

## AFT and District to begin negotiations on “reopeners”

by Joaquin Rivera, AFT 1493 Chief Negotiator

Although negotiations on the entire contract will not take place until next year (the current contract does not expire until June 2009,) negotiations between the AFT and the District will begin soon on “reopeners”—three specific items that each party gets to select. After surveying faculty and getting input from our attorney, the AFT 1493 Executive Committee decided on the following re-openers in contract negotiations for the 2007-08 academic year. (The general scope of each of the three items is described below.)

### Article 17 Grievances

The Union will be proposing to modify the language regarding grievance procedures.

### Article 19 Part-time Employment

The Union will be proposing to modify the language regarding part-time seniority.

### Article 24 Distance Education (add new article)

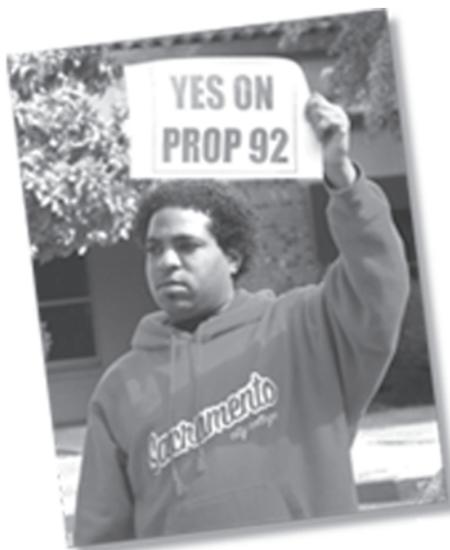
Add language addressing the issues of: the use of distance education methods; the rights to the control of intellectual property, including subsequent use and compensation; access to technology, training for technology, and support for instructional technology; faculty involvement in assessing the benefits and costs of technology prior to purchase decisions; the effect of technology on privacy, staffing levels, and general health and safety; and, the appropriateness of and decision making process for contracting out technology based education products and or services, among others.

Our initial proposals went to the Board on November 13 and we hope to begin negotiations in January. □

## COMMUNITY COLLEGE INITIATIVE

# Faculty support needed now to pass Proposition 92 on Feb. 5

The Presidential primary election is not the only important issue on the upcoming February 5 state ballot. Proposition 92, the California Community College Initiative, will have a major impact on the California community college community. Proposition 92 will ensure minimum funding for community college growth, while rolling back fees to \$15 per unit (that can only rise with the cost of living.)



## Proposition 92 would ensure fair funding for community colleges

Proposition 98, approved in 1988, guarantees schools and community colleges 40 percent or more of the state general fund – this year providing \$41.5 billion. Legislation passed in 1989 spelled out a way to calculate the community college

share which would give the colleges roughly 11 percent of the guarantee, but the Legislature has annually voted to suspend the law. What community colleges usually get is significantly less, closer to 10 percent.

Proposition 92 is intended to give community colleges equal footing by using young adult population growth to calculate their share, much like attendance used for the K-12 share. The initiative is estimated to increase the Proposition 98 guarantee by an average of \$300 million a year for the next three years, with community colleges getting half the new money for two years and most of it in the third year.

The initiative, which also lowers community college fees from \$20 to \$15 per unit, would give community colleges a Proposition 98 share set annually by formula, not the Legislature. If Proposition 92 passes, the base annual budget of the SMCCCD district alone is projected to be \$8.7 million higher by 2009-10 than if the current law remained in effect.

## Faculty can help get the message out

With only 2 months left before the election, the Proposition 92 campaign needs college faculty to do everything you personally can do to educate potential supporters about the importance of this proposition.

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**PRESIDENT'S LETTER**

**Proposition 92: Our Best Hope For Ongoing Educational Opportunity**

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

**The View From Here:  
 The Rich Get Filthy Richer**

The greed seems so blatant. Let me focus on only two of many possible examples. The Bush administration is refusing to support tax relief for the growing number of middle class families



facing the Alternative Minimum Tax. The Democrats' plan is to raise taxes on about 20,000 of the wealthiest Americans to bring relief to millions. Republicans on the right have the nerve to protest that the Democrats' plan is an unreasonable tax increase. God forbid we raise taxes on those who can afford it most to cut taxes for the struggling middle class. The Republican protest is particularly ironic since the Alternative Minimum Tax was originally designed to prevent the wealthy from avoiding taxes. Interestingly, at the time it was first legislated, someone forgot to index the Alternative Minimum Tax for inflation thereby creating a situation that with each passing year results in more and more middle class families facing a significant unfair tax increase.

Bush's veto of the SCHIP health care plan to provide health coverage to children whose families could not otherwise afford coverage arguably represents the lowest level of moral integrity demonstrated by the current administration. Again, the Republican mantra is the same, "those evil Democrats want to raise your taxes". In truth, only cigarette taxes would have been raised to benefit children with no health care. Why that isn't a good and reasonable decision baffles me—unless of course one views this through the eyes of the greedy rich who are more than happy to laugh all the way to the bank, profit-

ing from the misery of both smokers and children.

How does all of this relate to community colleges and Proposition 92? In my view, keeping education accessible to the poor and middle class is probably our last best hope of fulfilling the American dream of an equitable society with opportunity for all.

**My Own Story**

Educational opportunity leading to a better future certainly represents my story. As the child of poor Latino parents, education was my only hope. Because we were poor, community college was my only option. My father was born in a tent in a migrant labor camp in southern California after his parents fled Mexico during the revolution. While my father was growing up in poverty, my mother was trying to finish her high school education in one of the areas hardest hit by the great depression, northern New Mexico. Due to malnutrition she lost all of her teeth and her vision was ruined by the time she was twenty. My father who needed to work to help support his family, finished the fourth grade. My mother, a determined woman, eventually graduated from high school at the age of twenty-three.

Shortly before my birth my recently married parents moved to the East Bay so that my father could work at Mare Island shipyards during the war. Following the war, my father worked the rest of his life as a welder and staunch Union man employed at a local oil refinery. My parents struggled to pull themselves up by the bootstraps. Eventually, they were able to afford to buy a home in the Clayton Valley area, which at the time was a place to buy inexpensive homes in the country. My parents paid \$11,000 for their home which they lived in until passing away a few years ago.

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## DEAC committee is developing District distance education policies as AFT plans to negotiate some distance education issues

by Eric Brenner, Advocate Editor

In the last couple of years, since the District has re-focused on the need to increase enrollment, Chancellor Galatolo has promoted two major initiatives as keys to significant enrollment growth: concurrent enrollment and distance education. While the District's concurrent enrollment proposals have been discussed more broadly among faculty with last summer's joint agreement between the administration, the Academic Senate and the AFT and continuing discussions and statements from various academic departments and several articles in the last two issues of the *Advocate*, developments in the District's distance education initiative have been somewhat less in the public limelight. Although less publicized, plenty of meetings, discus-

sions and work on distance education policies have been taking place over the last year or so—primarily through the Distance Education Advisory Committee (DEAC.)

The district-wide Distance Education Advisory Committee was established in October 2006. It was initially proposed by Jing Luan, Vice Chancellor of Education Services and Planning. Academic Senates provided names of faculty representatives and others were suggested by the college presidents. The AFT later provided one union representative to the committee.

According to Luan: "The overarching goals are: develop a mechanism for enhancing student success in distance education; develop a process for expanding access to distance education and identify district distance education

goals; select a platform for delivery of distance education; and create and sustain an environment conducive to teaching and learning online."

### *Distance Education Guidelines being developed by DEAC*

One of the main projects DEAC has been working on is adapting a document called "SMCCCD Distance Education Guidelines." This document is being developed from an equivalent document that was written at Mt. San Jacinto Community College. Luan describes the Guidelines as "a set of principles, recommended approaches and definitions useful for faculty and staff in developing and teaching distance education courses." It includes

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### **President's Letter**

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For me, I learned early on that education was my only hope. I struggled through high school as a bright but underachieving student. After living in a Latino community all of my life, I felt very out of place in an all white high school. The fact that I didn't belong was made abundantly clear by both fellow students and a few teachers. The nurse kept calling me into her office to ask why my skin looked yellow. I grew tired of trying to explain that my skin was brown, my natural color.

### **Diablo Valley to the Rescue**

In fall of 1963, the same year JFK was assassinated, I enrolled at Diablo Valley College. I loved school and my grades improved dramatically. I got to know my professors and loved the small classes where it was possible to participate in discussions and get to know fellow students. I wanted to go to a four year college but knew that my local community college was

where I needed to start. I was terrified of school. No one in my family had ever gone to college. I needed time to grow and develop. I needed to save all the money I could so I could finish my education.

Now, as still one of the all too few Latino Ph.D.s, I look back on my education and know that without the community college system I would never have made it. I am proud of my own journey, my own accomplishments and grateful that an opportunity to complete my college education was possible because of the community college system. When I look at the population of young people today, Latino and otherwise, I am very fearful for their future and the future of California. Our under-resourced community college system is really the only hope that these young people have of achieving a middle class future with some possibility of better opportunity for themselves and their children. The community college system is also, I believe, the one hope California has for maintaining

economic productivity and competitive viability.

### **Proposition 92: Creating Greater Equity in Education**

The heart of Proposition 92 is a plan to bring much needed revenue to the Community College system. It is truly amazing that, of all the levels of public education in California, Community Colleges get, by far, the least financial support. Please work to pass this important initiative. Please vote, please donate to the campaign, please organize. Both our individual and collective futures will be much dimmer should community colleges lack the resources to continue to fulfill their mission of educational opportunity for all. In closing, I would like to take this opportunity to thank the SMCCCD Foundation for their recent donation of \$20,000 to the Proposition 92 campaign and to acknowledge Chancellor Ron Galatolo for his proactive efforts to approach the foundation for this additional support. □

## Senate, AFT leaders and SLOAC Coordinators meet to discuss accreditors' requirement that faculty evaluations must include SLO's

On November 26, faculty leadership representing the District Academic Senate and the Academic Senates at the three colleges, the AFT, and the SLOAC Coordinators from all three colleges met for a discussion of the recommendation made to all three colleges during the recent Accreditation visits to include SLO's in faculty evaluations.

Standard 3.A.1.c states: "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those student learning outcomes."

What follows below is a somewhat abbreviated and edited version of the minutes of that discussion. It should be seen as a follow-up to the Faculty Alert that was published in the November edition of *The Advocate*.

*The Advocate* would like to encourage faculty to send us their thoughts on this important subject. We will publish the faculty comments that we receive in our next issue.

### Agreed Upon Goals for the Meeting:

- To better understand the recommendation made by all three Accrediting Teams regarding the inclusion of SLO's in faculty evaluations as implied in Standard 3 A 1.c and the implications for District faculty, students and the teaching and learning environment.

- To find out from the SLO Coordinators what their concerns and recommendations are.
- To create a common understanding of how to move forward with the development of student learning outcomes and assessment.
- To find out issues and options from the perspective of the AFT contract and the legal analysis of the AFT's lawyer.

### General Discussion on the Topic:

The SLO Coordinators reported that around the state it is becoming apparent that ACCJC is "enforcing" the requirement of including SLO's in faculty evaluation. Some colleges have addressed this by including a reflection piece such as: "Have you been involved with the development of SLO's?" These colleges have not received further recommendations on this issue.

If we don't do anything, we'll get dinged in the next self-study cycle, but, importantly, there is a state-wide fear of the State or Feds requiring more difficult and offensive linkages between student performance and faculty evaluation. These fears are speculation. The Chair of the state Academic Senate Task Force on SLO's emphasizes that WASC/ACCJC is our friend. The Task Force is trying to address assessment with faculty in a way that leaves it really open

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### Some distance education issues to be negotiated

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sections such as "Course Development Process Standards," "Teaching and Learning Standards," "Distance Education Faculty Readiness Standards," and "Educational Technology Training Plan."

### Guidelines document includes items that must be negotiated

Numerous items that have been proposed in this document-- such as class size, virtual office hours, ownership of intellectual property, and incentives for online course development--are negotiable items that must be negotiated between the District and the AFT. Other issues, such as evaluation of online courses come under the joint purview of the AFT and the Academic Senates.

Distance education issues are one of the three "reopeners" that the AFT has proposed for negotiations with the

District that are scheduled to begin in the next month or so (see page 1 article), and at the November DEAC meeting committee members agreed that negotiable items should not be included in the Guidelines document. It was also suggested at the same DEAC meeting that those items that come under the joint purview of the AFT and the Academic Senates could possibly be worked out through a "trust committee" arrangement of administration, Academic Senate and AFT representatives, similar to the system used to develop the District's current faculty evaluation policies and procedures. Since the AFT is currently proposing the re-establishment of the Trust Committee to review the current evaluation policies and procedures, this body would be a logical group to develop formal distance education evaluation policies for the District.

The *Advocate* will report on future developments concerning the District's distance education policies as they progress. We also encourage faculty members with opinions regarding the District's distance education plans and policies to submit your ideas to the *Advocate* for publication. □

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so we can interpret it in a way that is agreeable to us. Currently, regional accreditors function as go-betweens between the Federal Education Department and the Spellings Commission, which wants hard numbers and accountability, and doing something that may satisfy them could be beneficial to us. The SLO Coordinators support the concept that it is possible to include some language in evaluation that shows that faculty and staff resources are committed to SLO's and Assessment.

### *Is the ACCJC a "pro-faculty" group?*

One deep concern is that the Spellings Commission represents a threat to the independent peer review process. This was reflected in a recent state Academic Senate resolution. The state Senate wants any language in the standards to be broad enough to be flexible and responsive to faculty concerns about the effect on the teaching and learning environment. The SLO Coordinators feel that we may not want to take an oppositional stance to a pro-faculty group, if the ACCJC can be portrayed as such. We don't want any kind of hardcore assessment data used to evaluate faculty, e.g. assessment and retention data. The 2004 research paper on implementing the ACCJC Standards from the state Senate says that the two should not be connected. We find no conflict with the concept that colleges should be able to show they're committing resources to the issue. We need to be able to show that full-time faculty are participating and that they have some degree of involvement in the SLOAC initiative.

### *Can WASC legally require revisions of established contracts regarding evaluations?*

AFT Executive Committee feels strongly that it would be a mistake to agree to any contract language in order to "appease" the accreditors because requirements from an external agency is a violation of the Rodda Act. The Rodda Act affirmed that all evaluation issues shall be subject to contract negotiations.

The legal theory is "that under California law, WASC must respect the Legislature's decision that evaluation procedures and standards are negotiable. WASC thus cannot penalize a District because a contract adopted in accordance with the Rodda Act is not satisfying to WASC."

At this point it appears as if there are 4 or 5 districts that have addressed the issue by including language that has met the approval of their visiting teams. Most of the 71 districts in California have not yet been confronted with the new WASC demand to link SLO's to faculty evaluation.

At some point the AFT Executive Committee will make a decision on what stance to take on how to proceed.

At this time we must also address numerous issues related to faculty evaluation, policy, procedures, and forms. Current processes were established many years ago in the District by a Trust Committee following the passage of AB1725.

How this fits into the larger evaluation revision: The AFT is requesting the reconstitution of the Trust Committee that had created many of the standing processes of evaluation. Although AFT has primacy in evaluation, the Trust process gives all interested parties a way to contribute.

### *Who will interpret SLO data and how will that data be used?*

Assessment is subjective. While we want to include student learning and assessments to view and evaluate our work with students, can we be positive that we will be the ones who will interpret the data that is gathered? Specifically, will we be able to look at and use data in ways that support students rather than to justify and control funding?

Six years ago ACCJC stated clearly that they had no intention of linking assessment to evaluation and these recent recommendations show a major shift in perspective. The concern is that assessment data will be used to standardize education at the community college level like the No Child Left Behind legislation does in the K-12 system.

State legislators and educational administrators want a paradigm shift in what accountability looks like. There is, perhaps, a misunderstanding about what motivates educators to do their best for students. With all of the energy that has been put toward outcomes and assessment, this move toward linking assessment and evaluation will create a chilling effect on all authentic assessment.

Evaluations should be limited to our performance as teachers; that which is included in our job descriptions. SLO's are not in our job description. Teaching classes, assessing student work, committee work, and office hours are. The Accreditation Standards are not what faculty were hired to do.

### *The Ad Hoc group that met on Nov. 26 developed the following three agreements:*

1. While the SLO's and assessment movement remains somewhat controversial, we can agree that we want to continue working on student learning outcomes and assessment as long as we control the data that is collected, and that it is used in the best interests of our student population.
2. We are against the proposed linkage of faculty evaluation to student performance.
3. We support the development of a Trust Committee to address the visiting teams' recommendations within the broader context of faculty evaluation. □

## Reconstitute the Trust Committee

By Teeka James, AFT 1493 Co-Vice President

At its most recent meeting on November 14, the AFT 1493 Executive Committee discussed the administration's unilateral modifying of faculty evaluation documents and decided that the "new" document packet currently in use is copasetic. We also decided that the reconstituting of the Trust Committee is a good idea, not only to revisit our current evaluation documents, but also to create a body that can, possibly, discuss if and how to respond to WASC's demand that SLOs and faculty evaluations be linked somehow. Clearly none of the details have been worked out yet. AFT is currently in the process of contacting the Academic Senate and the administration, and if all parties are in agreement, we'll start re-building the Trust Committee, perhaps as early as next semester.

(For a more detailed description of the modifying of faculty evaluation documents, please see pages 3-4 of the November 2007 issue of *The Advocate*.) □

### Faculty support for Proposition 92 needed

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The average Californian does not know the degree to which our community colleges have been starved of funding and resources. They have no idea how dedicated and creative we have had to be every day in order to continue to educate our students. But creativity and dedication and heart can only go so far without a sizable and stable funding stream.

### "Community colleges are notoriously underfunded"

"A lot of folks in Sacramento have made promises to community colleges, and those promises have routinely been broken. But there is one thing that everyone can agree on, and that is that community colleges are notoriously underfunded," said Andrew Acosta, a spokesman for the Proposition 92 campaign. For 2007-08, California Community Colleges will receive about \$5,804 per full-time equivalent (FTE) student. K-12 education is being funded at rate of \$10,932 per student. This compares to funding of \$12,200 for each FTE student at the California State University (CSU) and \$25,068 for each FTE student at the University of California (UC). The public needs to hear this.

We need faculty to reach out to voters about why it is crucial to support Proposition 92. Speak at a community organization, talk to your students after class, write a letter to the editor, ask your local retailer or businessperson for their support and a donation.

AFT Local 1493 and our District's leaders have stepped

## CFT offers college assistance: 2007-08 Raoul Teilhet Scholarships

In 1997, the California Federation of Teachers (CFT) established the annual Raoul Teilhet Scholarship fund, in order to help the children of members to achieve their higher education goals. The fund was named after long-time CFT leader Raoul Teilhet, who served the organization as president from 1968-1985. The fund awards scholarships in amounts ranging from \$1,000 to \$3,000.

At the 2003 CFT convention, delegates voted to extend eligibility for the scholarship fund to continuing college students who are children of CFT members, and to children of deceased CFT members. Scholarships may be awarded for any one year of higher education; those who received scholarships as high school seniors are not eligible for another scholarship.

If you go to the CFT website ([www.cft.org](http://www.cft.org)) you will find two scholarship application forms: one for high school seniors, and the other for continuing college students. High school seniors must submit applications by January 10, 2008, and college students by July 1.

There you will also find information on all labor scholarships available to CFT members, including those from AFT, the California Labor Federation, and the AFL-CIO.

For more information, call the AFT office at x6491 or call the CFT at 818-843-8226. □

up to support this crucial initiative. Our AFT Local has contributed \$20,000 to the Proposition 92 campaign, the Board of Trustees passed a resolution in support of Prop. 92 at their November 13 meeting and the San Mateo Community Colleges Foundation made a \$20,000 contribution to the Prop. 92 campaign. Now it is time for the faculty to do their part.

For more information, go to: [www.prop92yes.com](http://www.prop92yes.com)

### SMCCCD Press conference & Rally in support of Proposition 92

**Press Conference:**  
**Tuesday, January 29, 11:30 am**  
 (one week before the February 5 election)  
**CSM Gallery Room in Building 5**

**Rally:**  
**Tuesday, January 29, noon**  
**outside in the area near the CSM Library**

**Speakers at both events will include: students, AFT 1493 President Ernie Rodriguez, Chancellor Galatolo, and others**

## Some thoughts on the academic calendar

by Rick Ambrose, CSM

A penny for your thoughts, well here is the accountant's two cents. Now that we have moved past the Veteran's Day issue, I thought this would be a great time to open the door for some really good dialogue and discussion about the calendar.

I think the timing for open dialogue is perfect. So let's lay the calendar out on the table and get started. I'm not sure if and/or when this might appear in the *Advocate*, oops!! another calendar/timing issue or should I say deadline issue. Gee! Is it me or does everything in our lives seem to evolve around calendars and deadlines?

Now, I am not using this opportunity to point fingers at anyone and I am not bringing up the issue of a compressed calendar. I know very little about Title 5 laws surrounding the calendar other than the number of required instructional days in an academic year including flex days and I am not sure when we are supposed to take holidays and when we get funded or don't get funded.

What I would like to address are some specific issues about the current calendar and I am not recommending that it be shorter or longer, square or oblong. I truly hope if anything comes from this article, it would be dialogue that would eventually lead to a better calendar that improves our students learning environment and improve retention.

Let's start and fall into our current semester, well actually as I look at it I don't know if there's much we can do to improve it other than figure which day to take off for Veteran's Day. Maybe we could use more flex days at the beginning of the semester in order to start later in August and give faculty time to do necessary non classroom work.

Is it just me, or has this been a tough semester to find time to get it all in during the week-- both classroom and non classroom activities. Perhaps using flex days in the middle of a semester instead of at the start or end would be helpful for faculty to complete work like changing course outlines, peer review, tenure review, etc.

Now let's spring forward to the spring semester. I will be referring very shortly to the term, full week, which I mean five full days of classes without a Friday or Monday off. Can someone explain to me why we have a four-day weekend in February (President's Holiday weekend) right after we have just completed two full weeks of classes, when the students, faculty, staff, and administrators are

mentally fresh and rearing to go? If I'm not mistaken, there is only one Federal holiday in February, which is the Monday. Come on--are we really using this time to go skiing? It doesn't even snow anymore. If we need to take a day off, let's do it some Friday or Monday in March, April, or May, depending when spring break falls, to give our students a mental break, maybe right before final exam week.

Also, this thing about having spring break between Palm Sunday and Easter--does it really need to be then? I'm sure there is some history behind it and I'll bet somewhere in the formula, K-12 had some influence as well. Are we so sure all K-12 takes this traditional break between Palm Sunday to Easter anymore? I've got to tell you a quick story: You think this recent Veteran's Day issue was

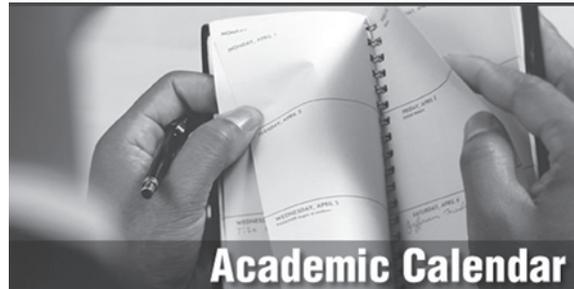
a problem, well, for the last 22 years I had gotten used to spring break falling between Palm Sunday and Easter--hard to break old habits. Then two years ago, the calendar was changed and spring break was the week after Easter. Guess what I did? Yep! I made major travel plans between Palm Sunday and Easter. I did

get a nice break--two weeks--but thank goodness I had an understanding Dean and learned colleagues that helped me with my classes.

Once again, this academic year, we are having spring break between Palm Sunday and Easter. Why do I bring this up? Well, if you look at the calendar, there are only five full weeks before spring break and nine full weeks after. Count them, nine full weeks before we ask the students to push a little harder and go through an additional week of finals. Now, many will say it's because Easter is early this year, but from that perspective aren't we losing control of the calendar? Let's take charge.

I have an idea. What about having an equal number of full weeks before and after spring break or as close as we can, or maybe have more full weeks before and fewer full weeks after. It seems to me, if we look at it from a learning perspective, this might be better. Maybe this would eliminate some mental burn out that our students go through and eliminate absenteeism, and perhaps improve retention, which would help our funding for the budget.

We have been making a number of changes in many areas to try to improve what we do and hopefully attract and keep students at CSM. Maybe looking at the calendar again might be a worthwhile endeavor. □



# Corporatization Trickles Down In Public Higher Education- Part II

by Greg Davis, CSM

According to the Master Plan for Higher Education, community colleges have a transfer role to the UC system and State Universities, as well as the task of training students in business and technology for jobs in today's corporate workplace. As we explained in the last issue of *The Advocate*, California's public universities have been reoriented along lines favoring for-profit corporate interests to the detriment of the student and the greater public interest. It is, therefore, not surprising that community colleges, at the lower end of the public higher education spectrum, have undergone changes which reflect the same considerations.

## Administration by Managers, not Educators

In 1911, Fredrick W. Taylor's famous *Principles of Scientific Management* was published, in which he called for standardization of factory worker tasks based on time-and-motion studies to ensure the highest level of efficiency and profit maximization. E. P. Cubberly, Dean of Stanford's School of Education, and J. P. Monroe, who published *New Directions in Education* in 1912, were early advocates of applying this industrial engineering approach to school administration. This meant cost accounting, increased class sizes to gain greater "efficiency," the use of such labor-saving devices as standardized recitation cards for lessons, and the hiring of administrators trained in efficient business methods. Within a few years, scientific management was adopted by K-12 schools across the land, where it had a significant influence through the 1920's and early 1930's.

In recent decades, the corporatization of higher education has merely reinforced the Taylorite legacy of hiring individuals with training in business and management, rather than educators in a broader sense, to administer community colleges from the highest level. Such administrators are generally open to the latest management fads, usually borrowed from corporations in the private sector by graduate schools of education, although teachers are often reluctant to apply them if they perceive negative implications for the quality of the education they seek to provide. In our own District, the Chancellor has an MBA, as does the President of CSM, who originally taught accounting. It was not surprising, therefore, that a decision was apparently made to expand the Concurrent Enrollment Program with a local high school on the basis of quantitative, bottom-line considerations without due regard for broader implications.

## The Latest Behavioral and Quantifiable Standards- SLO's, made in Texas

The object of everyone's consternation, SLO's, which administrators and their allies in graduate schools of education and accreditation committees seek to impose on college teachers, is really nothing new under the sun. In fact, SLO's are nothing more than the latest recycled version of the Taylorite approach, with its emphasis on cost accounting and the standardization of processes and results in behavioral--and ultimately quantifiable--terms. Secretary of Education Margaret Spellings, who helped create "No Child Left Behind" and was a Senior Advisor to George Bush for 6 years when he was governor of Texas, and Charles Miller, a Houston business executive (Meridian Investments) and former Chairman of the University of Texas Board of Regents, to which he was appointed by Governor Bush, were the chief promoters of this approach in a recent series of national and regional summits. It should also be noted that Miller is a founder of the Charter School Resource Center of Texas.

The counterpart to SLO's in the corporate sector presently are what is known as "enterprise systems" (or ES), technologies which bring together computer hardware and software to standardize and then monitor the entire range of tasks being done by a company's workforce. Complex human activities and reasoning, in effect, are reduced to a series of processes and outcomes which can be mapped out and produced by a computer. ES is now widely used in Walmart discount retail stores, the health care industry, and call centers in the customer service industry, to cite some important examples.

By orienting education processes to produce predetermined outcomes which can be used, as the Community College Accrediting Commission stated, as a "component in evaluation" of college faculty's "effectiveness," SLO's make it possible to quantitatively "measure" the results. They also pave the way for conversion of courses to an online format and for privatization to for-profit "learning corporations" which will promise to deliver the results more "effectively" (i.e., better in terms of measurement and at a supposedly lower cost). This is definitely one of their most disturbing implications; and if faculty do not understand this and accept the implementation of SLO's, they will be collaborating not only in the eventual outsourcing of their work, but also in a betrayal of their students' right to get a decent education.

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## Functionality, not Autonomy, as the New Goal

Training for the workplace has always been an important task of community colleges, which offer the student an opportunity at the same time to get some liberal and general education useful for his or her life as a human being and a citizen. Whereas some business and technology instructors merely limit their teaching to satisfying the current hiring requirements by employers in the corporate workplace, others fortunately seek to deepen their offerings by adding a creative and socially responsible dimension to the student's preparation. The problem today is that many corporations only want a workforce of compliant individuals, unaccustomed to critical thinking about the broader context of their existence and unwilling--and unable--to pursue any active efforts to alter their circumstances.

In the present context of ever-increasing corporate domination of American society, it is not surprising that training is crowding out the community college's education role. The fact that the current President of the College of San Mateo was previously a Dean of Technology is consistent with these developments. The same is true for the fact that administrators are now backing efforts to apply training methods and standards used by business corporations or the military, such as programmed, online classes and SLO's, to academic courses. This may be a tempting course of action in the present political context, but it can only have negative consequences for the quality of education. The student, in effect, will gain less and less of the individual *autonomy* which has been the goal of education since the 18<sup>th</sup> century and increasingly will merely be provided with the basis to fulfill a *function* as worker and consumer in a greater sociopolitical whole which he/she does not really understand.

## Goodbye Mr. Chips: The Disengaged, Discouraged, and Deprofessionalized Faculty

The imposition of SLO's, with the goals of education reduced to a lowest common denominator level, at which for-profit learning corporations are able to "compete" for "effectiveness," will further degrade the job of teaching and the meaning of what it means to be a teacher. Not only will there be a new opening for corporations who see privatization of the education "market" as a vast opportunity for profit, but teachers will be reduced to the level of Taylor's factory workers, who had to perform standardized tasks at the expense of the dignity of their labor. What will happen to the creativity, style, originality, and commitment to students as human beings which are the essential components of meaningful education if teachers are placed under the rule of the SLO? And what about the students, who increas-

## Board election uncontested; incumbents get 4 more years

In November three positions on the San Mateo Community College District Board of Trustees were scheduled to be open. All three of the incumbents whose terms in office were coming to an end--Dave Mandelkern, Pat Miljanich, and Karen Schwarz--decided that they wanted to run for re-election for another four year term on the Board. However, no other candidates came forward to throw their hats into the election ring. So, according to the election law in place in San Mateo County, there was no need to have an uncontested race on the November ballot. Rather, Trustees Mandelkern, Miljanich, and Schwarz were automatically granted another term in office on the Board of Trustees.

Welcome back Dave, Pat, and Karen!

### AFT 1493 Calendar

**CFT Convention  
Oakland, April 11 - 13**

**AFT Higher Ed. Issues Conference  
Washington, D. C. , March 27 - 30**

**Interested? Contact the AFT Office at x6491**

ingly are to be molded into standardized products?

And finally, the two-tier wage system, with its large number of part-time ("adjunct") faculty throughout the community college system, has increased the precariousness of teachers, weakened their link to students, community, and college, and thus undermined their incentive to contribute to the task of criticizing and correcting the shortcomings of the greater society of which they are part. This, of course, has always been the role of higher education; and it is the reason why students were in the forefront of movements for environmental preservation, civil rights, and peace in the 1960's. In the contemporary context of corporatization, however, higher education, from top to bottom, no longer represents a necessary challenge and source of correction to the existing order. The only remaining exceptions at the community college level are those teachers who refuse, in their classes and in their continuing support for a double institutional role of training *and* education, to water down the purpose of education or renounce their commitment to improving, rather than merely perpetuating, an existing social order which is much in need of a correction. □

# Yes! Prop. 92

## Community Colleges

*The chance for every Californian to go to college*

### Vote February 5

PROP. 92 MAKES A BETTER FUTURE AFFORDABLE AGAIN

■ **Lowers student fees**

More than 300,000 students left the California community colleges in 2004 when skyrocketing fees put college beyond their reach. Prop. 92 allows more students access to higher education by lowering student fees to \$15 per unit and limiting future increases.

■ **Helps students become self-supporting citizens**

Community college students, teen and adult, who earn a vocational degree or certificate see their wages jump from \$25,600 to \$47,571 in only three years. Prop. 92 gives all Californians the opportunity for a better future, and provides many disadvantaged students their only chance for college education.

■ **Stabilizes campus funding**

Uncertain funding leads to class cancellations and students often are denied the courses needed for job training or transfer to a four-year university. Prop. 92 guarantees adequate funding to meet college student needs yet leaves funding for K-12 students untouched.

**70% of California's college students go to community colleges!**

	Total Students <sup>1</sup>	Funding Per Student <sup>2</sup>
<b>Community Colleges</b>	2,549,421	\$5,461
California State University	331,563	\$11,624
University of California	159,066	\$18,203

<sup>1</sup>Community College League of California, 2005-06 <sup>2</sup>California Post-Secondary Education Commission, 2006

## Yes on 92!

[www.prop92yes.com](http://www.prop92yes.com)



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