the SMCCCD contingent at 2019 SF Pride

## Generations of Pride, Generations of Resistance

The San Francisco Pride event was first held in 1970 and has been held annually since 1972. This year’s theme, “Generations of Resistance,” commemorates the 50th anniversary of the Stonewall riots of 1969, an uprising against police oppression at a gay bar in New York that galvanized the gay liberation movement. The theme connects generations of activists and allies in reflecting on the history of LGBTQ+ struggles and identifying new priorities for equity work in 2020 and beyond.

Marchers have always responded to political and economic events that have threatened the LGBTQ+ community. CSM counselor Michael Vargas recalls marching for the first time in 1988 as part of an AIDS service organization. At the time, pride meant “making a small difference in the lives of women and men with HIV disease” which “for some of them...



AFT 1493’s contingent at 2019 SF Pride

meant a few months of dignity before they died of AIDS.” Sadly, he recalls, “many marchers and spectators would not survive long enough to see Pride in 1989.” Thanks in part to the work of grassroots organizations like the AIDS Coalition to Unleash Power (ACT UP), HIV is now a manageable chronic medical condition.

As public discussion shifted to marriage equality in the early 2000s, newlywed couples could be seen celebrating their newly issued marriage licenses in 2004 and then protesting the passage of Proposition 8, which temporarily banned same-sex marriage in California, in 2008.

Since then, as the corporate presence at Pride has grown, it is worth revisiting and renewing this commitment to resistance. While some people celebrate companies’ public commitment to supporting their LGBTQ+ employees, others feel that Pride could respond more directly to the challenges facing the LGBTQ+ community, from [addressing the LGBT socioeconomic divide](#) to securing [federal antidiscrimination protections](#) and [ending violence against transgender women of color](#). The student who chanted “black lives matter” and “trans lives matter” understands the power in forming coalitions among marginalized groups in order to better counter the forces that seek to divide us.

## Creating a More Inclusive Campus

Naturally, these cultural and political tides influence how students experience college. Although a larger and larger percentage of LGBTQ+ students and staff report feeling safe on college campuses, [a 2010 report](#) found that significant numbers still face harassment or hide their identity to avoid intimidation.

We marched in order to make college, and U.S. society at large, a place for LGBTQ+ people to live fully

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# District rejects pay parity for counselors and librarians

by SMCCCD Counseling Faculty

Over the summer, we presented a proposal to the district on pay parity for counselors and librarians, which the district was not willing to go forward with. All of our part-timer hours and all full-timer overload hours (which for both full-timers and part-timers means much of summer and winter, as we still provide services and need coverage during all breaks) are paid at lower rates than other instructional faculty. Ultimately, what we are hoping to achieve is for our salary schedules to be changed to have just 2 rates: a student contact rate and a non-student contact rate. Failing that, we would like to be treated and compensated on par with all other faculty for the work that we do. We are hoping that, in a district with such a focus on equity for our students, we are able to extend that equity to faculty as well, and that our colleagues will support our efforts to have a single faculty pay rate in which all faculty, including counselors and librarians, are compensated equally and equitably.

As faculty, there is an expectation of expertise and command of our discipline, as well as pedagogical best practices that we engage in with our students. As counselors, we are held to those same expectations. Our counseling philosophies and pedagogical groundings are student-centered and imperative to the work that we do every day. We spend 25 hours a week meeting with students to work with them on any number of things – making plans for their career and educational goals, providing insight on the transfer process, supporting them as they are faced with incredibly challenging personal circumstances that impact their success, advocating for and connecting them to resources, navigating convoluted systems and processes, providing tools that can help them succeed, and the list goes on. A counseling appointment is not a single thing, and never as straightforward as “just an ed plan.”

In addition to this, our knowledge of constantly changing curriculum, articulation, transfer pathways, associate and certificate programs, placement mechanisms, and course content, among other things, require us to constantly reassess

our knowledge and practice to best serve our students. This big picture knowledge also enables us to contribute effectively to many campus initiatives, like Guided Pathways, and engage in evidence-based practices that support student success, like learning communities. On top of this, many of us also teach. This is in addition to the hours we spend on research, follow up, and student records notes, as well as general faculty responsibilities including committee work and meetings. We also provide coverage year-round for students – the counseling offices are open even when school isn't in session.

All faculty are assigned their classes each semester, and then they teach the content of their classes at the allotted time the class is scheduled. Any overload assignments are compensated in keeping with primary assignments – if a primary faculty assignment is to teach a course, and that primary assignment is compensated at a faculty salary rate, overload assignments of the same duty (to teach a course) are compensated as such. Counseling should be treated the same. By replacing the word “teach” with “counsel,” and “class” with “student appointment,” it becomes clear that the duties of counseling faculty require equivalent expectations of expertise and command of the discipline, just delivered in a different setting. However, any adjunct assignments, as well as additional counseling hours that are paid as overload, are currently paid at the lab rate, which is about 80% of the lecture rate that our fellow faculty members are compensated at. Librarians are compensated at special rate, which is 62% of the lecture rate, and are required to work even longer hours.

Even though counselors are considered faculty, the disparity in compensation between counselors and other faculty for performing the duties required of us, given our expertise and command of the discipline, is an issue that needs to be addressed in the contract. As it stands, the overload and adjunct compensation schedule of counselors and librarians codifies the view that we are ‘second-class’ faculty, which serves to negate the critical importance of the work we do and the expertise we have as faculty. □

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and openly. “The closet is still a dark, dangerous and destructive place,” Vargas notes. “It is much easier to embrace and celebrate our place and contributions on our campuses when we do so together rather than as individuals.”

I agree. Marching in the parade for the first time, I felt the walls I had erected between my personal and public “selves” collapse. The message became clear: only by living authentically, without concealing parts of myself, would I be able to fully serve students and my community. And only with support from my community would I be able to effectively convey this message to others. I felt grateful to the people before me who fought to make school – my school

– safer, and to show me that, as Vargas says, “you can be out and proud – for a lifetime.”

If you are interested in marching next year or helping with logistics, please reach out to one of the following campus contacts. And stay tuned for the launch of the Skyline Pride Center this fall semester (big thanks to Rika and Skyline students for their organizing work!)

Skyline College: *Rika Yonemura-Fabian, Sociology and Social Justice Studies; Christopher Branco, Psychology*

College of San Mateo: *Evan Kaiser, English as a Second Language; Michael Vargas, Counseling*

# CFT and FACCC express no confidence in California Community College Chancellor over his support for performance-based funding and corporate online college

Last May 3, the Executive Council of the California Federation of Teachers (CFT), approved a resolution of no confidence in California Community College Chancellor Eloy Ortiz Oakley for his efforts to corporatize community colleges and exclude faculty from decision making. Of particular concern were the Chancellor's support of the launch of a new online-only community college (now called "Cal-bright") and the establishment of a new statewide "Student-Centered" Funding Formula that will give extra state money to community colleges that achieve better track records in graduation and transfer rates.

On May 22nd thousands of educators, students, and allies from around the state rallied in Sacramento for a Day of Action in

support of public education at the state capitol. During the Day of Action, hundreds of community college educators and students marched to the state Community College Chancellor's office to deliver the no confidence message in person. Jennifer Shanoski, President of the Peralta Federation of Teachers, explained the message to the crowd. Her statement is presented below.

In May, the Faculty Association of California Community Colleges (FACCC), a statewide lobby and policy group that advocates for California community college faculty, also took a position of no confidence in Oakley's administration for the same basic reasons. An explanation of FACCC's position follows Shanoski's statement.

## Jennifer Shanoski, speaking on May 22nd:

My name is Jennifer Shanoski and I am President of the Peralta Federation of Teachers – the union that represents some 1,100 faculty at the four Peralta community colleges. I have come to Sacramento today to stand with other educators, students and community members to demand that the state of California do what's right and fully fund our public education and stop the move towards more privatization.



Jennifer Shanoski

The California Community Colleges are the workhorses of our educational system. We serve more than three times the number of students that the UC and CSU systems serve combined. We serve the most diverse population of students. And we serve our students at the lowest cost of any public education system in the state.

Despite the fact that we are a lifeline for communities across the state, our colleges are chronically underfunded.

More and more, our classes are taught by part-time faculty who are not afforded the job security, wages, and benefits of their full-time counterparts.

And faculty spend too much time chasing grant dollars and scrambling to meet the requirements of unfunded mandates, rather than teaching actual classes or helping students.

But it gets worse. Last year Chancellor Oakley and Governor Brown decided to push forward a fully online-only

community college despite broad opposition. It is being headed by an education technology entrepreneur. It is being staffed by a consultant paid \$500k to get the school up and running by fall. It is not required to adhere to any collective bargaining agreement – the only such community college in the state of California.

## This online college is OUR charter school

This online college does not represent choice or access – it represents a way for "education reformers" to move from the K-12 system on to community colleges. It will syphon money away from our existing colleges and as it does, the students who will be left behind are those who are most vulnerable and who need us most.

Today we delivered a vote of no confidence in our Chancellor Oakley. We have no confidence in his ability to run the California Community Colleges because of his lack of consultation, continued actions in opposition to local senates, and his willingness to take this first step towards privatization.

We demand that public education remain in the public sphere, not in private hands, and that faculty, staff, and students are central to the decision-making process as we move forward.

We demand that our community colleges and the students we serve are protected and invested in. And we won't back down until our demands are met!

## FACCC Board of Governors August 24th statement:

*Chancellor's Office development and support of a funding formula with a performance-based component over the opposition of faculty and other key stakeholders*

Without sufficient collaboration and against significant legislative opposition, the Chancellor's Office actively lob-

bied for the "Student-Centered" Funding Formula (SCFF) to become law. The main proponents of the new formula were not institutionally recognized system stakeholders. Besides being poorly constructed, the SCFF will damage our system if continued in its current form. This formula contains fund-

ing based on student outcomes, similar to No Child Left Behind, even though a decade of research shows that this model does not help students. Performance-based funding does not lead to increased student success but rather, leads to the gaming of the system and the exclusion of students less likely to succeed. The adoption of the new formula contradicts the civically responsive, open-access mission of our system. Further, the SCFF prioritizes monetary rewards for Associate Degrees for Transfer (ADTs) over UC transfers, local degrees, and career technical certificates and degrees, valuing certain educational goals over others. Having participated in discussions and advocacy during the construction of the prior two funding formulas (Program-Based Funding and the Per-Student Equalization Model), FACCC was shocked by the unilateral and rushed nature of how the current formula was constructed and how little to no opportunity was made available to collectively analyze data and impact to our districts. FACCC is concerned that the current formula will do little to move the system forward as it pits districts against each other and creates unhealthy competition for students deemed financially worthy by the system. Remarkably, despite the continued concerns of system stakeholders and legislators, the Chancellor's Office continues its support of the formula.

#### *Chancellor's Office development and support of a fully online college that now has a perpetual conflict of interest with our existing 114 colleges*

Last year, the Chancellor's Office developed the proposal for a separate online college, rejecting the advice of the Academic Senate and others to consider an expansion of the existing and successful Online Education Initiative (OEI). With an initial cost of \$120 million, the online college, now called Calbright, is legislatively prohibited from offering programs that compete with our current institutions. Nonetheless, the first three planned programs—Medical Coding, IT support, and Cybersecurity—are currently offered at multiple colleges. While the Chancellor's Office argues that the programs will be different because they will be competency-based, competency-based education already exists through non-credit education. Regardless of course structure and evaluation methods, the curriculum, outcomes, and intent of these programs duplicate existing programs. FACCC argued that instead of attracting nontraditional students into our system, this new entity will create stranded students needing more than the online platform can provide. Equally important is that Calbright requires an extraordinary commitment of dollars that should be invested in students and programs at existing, accredited colleges. FACCC, the Academic Senate, and other system partners have communicated these concerns to both the Chancellor's Office and the legislature. While the Assembly Budget Committee agreed that resources from Calbright could be better allocated for student services and faculty support, the Chancellor's Office dedicated its political capital to ensure the full funding of the college.

#### *Prioritizing the agendas of external foundations and education reform groups over the expertise of system stakeholders*

This Chancellor's Office has been marked by a continuous adoption of the problematic agenda of particular foundations, which includes the failing policies of performance-based funding and divestment from faculty. FACCC continues to express its concerns regarding the influence of these external entities over recognized system stakeholders.

#### *Use of the Foundation for California Community Colleges as a means to hire lobbyists and public relations firms*

While the Foundation for California Community Colleges exists to support the system in important operational endeavors, it had not, in any recent memory, been used for political advocacy. Much of the online college's and funding formula's advocacy was financed by the foundation while these ideas were mere concepts. Specifically, the foundation hired lobbyists and public relations firms to advocate for the legislative agenda of the Chancellor's Office. In a clear break with precedent, the Foundation's resources were used in an inappropriate political manner, which opens the door to possible misappropriation of funds in the future.

#### *Tying financial aid to Guided Pathways*

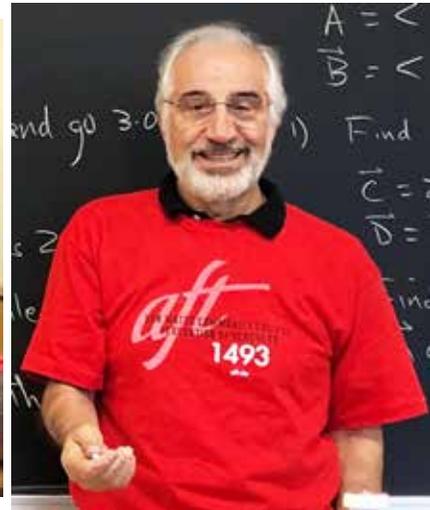
When the Chancellor's Office-sponsored Guided Pathways initiative was introduced in 2017, local faculty input regarding the decision to participate in the initiative was to be assured via a local academic senate sign-off. While that practice was technically employed, the Chancellor's Office successfully advocated to ensure AB19 funds—those designed for first-year free community college—were only granted to those districts that accepted the Guided Pathways funds. This requirement was inconsistent with the spirit of Guided Pathways and interfered with local decision-making around Guided Pathways.

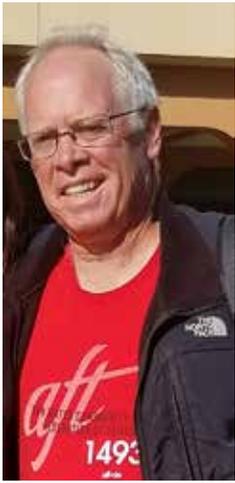
#### *Moving Forward*

Since the vote of no confidence, FACCC leadership has met twice with the chancellor and his staff and has engaged in meetings convened by the Chancellor's Office and stakeholder groups. However, we remain concerned about the dynamics that produced the above problems until we see concrete and clear progress. In order to move the system forward in a positive manner, the Chancellor's Office will need to do the following: 1) consult collegially and authentically with faculty leadership and system stakeholders adhering to the participatory governance mandate codified in Education Code and Title 5; 2) prioritize the mission of the California Community Colleges and input of system stakeholders over the agendas of external foundations and education reform groups; and 3) seek and deploy accurate data, impact analyses, and collegial decision-making processes when proposing changes to systemwide structures such as funding models and the creation of new colleges. □

# SMCCCD faculty wear their AFT 1493 T-shirts to support the union bargaining team

Faculty members throughout the district showed their support and solidarity for their AFT negotiating team on bargaining days--Wednesdays, August 21 and 28--by wearing "Red for Ed" AFT 1493 T-shirts. The next bargaining day is Wednesday, September 11. Don't forget to sport your AFT shirt on the 11th! [Read negotiations reports at AFT 1493.org](http://Read negotiations reports at AFT 1493.org).





**LABOR UNIONS**

**Public support for unions on the rise**

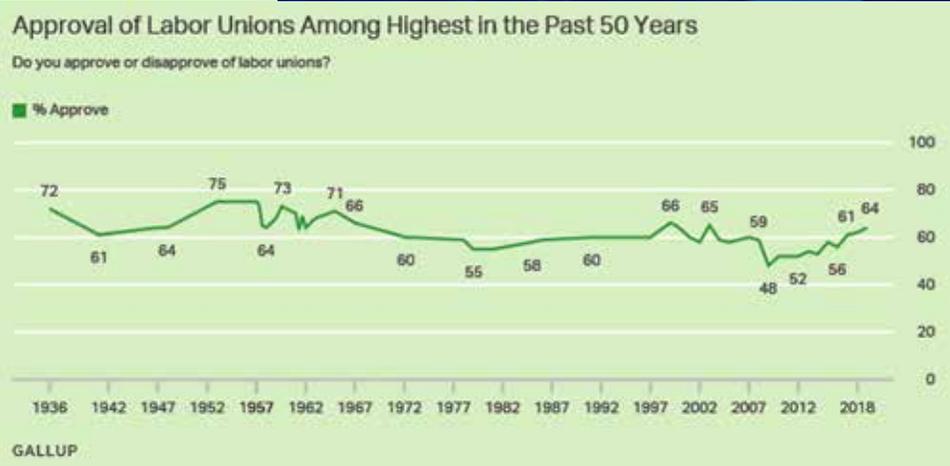
Public support for unions has reached 64 percent in a recent Gallup poll. Gallup has been asking the public about support for unions since 1936. Since 1967, the polling agency [observes](#), the union approval rating “has only occasionally surpassed 60 percent. The current 64 percent reading is one of the highest union approval ratings Gallup has recorded over the past fifty years.”

Wage stagnation and benefits erosion is a significant factor leading to greater support for unions. Wages are [increasingly insufficient](#) to cover skyrocketing living costs, and employers continue to slash benefits to increase profits, making life harder for working people. This is an obvious source of frustration with the status quo, a basic factor that causes working people to turn to collective action in the form of unions.

People don’t automatically warm to unions, however, just because their employers are treating them poorly. They have to see a credible alternative, a positive example of what unions can do. The teachers’ strike wave, which started in 2018, did just that. The strikes in West Virginia, Oklahoma, Arizona, California, Washington, and several other states put unions in the news, making them visible and relevant to large segments of the population for the first time in decades. And importantly, by “bargaining for the common good” — or connecting their demands to the well-being of communities as a whole — the strikes were successful at impressing on people that what’s good for unions and workers is also good for students, parents, and the entire public.

**64% of Americans approve of labor unions—**  
that’s up 16 percentage points since the beginning of the recession, and the highest approval rating in nearly 50 years.

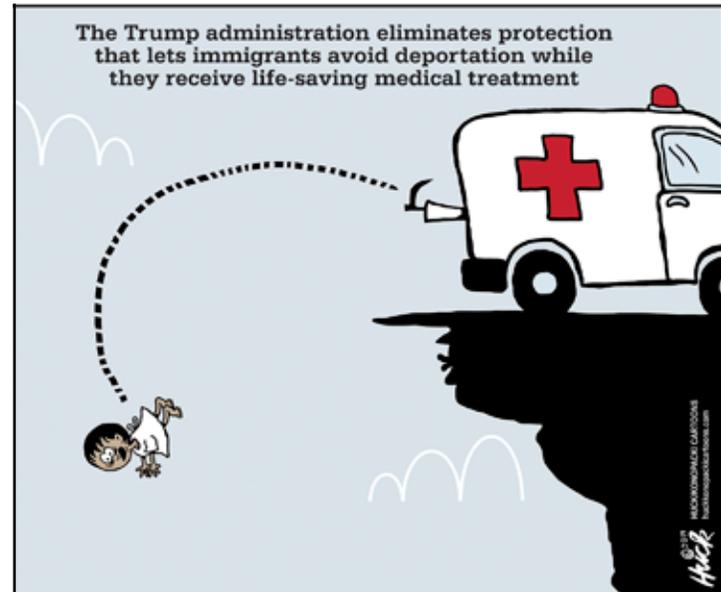
Source: Gallup Poll Social Series: Labor and Education (conducted Aug. 1-14, 2019)



**Gov. Newsom signs bill removing SSN barrier for undocumented students**

On August 30 Governor Newsom signed AB 595 (Medina) which allows undocumented students to use Individual Tax Identification Numbers (ITIN) in lieu of social security numbers when enrolling in community college apprenticeship or internship programs with background check requirements. This new law enables undocumented students without social security numbers (SSN) to enroll in career education programs without fear of being turned away. It received bipartisan support and had no formal opposition.

*meanwhile...*



**AFT 1493**  
**Executive Committee/**  
**General Membership**  
**Meetings**

**Wednesday, Sept. 18, 2:30 p.m.**  
**Skyline – Building 6-203**

**Wednesday, Oct. 16, 2:30 p.m.**  
**CSM – Building 10-401**