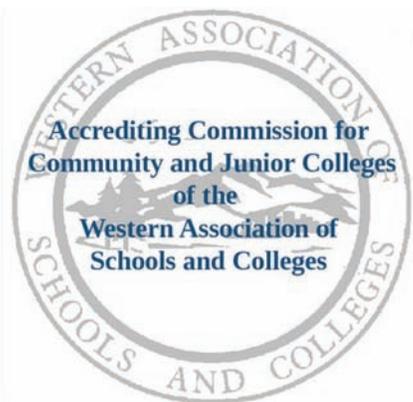


ACCREDITING COMMISSION

Board passes resolution expressing concern about ACCJC's "overly punitive" sanctions and calling for "a more collaborative spirit"

Our District Board of Trustees unanimously passed a resolution, at their March 26th meeting, that expressed "its deep concern over the adversarial nature of the relationships between Accrediting Commission for Community and Junior Colleges (ACCJC) and many of California's community colleges and the excessive and overly punitive nature of sanctions" and urged the Commission to "take meaningful steps to begin developing a more collaborative spirit in its work with the California community colleges and that it amend its accreditation standards to remove the regulatory and compliance issues and re-focus the standards on student access and success." The Board is sending the resolution to their fellow trustees in the 71 other community college districts in the state as well as to the State Chancellor's office, the



U.S. Department of Education and to ACCJC. The complete resolution follows below:

Resolution Regarding the Accrediting Commission for Community and Junior Colleges

WHEREAS, the United States system of regional accreditation has been well-established and has traditionally provided essential guarantees of quality in America's post-secondary institutions since the 1950's; and

WHEREAS, the goal of accreditation, according to the United States Department of Education (USDE), "is to ensure that education provided by institutions of higher education meets acceptable levels of quality"; and

WHEREAS, accreditation, as interpreted by Accrediting Commission for Community and Junior Colleges (ACCJC), has little to do with the quality of instruction received by students. Accreditation by the ACCJC focuses on "four standards" that largely emphasize compliance with non-academic matters such as mission statements, planning documents, "functional maps" and governance, rather than student success

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Take AFT 1493's Survey to Evaluate Deans

All faculty members have received, via email, a new survey designed by the union that gives instructors the opportunity to evaluate deans. The survey is anonymous and provides a safe tool for faculty to register their satisfaction, and dissatisfaction, with their managers in specific targeted areas. We urge you to respond to the survey and to answer the questions as honestly and completely as possible. We assure you that no personally identifying information, such as individual narrative responses, will be shared with the administration or the public. Please note that the union survey is not an official evaluation tool of the administration.

The information from this survey will help the union advocate for improved working conditions for all faculty members. The results will be tabulated by our parent union, the California Federation of Teachers, and we will share it *in percentage form only*

with managers to help clarify areas of strengths and areas that need improvement. In smaller divisions, we will be extra-cautious to safeguard faculty from being identified.

Information from the survey may also be useful during contract negotiations and may help us represent faculty when dealing with personnel issues. If you haven't already done so, please take the survey today!

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AFT 1493 COMMUNICATIONS

AFT Local 1493 launches Facebook page

by Michelle Kern, CSM Part-Timer Rep.

Continuing its tradition of excellence in communications, AFT 1493 is rolling out a new venture in social media, a Facebook page, located at facebook.com/AFT1493

The Facebook page will be a place for the union's membership and for members of the public to check out articles from The Advocate, posts about union and college activities, and also articles of broader issues in higher education.

Anyone who has a Facebook account can join by "liking" the page at the address, which will subscribe a member, which will cause the pages' posts to appear in one's private newsfeed. Members can share articles and posts from the page, so other friends can view the material as well. Becoming a member of the page also allows subscribers to comment on posts in conversations with other members on threads on the page.

The AFL-CIO, AFT, and CFT have been employing Facebook pages for a few years now, and view social media as a key piece of strategy in informing

members of important political issues. Facebook campaigns built around the Proposition 30 and 32 ballot measures of 2012 in California, for example, were instrumental in [reaching voters](#).

Social media can also be a critical tool in helping to foster and build on local alliances and community ties. Neighboring AFT locals, such as CCSF's AFT 2121, use and maintain a Facebook presence to connect the public to ongoing issues of import and concern to the public, such as the accreditation struggle with ACCJC.

Facebook pages are often the first place a member of the public will encounter information from the union about current events or issues of interest, and as a result they can be a key tool in organizing and building community. For union members, the page can be an excellent way to provide feedback on articles and campaigns by AFT 1493 and to explore the work done by the union.

Have more ideas for how this Facebook page can expand the union's communications? Like the page and let us know what else you'd like to see.

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 April 13, 2011 AFT 1493 Executive Committee meeting:

Whereas economic instability and budget cuts are affecting the employment status and livelihoods of part-time faculty in the SMCCCD,

Be it resolved, that the AFT 1493 Executive Committee recommend 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.**

Full-time Position Open: In-house Adjuncts Need Not Apply

The author of the following letter wished to remain anonymous. -Ed.

I'd like to share with you the unfair hiring practices that we have witnessed over the past several years. Within the last year alone, we have seen a number of longtime Skyline College part-time faculty apply for full-time positions and not even get an interview. Examples are in the Science, Math & Technology division and the Language Arts division. Time and time again we see faculty members who are well qualified by the most objective of standards get shunted aside for outsiders. There are long-time faculty members who have good track records, abundant experience, positive peer evaluations, and have been involved in numerous campus activities and committees, yet they have gotten overlooked for the next full-time position that opens up.

This is not right. From a social equity point of view, there is no defense for reaping the benefits from part-time employees who have contributed their time and efforts to Skyline College, and then not even giving them the consideration of an interview for a full-time position.

It does not make sense to overlook long-time employees with years of experience and good track records in favor of people from the outside just based on a (possibly embellished) cover letter and resume, and a one hour interview.

Indeed, one would have a very difficult time finding support for this policy among the general public – that is, the people who vote to fund our college and who we claim to serve. Nor is such a policy very popular with the majority of both full-time and part-time faculty. I think it is appalling to use policies that are in contempt of common standards of fairness to run a publicly funded institution that is there to serve the public. If Skyline College becomes known for being unfair to its faculty, it is not such a stretch to believe they could also be unfair to their students.

Good enough to work as adjunct, but not good enough to be interviewed for a full-time job?

There is no question that such policies have a disastrous effect on employee morale – both among full-timers and part-timers. Think of how much more difficult faculty collaboration would now be with a bunch of unhappy faculty after the ties of professional trust have been broken. In addition, what message does it convey to the adjunct faculty? That they are good enough for Skyline on a part-time basis but not even close to being good enough for an interview for a full-time position?

This is not a full-timer versus part-timer issue. Indeed, many full-timers, administrative staff, and even administrators, have expressed their support for our position and agree that it is unfair and inequitable not to seriously consider our own before hiring an unknown faculty member. Few can deny the inequity of having adjuncts who have invested their time and efforts in providing a quality education at Skyline

College with no recognition or return on their investment.

This is not a problem for every department at Skyline College. In fact, many departments do make a practice of interviewing their own and even growing their own.

The policy of ignoring insiders in favor of outsiders does not even enjoy unanimous support in the departments who are guilty of such a policy. I am aware of full-timers in the Math and English departments who do not support what is going on when their hiring committees decide to not offer an interview to their current part-timers.

Shouldn't hiring committees get to choose?

One might argue that faculty hiring committees should be free to interview who they want to interview. Well, such an argument can be used to justify discrimination or office politics – which is most likely what this is. Do we really want to be an institution that puts a higher value on social conformity over fairness and common sense?

Another argument could be that a college doesn't have the time, money, or resources to interview their own. Nonsense. In fact, giving first consideration to our own would be cheaper and less disruptive than first going to unknown applicants from the outside based on just paperwork. In addition, faculty who have already been working at Skyline College know their way around so there is less time and resources spent getting them up to speed.

So what can be done about this problem?

I suggest to our union to start working on getting something into the contract similar to what is in the contracts of CCSF, College of Marin, and Peralta, which is to guarantee interviews for all qualified adjunct faculty who have been working at SMCCD for a certain number of years and/or first consideration for any full-time openings. A proposed item like this would cost the district nothing and could save the district time and money by shortening and streamlining the process. Qualified, proven long-term part-timers deserve an interview in return for their investment. It is the right thing to do.

Let's put a limit on the number of desired qualities in a job listing. For example, it is not unheard of for a department to expect an applicant to address fifteen or more desired qualities in a listing for a full-time position. This is way out of line with other government organizations and the private sector. Research has shown that most government organizations and private entities put a limit on around five or six. Many of these fifteen or more desired qualities are not even measurable or verifiable, and thus provide opportunities for all sorts of subjective scoring and discrimination. They can be used to exclude strong quali-

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“Solution-Driven & Bad Ass”: A report from the 72nd CFT Statewide Convention

By Katharine Harer, Co-Vice President, AFT 1493

Are conservative forces hell-bent to “Wisconsinize” the rest of the country? Will STRS run out of money for teachers’ pensions? Are the changes in Repeatability Standards taking the community out of community colleges? These are just a few of the questions that kept us glued to our seats at the 72nd California Federation of Teachers Convention. Our Local sent delegates Nina Floro, Katharine Harer, Teeka James, Monica Malamud, and Executive Secretary, Dan Kaplan, to the statewide gathering from March 21st to 23rd in Manhattan Beach. We joined over 600 participants -- teachers, staff and students -- to listen to inspirational speakers, attend workshops and reinvigorate our fighting spirit.

**“Who else—besides us—will fight for public education”
— Randi Weingarten**

AFT National President, Randi Weingarten, exhorted the packed auditorium to be “solution-driven and bad ass.” Weingarten zeroed in on the enemies of public education – the forces behind the Vergara case, wealthy interests such as the Koch brothers and David Welsh: “Big money wants to take away our due process, our pensions and our labor power. They want to drive a wedge between communities and teachers. They like an uneven playing field.” Weingarten brought the crowd to their feet when she declared: “They have all the money in the world. We have all the people in the world!”

**“A Kid Without An Education is a Crime”
— Kamala Harris**

California Attorney General and former San Francisco DA, Kamala Harris, fired up the crowd with her focus on education. One of the new initiatives coming out of her office targets the issue of elementary school truancy. According to Harris, some elementary school districts have a truancy rate as high as 40%, and research shows that

children who can’t read by the end of third grade drop out by high school. Truancy among children is often closely related to issues of poverty: kids with asthma, dental or vision problems that are often untreated, kids in foster care or in homes where parents are working round-the-clock. Harris declared herself, “the top cop of the biggest state in

the country”, and she’s on a mission to improve graduation rates and keep kids in school before they end up “in the ER or jail.”

Harris’ other education-related initiative focuses on reducing recidivism and targets 18-24 year old low-level offenders. As Harris said, “They’re considered adults, but we all know that 18-24 year olds make bad decisions.

They need support.” In a project she spearheaded when she served as DA in San Francisco, re-offenses in this age group decreased from 54% to 10%. Now a pilot project she’s directing in Los Angeles focuses on young unmarried fathers. She’s brought the courts, K-12 schools and community colleges together with the larger community to help get the dads on track: job-trained, employed, giving child support to the moms and staying out of jail.

No Se Puede Charters!

A lively panel discussion, *Reclaiming the Promise of Public Education*, brought together teachers, administrators, parents and community members from three school districts where strategic alliances are being built to defend public education. In Morgan Hill, the teachers’ union, along with the school district, parents and community activists are fighting a charter school corporation that employs enrollment strategies to segregate Latino kids while siphoning funding away from public schools. Theresa Sage, president of the Morgan Hill teachers’ union, shared their story. Working together, they were successful in influencing the local school board to deny the charter corporation government bonds; they organized a petition drive and held a highly successful educational summit to

continued on next page



AFT 1493 delegates (l. to r.) Teeka James, Katharine Harer, Nina Floro, Monica Malamud, and Executive Secretary, Dan Kaplan, at the CFT Convention

continued from previous page

inform the community about the threats to public education from charter schools. Mario Banuelos, a parent and community leader, shared the Morgan Hill rallying cry: *No se puede charters!*

The Jefferson Elementary school district, just down the road from Skyline, has been working closely to strengthen ties between schools, parents and community. Melinda Dart, president of their teachers union, described a program that started with a series of family education workshops held in the evenings, where parents were asked what they wanted from their schools and the union listened. Building on these relationships, the union packed school board meetings, ran a strong candidate for the board, and put on a wildly successful Saturday conference for families and teachers, with 400 adults and 300 children participating.

Debbie Forward, an organizer for the Palomar Faculty Federation, described a labor alliance she's helped to build in their community that will create a broad base for local school board elections. Forward said, "We want to identify, vet and endorse real candidates, not lesser of two evil candidates."

California: the 8th Largest Economy in The World

CFT President Josh Pechthalt, in his *State of the Union* address, surveyed the good news and the bad news. California, the 8th largest economy in the WORLD, is 51st in the nation in library-to-student ratio and 45th in nurse-to-student. That works out to one nurse to every 2800 kids. But the good news is that a new bill, AB 1955, "Healthy Kids, Healthy Minds" would provide a nurse for every school and a mental health professional, and it would ensure that libraries are open before and after school.

More bad news: the ACCJC is out of control and Brice Harris has failed to stand up to the agency; the Vergara case is costing enormous amounts of money and time to fight and seriously threatens due process; and we desperately need to amend Proposition 13 to protect homeowners and small businesses while forcing big business to pay their fair share of taxes. The good news is that the defense of CCSF has been strong and has garnered positive results; the Fair Property Tax Reform movement is working on legislation that will amend Prop. 13; the oil severance tax campaign is up and running; and the CFT's Strategic Campaign Initiative/Quality Public Education Campaign organizing grants are "creating and deepening ties" between schools and community partners. A last potentially good news item: the CFT is working on a new model of restorative justice to take the place of suspensions and expulsions as an antidote to the school-to-prison pipeline.

"We Are Born To Be Here Right Now In This Place" – Reverend William J. Barber II

Every single one of the more than 600 people at the convention were held in rapt attention by guest speaker Reverend William J. Barber II, the President of the North Carolina NAACP and the organizer of the *Moral Movement*. Barber began his speech by stating: "These are serious times. Fifty years after the War on Poverty, now we step on people who are hurting, attacking programs like Medicare, Pell Grants, Headstart and Social Security. That's pretty low." Barber has reached out to people across all faiths and backgrounds with his *Moral Mondays* in North Carolina, protesting huge cuts in education spending and the passage of a voter suppression bill. What began with a few hundred people gathering on Mondays and marching to protect healthcare and voting rights, education, anti-poverty programs and the rights of the LGBT community, has swelled to hundreds of thousands on certain Moral Mondays.

This is Barber: "Any time a mean and extreme element tries to fool Americans into denying education, healthcare and voting rights and then advocates tax cuts for the wealthy and more guns in people's hands, we got to fight back! We are born to be here right now in this place. We don't have time to be morbid and depressed."

And: "Abortion and homosexuality are not the moral debate. How you treat the poor and the sick – that's the moral question. We've got to unpack the moral debate. Bring it on!"

We rose out of our seats over and over to applaud Reverend Barber's ideas, his commitment and his eloquence as he spoke to us in the rousing tradition of Martin Luther King and the great leaders of the civil rights movement. His definition of morality cuts through pretense and political posturing and goes straight to the heart of social justice: "We are called to deeply moral and deeply constitutional values. Fight back! Push forward!" Reverend William J. Barber II rocked the soul of the 72nd CFT Convention.

AFT 1493 Communication Awards

Last, but not least, our local once again won a number of awards for our publications. In the category of Best Six-or-more Page Newsletter, *The Advocate*, by **Eric Brenner**, Editor, won Second Place. In the category of Best News Writing, **Katharine Harer** won Third Place for her article "Community Building vs. Privatization Highlighted at 71st CFT Convention". In the category of Best Use of Graphics, **Donna Bowman** won Third Place for her "Collage Art Panels of AFT Local 1493: 1963-2013". In the category of Best Single Effort, **Donna Bowman** and **Dan Kaplan** won Third Place for their "Collage Art Panels of AFT 1493 History: 1963-2013".

PART TIMERS

Skyline faculty gather to honor part-timers and discuss how to improve their work lives

by Janice Sapigao, Skyline Part-Timer Representative

On Thursday, March 20th, 2014, the AFT 1493 Skyline College Chapter hosted "A Party to Celebrate Part-Time Faculty: Pizza, Prizes & Parity." Over forty part-time and full-time faculty members gathered intermittently to honor adjunct instructors and take part in what were waves of conversation in a Socratic seminar style discussion. Skyline AFT Executive Committee members Katharine Harer, Nina Floro and Eric Brenner facilitated the discussion by asking attendees to introduce themselves. Part-timer representatives Janice Sapigao and Paul Rueckhaus and Executive Secretary Dan Kaplan were also in attendance to answer questions.

The discussion began with the question, "What is one particular thing that you would like to change about teaching at Skyline?"

Though attendees represented a spectrum of disciplines, the causes for concern were the same. Part-time and full-time faculty came from a range of departments:

English, Accounting, Early Childhood Education, ESOL, Dance, Kinesiology/Physical Education, History, Music, Mathematics and the Library, among others; most were interested in gaining healthcare benefits and mat-

ters of job security. Some members talked about the need to expand the stipend for medical reimbursement while others shared personal stories about their multiple stints, hustles and contracts at colleges including their classes at Skyline and the emotional drain of worrying about whether or not they'd be offered enough classes for the next semester.

There was also conversation about the need for transparent hiring practices for full-time job openings.

The event was punctuated with raffle items as the crowd came, built, left and built again. Raffle prizes were gift certificates from the Skyline College Bookstore as tokens of appreciation for part-time and full-time faculty.



Above and below, scenes from Skyline's Party to Celebrate Part-Time Faculty

Potential solutions were also a heavy discussion topic. Participants discussed desiring multi-semester contracts, encouraging classified staff to work with or become adjunct faculty, workshops specifically for adjunct faculty, research campus budgets and working interdepartmentally to build campus community and support.



AFT 1493 Skyline College Chapter hopes to host more discussions and events like this one in the future. Please feel free to contact your Executive Committee representatives should you have any more concerns or questions about the change you'd like to see at Skyline.

HIGHLIGHTING CAMPUS PROGRAMS**CSM Veterans get support at Resource Center***by Rose Garcia, CSM Veterans Resource Coordinator*

My name is Rose Garcia. I am the Veterans Resource Coordinator here at the College of San Mateo. I fell into this position and it has changed my life. I love working with the Veteran students here on campus.

The Veteran students on campus are an amazing group of people and I am honored to do whatever it takes to help them. We provide many services at the center. We have academic, educational, career, and mental health counseling inside the center. We help each Veteran fill out Vonapp, Financial Aid, Ebenefits, VA Health Benefits, Certification and enroll at CSM. We help gain outside resources such as housing, childcare, food, books, computers, etc. We hope in the future to provide



bookstore vouchers, scholarships, mentorship programs with four-year colleges, and veteran peer counseling.

We have recently celebrated our two-year anniversary, the number of students using the center and our resource services has tripled and it is only going to keep growing in volume. We have approximately 300 Veteran students on this campus. Our program's goal is to integrate these students back into our communities and provide the skills necessary for them to succeed.

The idea is to help these veteran students feel safe and supported and flourish as students throughout their academic careers here and to ensure an easier transition from service to student and eventually back into the workforce.

RETIREES**DART invites retired and current faculty for June 28 hike in Peninsula Watershed***by John Searle, DART President*

DART (the District Association of Retired Teachers) is planning a group hike in the Peninsula Watershed area, which has limited access controlled by the San Francisco Public Utilities Commission. We invite current faculty as well as retired faculty to join us for the hike. The scheduled time is for Saturday, June 28 at 9:30 a.m. Participants must sign up ahead of time, providing their name and address. If you are interested, please contact John Searle by phone (650-595-4426) or by email (Searle@my.smccd.edu). The maximum number of hikers is 18. We will be leaving from Cemetery Gate, which is near the intersection of Highway 92 and Upper Skyline Blvd. (Highway 35.) It is a very nice ridge-top hike. Hikers should bring their own drinking water.

*reservoir in San Mateo County's Peninsula Watershed*

*Board resolution expresses concerns about ACCJC
continued from page 1*

factors such as degree completion, university transfer and workforce preparation; and

WHEREAS, ACCJC's standards regarding the financial health of a college conflict with existing Generally Accepted Accounting Procedures (GAAP) and ignore collective bargaining agreements; and

WHEREAS, as a result of ACCJC requirements for an excessive number of documents necessary to satisfy ACCJC's reporting requirements, tens of millions of dollars have been diverted away from classrooms and related student services. Many of these documents have little to do with the compulsory review conducted every six years by ACCJC, but rather are interim reports or "Substantive Change" reports that have little, if any, benefit to the institutions that prepare them; and

WHEREAS, sanctions imposed by ACCJC are rarely based on the actual quality of education and student services delivered by an institution or the adequacy of instruction delivered by its faculty; and

WHEREAS, key to the success of an accreditation system are a spirit of collaboration and mutual respect between the regional commissions and their member institutions and a shared focus on the needs and interests of the students who attend these institutions; and

WHEREAS, for the last decade, the relationship between the Accrediting Commission for Community and Junior Colleges (ACCJC) and many of California's 112 public community colleges has been contentious and, in many instances, antagonistic; and

WHEREAS, the troubled nature of the relationship between ACCJC and many of its member institutions is manifested in multiple ways, including the following: since 2007, all 112 California community colleges have been reviewed by the ACCJC and 63% were sanctioned. Conversely, the average sanction rate for the other six accrediting agencies in the nation is approximately 2%. Since 2003, there were 20 instances that a California Community College underwent accreditation while they had a representative sitting on the Commission and ONLY ONE of those colleges was sanctioned. Nationally, ACCJC gen-

erated 89% of all sanctions issued nationwide from 2003-2008 and 64% of the 75 sanctions issued nationwide from June 2011 to June 2012; and

WHEREAS, ACCJC has been under scrutiny by the USDE which has given the agency one year to correct deficiencies it found; the State of California, which has ordered an audit of the agency; and the City of San Francisco, which has filed a lawsuit against the Agency and was granted a court injunction to prevent ACCJC from withdrawing accreditation from City College of San Francisco; and

The San Mateo County Community College District Board of Trustees hereby expresses its deep concern over the adversarial nature of the relationships between ACCJC and many of California's community colleges and the excessive and overly punitive nature of sanctions

WHEREAS, the Western Region is the only one of the six accrediting regions of the United States where a separate commission exists for the purpose of accrediting two-year institutions rather than having a single commission accredit both two-year and four-year institutions.

NOW, THEREFORE, BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees hereby expresses its deep concern over the adversarial nature of the relationships between ACCJC and many of California's community colleges and the excessive and overly punitive nature of sanctions; and

BE IT FURTHER RESOLVED, that the San Mateo County Community College District Board of Trustees urges the USDE to carefully monitor ACCJC's work as a regional accreditor during the year and assure that it completely addresses all of the deficiencies found by the Department; and

BE IT FURTHER RESOLVED, that the San Mateo County Community College District Board of Trustees recommends that the USDE include in its review of ACCJC consideration of merging ACCJC and WASC Senior into a single higher education accrediting commission for the Western Region in order to bring the structure of this region's commission in line with the structure of the other five regions; and

FINALLY BE IT RESOLVED, that the San Mateo County Community College District Board of Trustees urges ACCJC itself to consider, in its own self-evaluation, how ineffective the Commission has been in fostering a spirit of collaboration and mutual respect between itself and its member institutions and that the Commission take meaningful steps to begin developing a more collaborative spirit in its work with the California community colleges and that it amend its accreditation standards to remove the regulatory and compliance issues and re-focus the standards on student access and success.

PART TIMERS

Part-time faculty eligible for unemployment insurance benefits during summer breaks

All part-time faculty members should remember that you are eligible for unemployment compensation benefits during the summer break (and over the winter break), unless you are working another job over the summer or between semesters and you are earning more than your unemployment grant would be. As soon as you give your last final exam, you should contact the local Employment Development Dept. (EDD) office and file a claim, or reactivate the one you have from last summer (if you applied then). If it is a new claim, you will have a one-week waiting period before benefits start, so do not delay. You can also claim for the period between regular terms and summer school.

When applying, tell them about all your jobs, since your benefit is based on all your income over the previous year. When they ask if you have a job to go back to after summer break, you should answer: "Not with reasonable assurance. I only have a tentative assignment contingent on enrollment, funding and program needs."

This is important: Do not just tell them that you have an assignment for Spring or Fall or you will be disqualified.

According to the Cervisi decision of the State Court of Appeals, part-timers, as a class, do not have "reasonable assurance" of a job and hence are eligible for benefits between terms. If questioned further, mention the Cervisi case. Be sure to fill out all job search forms correctly, and appear as directed in person or by phone or mail. You should not have any problems, but if you do and are denied for any reason, call Dan Kaplan in the AFT office (650-574-6491) as soon as possible and the Union will advise you on how to file an appeal. Don't be reluctant to file. This is your right, not charity.

**PART TIMER ORGANIZING**

SEIU launches Adjunct Action Bay Area

by Doniella Maher, Cañada College, English

On March 22nd, adjunct instructors from across the Bay Area came together to discuss issues facing part-timers who have increased significantly in relationship to their full time counterparts in colleges across the nation over the last 30 years. Adjunct Action Bay Area, organized by SEIU Local 1021, is part of a national campaign to fight for better conditions. Over the last year, adjunct associations have formed at a number of community, state and private colleges. These developments represent a significant step forward for a sector that has often been excluded from the local union or has lacked real, practical adjunct representation.



Adjunct Action Bay Area is founded on five key concerns:

- the social justice issue,
- the fact that adjunct/
- contingent faculty working conditions are student learning conditions,
- the de-professionalization of the field, the eroding of access and affordability of higher education, and
- the fact that the precariousness of contingent faculty threatens the free production of knowledge and scholarship.

Even after making concessions for the additional committee work that full timers do, adjunct faculty are not paid equally for equal work while they are expected to maintain the same classroom standards and teaching excellence despite the fact they bring in significant funding for the colleges. Adjunct working conditions are also student learning conditions. Providing a supportive environment and continuity for students is of primary concern for all college instructors. If adjuncts have no space to meet with students, or if they are unavailable to students because they have to drive to other campuses or are not offered classes the next term, those students miss out. Students also miss out in the classroom since part time instructors have little extra time to devote to developing their teaching skills and deepening their own knowledge.

While the initial Adjunct Action Bay Area meeting was small, it showed the potential of organizing adjuncts across the nation to improve working conditions and address issues faced by an increasingly large contingent workforce.

HIGHER EDUCATION ISSUES

National conference looks at wide range of issues around collective bargaining in higher education

by Monica Malamud, Cañada, AFT 1493 Secretary

I attended the 41st Annual Conference organized by the National Center for the Study of Collective Bargaining in Higher Education and the Professions, held at Hunter College, City University of New York (CUNY), April 6 - 8. A few weeks earlier, I had attended the Annual Convention of the California Federation of Teachers (CFT). I always find the CFT Convention interesting and informative, especially because it focuses on topics that are relevant in California, and I can learn from the experience and expertise of my union colleagues around the state. Remarkably, it's for precisely the opposite reasons that I find the Conference at CUNY so interesting: as a national conference, it offers a more varied perspective on some of the hot topics with which we are dealing in California, and, since it is a labor-management conference, it gives me the opportunity to hear the employer's view on topics that I find valuable as a member of our Local's negotiating team.

NCSCBHEP National Center for the Study of Collective Bargaining in Higher Education and the Professions

Nationwide problem: Preponderance of contingent faculty

Currently in community colleges across the U.S., 70% of faculty headcount is part-time. While at first sight this is not the case in public and private 4-year institutions and research universities, if one adds graduate student assistants who perform and are paid for typical faculty functions such as teaching and research (TAs and RAs) to the part-timer count, then the non-tenured instructors make up 60% of the teaching staff. And in some for-profit institutions, 96-99% of the faculty is employed on a part-time basis, and in four-year for profit colleges only 0.2% of the faculty were tenured or on tenure-track in 2007. In short, the over-reliance of part-timers is nowadays pervasive in all sectors of higher education in the country.

In a plenary session titled "Achieving successful results in higher education through collective bargaining", a university President talked about how their faculty contract fostered a "responsive and flexible workplace culture". CUNY's faculty union president countered that such flexibility was accomplished through lack of job se-

curity for part-time instructors, and argued that educational institutions' responsiveness to budget cuts should not be considered as a measure of success. Not only do part-time instructors lack job security; when compared to full-time faculty, part-timers in general have fewer benefits and less academic freedom as well.

Colleges and universities continue to fill teaching positions with part-timers instead of full-timers because this translates into "savings". But the disinvestment in higher education also manifests itself in the hiring of fewer professors overall. Ultimately, the "savings" to the institution end up costing students more money when they cannot graduate in a timely manner. In a 2012-2013 study, a research group was charged with identifying bottleneck courses in the CSU system which were preventing students from completing degree requirements. The study found that there were bottleneck courses in all areas, 60% of these courses were in upper division, and one third of student demand was not being met in these bottleneck courses, therefore negatively impacting students' time to graduate. The study found that the reasons for bottleneck courses were:

- not enough funding to hire faculty
- not enough tenured or tenure-track faculty or qualified part-timers to teach courses

The lack of sufficient funding in higher education means that fewer students are able to make steady progress towards their academic goals, or, worse still, they give up and drop out without obtaining a post-secondary degree.

Researchers from the Delphi Project on The Changing Faculty and Student Success, at the University of Southern California, identified the following concerns stemming from the current composition of the professoriate and the growing emphasis on non-academic tasks for tenured professors:

- Impact on student learning
- Erosion of tenure and academic freedom
- Decrease of tenured faculty focus on teaching, as they are overwhelmed with administrative or service-type work
- Unattractive nature of the profession turns scholars away from academia

Warning about MOOCs at San Jose State

The San Jose State University pilot with MOOCs in Spring and Summer 2013 was the topic of one panel. The Vice Chair of the CSU Academic Senate and the Associate Vice Chancellor of the CSU System warned attendees about the pitfalls of their experience with Udacity; for example,

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development was just one week ahead of delivery, and while SJSU instructors provided the content for MOOCs, Udacity employees designed tests. The Vice President of Academic Technology at SJSU, however, seemed quite pleased with the MOOC experience overall. When the session moderator asked her if she considered the 23.8% pass rate in Spring and the 29.8% pass rate in Summer for an entry level Math course “success”, the administrator responded: “I’ve been teaching long enough to know that any student passing is ‘success’”. I hope nobody in our district shares her opinion.

In other sessions which focused on online education, some presenters noted that there are still too few contracts that have special provisions, despite the proliferation of online courses in recent years, while others contended that perhaps special provisions were not all that necessary, since online education is, after all, education. Additionally, while some believed that online education would dominate in the future, others cautioned about this type of prediction, noting that radio and television were also forecast to revolutionize education, and this did not materialize. Several presenters considered online course materials as simply a “tool”, or a new type of textbook or delivery method, not as a new paradigm for education.

Many online education issues and questions

Whether online education is fundamentally different from face-to-face education, or whether it is just a delivery method and not education per se, what I was able to conclude after attending a variety of sessions on the topic, is that there are many issues that deserve careful consideration, some of which also merit special contract language:

- Intellectual property: Who owns online curriculum, content and materials? Should a university or a professor have a copyright or a license to an online course?
- Teaching privileges: Who gets to teach an online course? Only the creator of such course? Anybody in the department? Should there be a right of first refusal? Should every professor be able to teach online?
- Training: Does the institution need to provide training? If so, who can receive such training? Are attendees paid?
- Platform: Who decides what platform to use? Can the institution mandate the use of a platform?
- Support: What’s the extent of support provided by the institution to online instructors?
- Development: Does the institution pay for development of an online course? If so, do professors receive money or reassigned time? Does payment for development of an online course impact property rights?
- Updating: Who is responsible for updating online courses—only the original designer, the institution, any

professor who teaches the course?

- Student access and affordability: Is an online course really accessible to all students? What if a student does not have a computer with the appropriate specifications and Internet access—could there be legal implications?
- ADA compliance: While online education may make access easier for certain individuals with disabilities, it may also create a barrier for individuals with other types of disabilities. How can ADA compliance be assured?
- Student success: Why does pass rate in online courses tend to be lower than in face-to-face courses?
- Achievement gap: While on average, pass rates are lower in online courses than in face-to-face courses, the pass rates are even worse for students in remedial courses and those from lower socio-economic background. Is it OK to increase online education at the expense of face-to-face education when it limits the access and/or success of underprepared and poor students and widens the achievement gap?
- Student authentication: Is there a means for assuring that the student who earns credit for a course is actually the one participating in the online class?
- Instructor evaluation: What does it mean to “observe” an online class? Who is qualified to evaluate a professor who teaches online?
- Leaves and absences: How are they computed, especially in the case of professors who teach a mix of online and face-to-face courses? What are the implications for disability and workers’ compensation?

Overall, the Conference was an excellent event which afforded me the opportunity to learn more about current issues in higher education today and their implications for our work.

In-house adjuncts need not apply

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fied applicants and do not encourage inclusiveness. Does anyone really believe that a candidate with only fourteen of the desired qualities should be overlooked in favor of a candidate with all fifteen qualities?

The Skyline CCTL is now putting on workshops for adjunct faculty on the full-time application process and the interview process. These are helpful, but they don’t address the heart of the problem which is unfair and inequitable hiring practices. To properly address the unfair and inequitable hiring practices we have seen here, something needs to be put in the contract.

If you feel that you have been unfairly excluded from consideration for a full-time position, and/or concerned about this situation, contact the union and let your views be known.

UNIONS AND COMMUNITY

Faculty Unions Support Student Organizers

by Cynthia Kaufman, Director, Institute of Community and Civic Engagement, De Anza College

There is something very exciting happening in some faculty unions in California: Engaging students as organizers.

Starting in 2007, the California Faculty Association, faculty union for the California State University System has had a project called SQE- Students for Quality Education. Presently there are SQE chapters at 16 of the 23 CSU campuses. Students are trained as organizers. They work on projects such as challenging fee hikes and asking for more resources for the CSU. They help faculty get the word out on their needs. Presently they are working on fighting a unit cap limit in the CSU system



Cynthia Kaufman

In 2012, Inspired by the CSU model, the Faculty Association at Foothill-De Anza Community College District began a program called FA-PAC Interns. Our union's political action committee pays a faculty member to mentor students as organizers. Our faculty union pays for interns to do outreach for the union, and to work on particular initiatives, such as advocating for 2012's Proposition 30 to raise taxes on the

state's wealthiest families, fighting to pass San José's minimum wage law, and advocating for a "split roll" reform of Prop 13.

This year's FA-PAC interns organized a group of 40 students to go to a statewide Faculty Association of the California Community Colleges (FACCC) conference where they were trained in lobbying skills along with faculty members. Then, the students actually set up lobbying visits with 20 legislators or their staffs to talk about the urgent need for Proposition 13 reform to raise revenue for education and other pressing needs.

Imagine what your union could do with some paid trained student organizers? The possibilities are endless. We have found at De Anza that having a strong organizing culture among our students is powerful for developing a campus culture conducive to all sorts of great initiatives. If you are interested in learning more about the FHDA FA-PAC intern model, please contact the intern supervisors, Nicky Gonzalez Yuen (yuennicky@deanza.edu) and Bob Stockwell (stockwellrobert@deanza.edu).

Cynthia Kaufman is the Director of the Institute of Community and Civic Engagement at De Anza College and teaches in its certificate in Leadership and Social Change program. She is the author of Getting Past Capitalism: History Vision, Hope (Lexington Press, 2012) and Ideas for Action: Relevant Theory for Radical Change (South End Press, 2003).

Vote for new AFT 1493 leaders by May 5

As all members of AFT Local 1493 should know, we are in the middle of the election process for determining the next elected leadership of the Local, and who will be on the AFT 1493 Executive Committee for 2014-2016.

This election is being conducted using the tried-and-true paper balloting method. Ballots were sent out through campus mail on April 14.

Only AFT 1493 members are eligible to cast a ballot in this election.

Ballots should be returned via campus mail, and should reach the AFT Office at CSM by Monday, May 5.



Please contact Dan Kaplan at the AFT 1493 office (kaplan@aft1493.org or x6491) if you have any questions.

AFT 1493 awards two \$1000 scholarships

The second annual recipients of the AFT Local 1493 scholarships have just been determined by the AFT selection committee, which consisted of Teeka James, AFT President, Lezlee Ware, Cañada Chapter Co-Chair, Dan Kaplan, AFT 1493 Executive Secretary, Salumeh Eslamieh, Cañada Executive Committee Rep, and Doniella Maher, Cañada part-time English instructor.

The winners of the AFT 1493 2014 scholarships are Jamela Brown of Cañada College and Larry Allen of CSM. Jamela and Larry will both receive \$1000 from AFT Local 1493.

The AFT scholarships are awarded to "a student who is full time, part time, continuing, or transferring with a minimum GPA of 2.5, and participates in community service activities. Special consideration will be given to students committed to social justice issues and concerns, and/or have begun their college career in Basic Skills and/or ESL courses."

The AFT awards two \$1000 scholarships annually, a union tradition in the San Mateo Community College District that was started last year.