

# union action

VOICE OF AFT 2121



## The 99 percent finds its voice

*Occupy Together refocuses national conversation*

**2, 4-5**



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# Building momentum



By Alisa Messer, AFT 2121 President

What didn't seem possible just months ago—certainly not before Wisconsin or Arab Spring—is happening. Though you might not have known it right away if you were watching FOX News. Or listening to NPR.

When I first started making notes for this column, the Occupy Wall Street movement seemed small but determined, with no mainstream media coverage despite more protesters on Wall Street, round the clock, than at many Tea Party rallies. Now, following hundreds of arrests, **this movement to bring attention to the many Americans who have lost their jobs, homes, and health care—and opportunities—has grown in media coverage and geography.** Cities across the country, including San Francisco, Buffalo, and Jacksonville have joined in, and it has become an Occupy Everywhere movement.

“We are the 99 percent!” is the rallying cry of the movement, and with the highest jobless rate in generations, a shrinking middle class, and soaring CEO pay, most of us know we're getting a raw deal. The astounding income and wealth gaps affect most Americans, but they impact blacks and Latinos disproportionately; in fact, the current recession has nearly doubled the wealth gap between white families and black and Latino families. Studies demonstrate that in addition to the housing market, a chunk of this disparity is due to attacks on the public sector and to de-unionization, both because African Americans in particular hold public sector jobs and because declining unionization lowers all wages.

The majority of AFT 2121 members I hear from share these concerns, which they also connect to the defunding of public education. We are perhaps more concerned because we consistently engage in the triumphs and struggles of our students. With access to such a variety of stories,

we have front row seats for what the continuing economic crisis means for struggling families in the Bay Area.

A strong majority of Californians feel that education and public services need more support and that the wealthy and corporations are not paying their fair share. Research recently completed by the California Federation of Teachers, a number of community organizations, and allies in the labor movement, confirms Californians' concern about the outcome for our future if we do not make change. Public support for education is especially clear, with “swing” voters

**“We are the 99 percent, so let's pick up our share of responsibility for that momentum and see how far we can take it together?”**

talking about the need for smaller class sizes, more teachers, and other essential public services.

What is new, however, is the overwhelming concern regarding higher education. Research conducted in September shows that our state is deeply concerned about higher education, including rising tuition in all three segments of our public higher education systems. **Voters feel strongly that postsecondary education, including career and technical programs, should be within Californians' reach.**

We're seeing another shift in the public's views on education. Last year, attacks on teachers' unions reached a fever pitch. **For a few months, there was no one more evil than teachers in the U.S. Now, that is changing.** Education “reformers” like Michelle Rhee, a primary hero of the film “Waiting for Superman,” have been increasingly discredited as accurate information about high-stakes test scores and other touted improvements in her Washington D.C. area have come to light. While researchers have long offered studies and testimonials about many of the damaging educational “reforms” under the Bush and Obama administrations, it has taken time to get that information out into the public convincingly.

**With the record being corrected, we must be sure that similarly damaging attempts to defund higher education in California are not successful.** Recommendations that masquerade in the name of student success could have long-term impacts on our system and our community college students (see page 4).

We are collectively turning the tides and building momentum. We need to build it with young people, the elderly, communities of color, other educators, middle- and working-class families, unemployed and excluded workers—everyone who makes up the 99 percent. There will be divergence of opinion about what actions we need to take. But there are some things we can agree on. One is making sure the other one percent takes responsibility to ensure that we have roads to drive on, buses to take, schools for us and our children, access to retirement security, and healthcare. We think the wealthy must pay their fair share.

We hope to channel some of this renewed energy into a successful statewide initiative to raise income tax on the wealthiest Californians in order to bring some funds back to education and vital social services. That won't happen until November 2012, but there will be a lot to do along the way, and we expect AFT 2121 members will play an important role in that success.

It's clear that regardless of the media and the politicians' reluctance to say so, we know who is to blame for the crash in the economy, and it's not immigrants who come here for a better life, jobseekers, or public sector workers. We should thank those scrappy, frustrated, young, and idealistic folks who gathered several weeks ago on Wall Street for showing us that the conversation can change, moving the needle back towards the needs of the many.

This blossoming movement is about what we think, believe, and know we can *do* to change the situation. It's about whether we believe we can make a difference and insist that our concerns will be heard in the streets, in the media, and in Sacramento and D.C.

The Occupy Together movement should give us confidence that we can collectively make a difference and that we won't continue to take the blame. The growing inequity—the wealth gap that has so grossly expanded in the last couple of decades—is not the fault of people working hard to stay afloat or getting their educations. We are the 99 percent, so let's pick up our share of responsibility for that momentum and see how far we can take it together. We could be in a very different place when we're done, and with luck and perseverance, we'll be able to save public education and make headway toward a more just and equitable society that values and supports the 99 percent. ([amesser@aft2121.org](mailto:amesser@aft2121.org))

On the cover:

Faculty Donna Willmott, Galina Gerasimova, and Kathe Burick holding our local's banner in front of Wells Fargo headquarters at Occupy SF/Foreclose on Wall Street West. See pages 4 and 5.

Photo: Alisa Messer

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# November Elections

Gus Goldstein (left) applauds the candidates at AFT 2121's mayoral forum, including John Avalos (center), AFT 2121's sole endorsement. Alison Datz (right) follows the debate. Along with Avalos, candidates Bevan Dufty, Leland Yee, Dennis Herrera, Phil Ting, Terry Jo Baum and David Chiu participated in the forum.

Photos by Chris Hanzo



## AFT 2121 Recommends

**San Francisco Election  
November 8, 2011**

Mayor

**John Avalos**

District Attorney

**David Onek**

Sheriff

**Ross Mirkarimi**

San Francisco Ballot Measures

**Yes on A\***

\$531 Million School Bond

**Yes on B\***

Road Repaving and Street Safety Bonds

**No position on C**

Consensus City Pension and Health Care Benefits

**NO! on D**

Adachi City Pension Benefits

**No on F\***

Campaign Consultant Ordinance

**Yes on G\***

Sales Tax

**No on H**

School District Student Assignment

\*On this issue, on which AFT COPE has not taken a stand, the recommendations are those of the San Francisco Labor Council (SFLC).

## AFT 2121's COPE remains neutral on C, takes strong stand against D

Proposition C is strongly supported by the San Francisco Labor Council (SFLC); however, AFT 2121's own Committee on Political Education (COPE) voted to neither support nor oppose. Why? After the unpleasantness of Jeff Adachi's Prop B last year, labor groups wanted to be pro-active; if pensions were going to be altered, they wanted to be a part of the conversation. Consequently, measure C was hammered out with representation of San Francisco public labor unions and City Hall representatives. The intent was to find an agreement regarding city employee pensions that all parties could live with.

After months of negotiation and compromises on various sides, the Chamber of Commerce got on board, as did nearly every elected city official. The pension aspects of Prop C do not affect CalSTRS retirement in any way, but Prop C also contains provisions that deal not with pensions but with the composition of the Health Service System (HSS) Board. These would, in effect, give the employee-elected members less power and the city-appointed members more—too much less and too much more for our COPE voters to find acceptable. Those present at the union's COPE meeting decided that there was enough reason to doubt the soundness of the measure not to support it.

A subsequent conversation with Tim Paulson, President of the SFLC, clarified that the composition of the HSS Board was a major bone of contention and the current provision represents a compromise: the mayor's office wanted the power to appoint four of the seven board members, but when neither side would budge, they eventually offered the compromise of appointing three, with a fourth member selected/approved by the three mayoral appointees and the three elected members.

Paulson also points out that despite the concerns about making changes to retirement benefits, the City is currently on the hook for a budget-busting pension obligation, and C is a compromise measure created with labor at the table, unlike the odious proposition D. If both measures C and D pass, the one with more votes will stand.

### No, no, NO! on D

There is full consensus that Proposition D must be stopped—from elected officials and labor to the Bay Guardian and the Chronicle. Because D is Adachi's follow-up campaign to undermine collective bargaining, many are calling this the "Son of B." The approach blames city workers for a budget issue we know was caused on Wall St. and follows in the tradition (and, sources indicate, some of the funding sources) of Wisconsin and Tea Party attacks on workers.

Please vote NO! on Adachi's Measure D!

### No on H

As our sister union United Educators of San Francisco explains, Prop. H takes away parents' rights to find a school of their choice. If Prop. H were to be implemented, more than seven out of ten students would be assigned to a school their parents would not choose on their own. It could re-segregate San Francisco schools along racial and socio-economic lines. Moreover, the language of Prop. H demands changes to school assignments in the 2011-2012 school year. If Prop. H passes, the school board will be forced to consider mid-year changes to school assignments.

## Vote Sharon Hendricks for CALSTRS Board

If you are a member of the CalSTRS (California State Teachers' Retirement System) Defined Benefit or Cash Balance retirement plan, you should have already received your ballot for the community college position on the CalSTRS Retirement Board. AFT 2121 urges you to vote for Sharon Hendricks, who will be a strong advocate for retirement security for all full-time and part-time California community college faculty members. Those of you who attended the union's Retirement and Financial Planning Day on August 15 had the opportunity to hear Hendricks give the keynote address about "Attacks on California Public Pensions – Implications for Educators."

Hendricks is a speech professor at Los Angeles City College and former speech-language pathologist in Los Angeles area K-12 public schools. She is the retirement liaison to CalSTRS for the Los Angeles College Faculty Guild (AFT 1521) and is a member of the CFT retirement committee, FACCC (Faculty Association of California Community Colleges) retirement committee, and CalSTRS Part-Time Task Force. Sharon has been endorsed by AFT, CFT, CCC (Community College Council), CCCI (California Community College Independents), FACCC, CPFA (California Part-Time Faculty Association), AFT 2121, and many other local unions.

Be sure that you vote by November 30th. You can vote by mail, by phone, or online. If you have not received your ballot or need information about the election, contact the Election Coordinator at [electioncoordinator@CalSTRS.com](mailto:electioncoordinator@CalSTRS.com) or 800-228-5453.

# Abandoning the promise

At **Occupy Wall Street**, which has spread across the country and globe, demonstrators are **protesting** the financial industry that created the global financial crisis, resulting in millions losing their jobs and homes. The richest 1 percent have benefitted from three decades of tax breaks while amassing nearly 40 percent of the country's wealth—like the banks, they've been bailed out while the 99 percent have been sold out. The **growing economic disparity** and the imbalance in our tax structure impacts **education**, with less funding, more limited access, and tuition **out of reach** of more and more students. Student loan debt surpassed credit card debt

last year, and is on its way to topping \$1 trillion. This means less access to opportunity and to the dream of getting an education, and it's why protestors are out in the streets and why we, as educators, should **join them**.

## Our California model

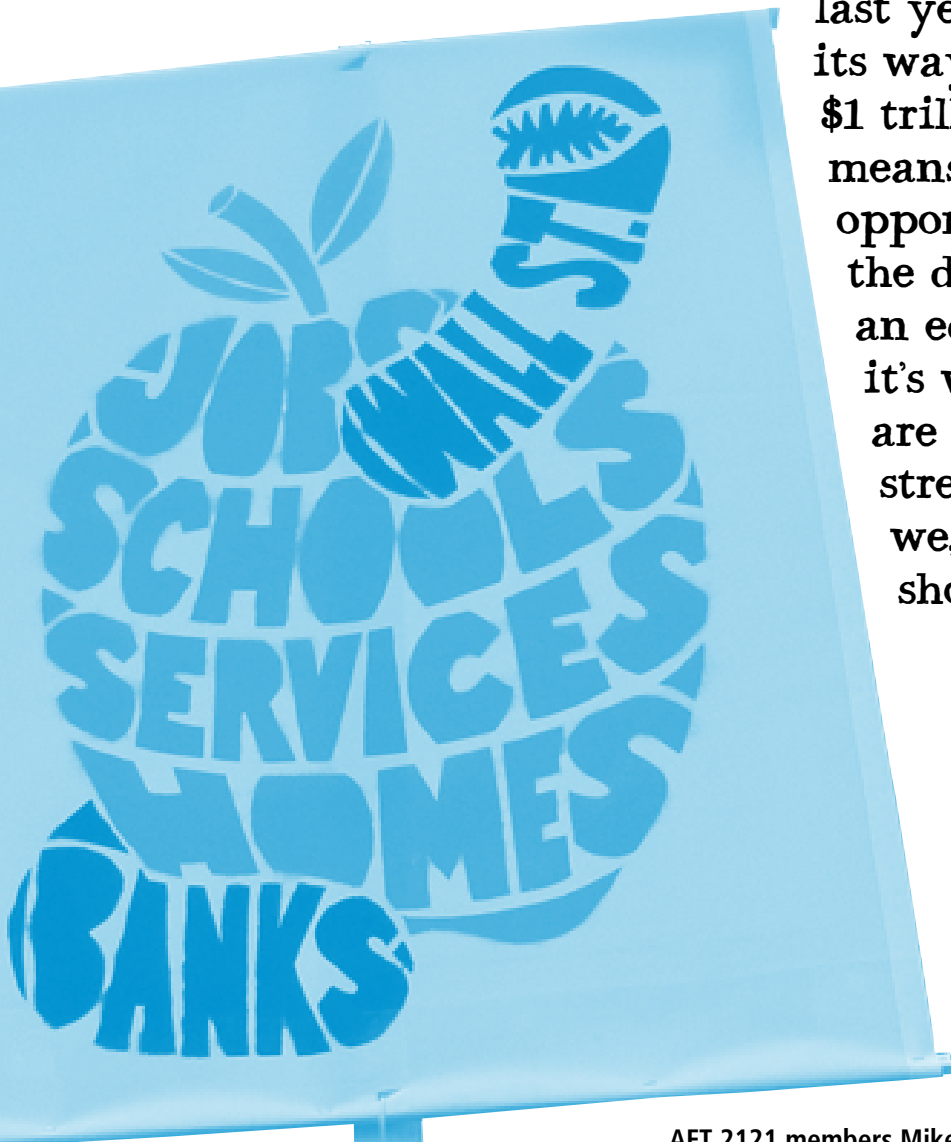
Our community college system is based on the 1960 California Master Plan for Higher Education, an incredible document that assumed all Californians should benefit from postsecondary education, and that with education available to all, we would be able to build a state that offered access, success, and engagement for all its citizens.

With the master plan, California committed itself to a fundamental understanding of education's value. Clark Kerr, then the president of the University of California (UC) and primary author of the plan, wanted every high school graduate who chose to attend college to have a place. The plan called for free tuition at UC, the California State Universities, and community colleges. It was predicated on grand ideals and served as a model both nationally and internationally.

*The Economist* magazine recently recognized the move away from the promise of higher education in California in an article, "Excellence for fewer," about how Kerr's vision of nearly universal and free access to higher education, funded by taxpayers, is disappearing as education becomes more privatized, and the state pays less and students more. It notes that "in order to assure access for all, tuition charges were banned—only 'fees' for some costs other than education were allowed. Most funding was to come from taxpayers. The premise was that higher education was a public good for the state, which was nursing its own future entrepreneurs and taxpayers. As Kerr put it, the universities were 'bait to be dangled in front of industry, with drawing power greater than low taxes or cheap labor.'"

So assumptions about who has access to higher education and how it's a public good are changing—stealthily—as the defunding of public higher education pushes it in the same direction as K-12: towards standardization, centralization, and privatization.

In her book, *The Shock Doctrine*, Naomi Klein writes convincingly about how crisis can be used to make tremendous changes in societies while citizens are frightened or otherwise distracted. This may be what's happening in higher education today, and it is certainly what has been happening with deep changes in the public sector in the name of budget deficits.



The crowds that converged on Wells Fargo's SF headquarters on Oct. 12 were clear that banking and Wall St. are profiting unduly while the rest of our communities are suffering unnecessarily.

AFT 2121 members Mike Estrada, Allan Fisher, and Nancy Mackowsky joined demonstrators protesting against News Corporation CEO Rupert Murdoch and former Florida governor Jeb Bush at an "education reform" conference in San Francisco. Murdoch has announced that he expects a substantial percentage of future profits to come from the "education industry."

Alisa Messer



# of education?

With every increase in student fees, California moves farther from its master plan. Abandoning educational access now means that the California student population of the 21st century, now a “majority minority,” will not be able to get the education that so many of those who are now running the state and benefiting from its resources had. The sad motto: I-got-mine, now I’m-going-to-deny-you-yours.

## Task Force for Student Success

The tuition increases (there’s almost certainly another increase staring our students down next summer session) are only one part of abandoning accessible community college education for all. Other changes to the mission of the community college are in the works in the form of draft recommendations from the state-wide Task Force on Student Success, which system Chancellor Jack Scott has hailed as holding “real promise to open a new chapter for our system.”

Under the banner of “educational reform,” the recommendations claim that they will both improve educational successes and reduce costs. But they move us away from the comprehensive, open-access institutions Californians deserve.

The task force recommendations range from changing funding structures to professional development to curricula and beyond. For instance, one piece of the proposal would entirely rework the Board of Governors fee waivers available to low-income students, now based on need, turning instead to a merit and progress-based waiver system.

The task force recommends, and in some cases requires, things of students that would create barriers rather than open doors. For instance, it recommends that students declare a program of study upon admission. Students regularly face anxiety in trying to choose their majors; they are often new to college, and they’re trying to balance their own anxieties around college, their educational and career goals, and their hopes and dreams, with expectations from parents, work, and peers. Defining goals can be a useful and motivating exercise, but we can’t expect students to all be in the same place at the same time, and piling major life decisions on students who are just trying to get acclimated is a bad idea. This is simply one of many attempts

within the recommendations to create a one-size-fits-all educational model.

Another worrisome suggestion of the task force is to combine categorical programs such as Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and part-time faculty health insurance and office hours. Restrictions on categorical funding represent a frequent complaint among some districts, but this funding, which includes many special programs for some of our most vulnerable students and, in the case of part-time faculty, most vulnerable employees, offers money for areas where districts might not otherwise spend responsibly. Part-time faculty categorical monies were hard fought and hard-won, and many districts would offer no part-time faculty health insurance whatsoever without these monies. If the categoricals go away, faculty around the state could lose all access to these benefits, and students could lose access to their faculty in the process.

## One size fits all?

Too many college success stories don’t fit the molds the task force is attempting to cram our students into. There is much that we can do to increase our students’ success. But these recommendations do not get us there. We shouldn’t narrow our mission to exclude the great variety and complexity that our students’ lives and goals and learning situations represent, corralling students into declaring majors as they enter, limiting access to courses that don’t fit neatly into a career path or defined course of study, and expecting them to attend full-time and borrow their way to long-term indebtedness.

We owe California’s many and varied students—those returning to or entering school for the first time at age 50; those who are the first in their families to go to college; those who left high school with or without a diploma in need of successful educational experiences and basic skills; those who have a BA in a no-longer profitable field and need retraining—a quality community college education. We owe them access and success as part of a social contract. On a larger level, we owe all of California the educated students we’ve promised and the educational system we have continued to grow into the world’s largest system of higher education. We can afford that promise—and not to keep it is far more expensive.

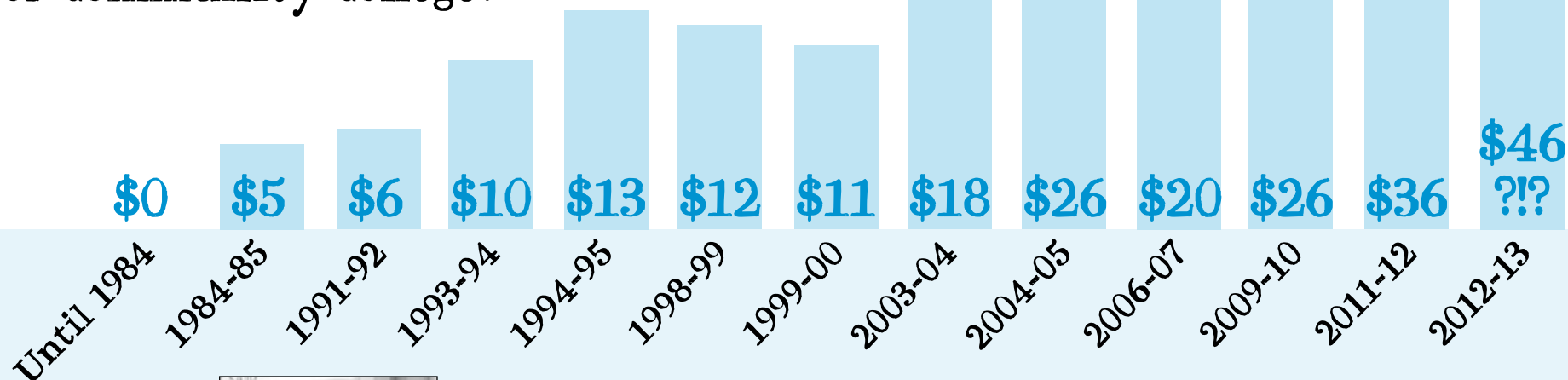


Mat McDermott

Student debt is one of the many issues the 99 percent are raising as thousands have rallied in New York in a sustained “occupation” of Wall Street.

## Rise in students fees per unit

Are students being priced out of community college?



Juan Segundo (left), an electrical engineering student in his fourth year at City College, says this semester’s added \$10 a unit makes a big difference, especially with the cost of paying for school textbooks and other items. It means having to skimp on things he might need for school, he says. “For example, if you can buy an extra notebook or food, what are you going to choose?” he asked.

## New part-timer position on CFT's Executive Council



By Hugo Aparicio

I just attended the California Federation of Teachers (CFT) Part-Time Committee meeting in Southern California. Outside, Burbank was a scorching 95 degrees and inside there were many hot topics that will affect the part-time teachers in California. Some of them are presented below.

A part-time instructor has been appointed to the CFT Executive Council in recognition of the approximately 14,000 part-time faculty in California. This representation will provide us with a direct voice on this important statewide board. This council has presented important issues in Sacramento that have

benefited part-timers, and part-timer issues have been brought to this council's attention through the Community College Council and the CFT Part-timer Committee, but part-time faculty have campaigned for more representation. We have a long way to go before part-timers in California can have job security, retirement health benefits, right of first refusal, more selection of classes by restricting full-time overloads, and other rights. Now, our needs can be presented by part-timer Linda Sneed of the Los Rios College Federation of Teachers as a new CFT Vice President.

AB 383 (Portantino) is a CFT-sponsored bill that essentially affects full-time teachers but also benefits part-timers. The bill is still going through the legislative system, but at a snail's pace. It would prohibit a full-time faculty member from being assigned a load in excess of 150% of a normal full-time workload in any semester. The concept is that this restriction will make more work available for part-time faculty. CFT will continue pushing this bill while concentrating on other issues that are more crucial for part-timers now.

AB 852 (Fong) provides that part-time community college faculty have a "right of first refusal" for courses previously taught. Under this legislation, temporary faculty could be denied this right only for just cause, including giving the assignment to a more senior faculty member, failure of a faculty member to timely request the assignment in writing if required by the district, or a district decision not to offer the assignment because of recent low enrollment, funding, or program changes.

There is an overall concern among part-time faculty in California about program elimination and layoffs because of the budget predicament. It is the sentiment of the statewide CFT Part-Time Committee members that if cuts take place, they should not be across-the-board. There should be a parity number instead of part-timers taking cuts in equal proportion to full-timers. This is an issue that will continue to be addressed by CFT and our new part-time Vice President on the Executive Council, who will fight for a fair and acceptable solution. (*haparici@ccsf.edu*)

### AFT 2121 wants your feedback

The Union's membership survey is open for your input—and we want your input! If you haven't noted the link in your email inbox, please email us at [aft@aft2121.org](mailto:aft@aft2121.org) and we'll send it to you again. Gathering feedback from faculty members is important to us. The survey is about bargaining and contractual concerns, but also aims to get feedback about our broader activities. We'll share the data with our Delegate Assembly and Executive Board so that we can better understand your concerns, serve your needs, and connect with you around our collective issues.



## Did you know?

### Take a leave—not a break

A break is not a leave! Warning to part-timers: Do not take time away from work without an approved leave! Many part-timers are confused about their status if they take a semester or two away. The contract provision for being "gone" for two semesters was extended to four semesters a few years ago (CBA 13-1.H, Break in Service). But that provision does not require the department to make room for you in the schedule. If you are gone under this provision, you are not a current employee; your seniority and your modal load are only re-established *if you are rehired*.

In contrast, there is an official unpaid leave for part-timers—a leave that is taken by permission and allows the part-timer to expect (as always, contingent on funding and enrollment) to receive an assignment by seniority and at the same modal load as before the leave, as long as the part-timer fills out a preference form in a timely manner while he/she is out on leave. With permission, this leave can be extended a second semester. (See CBA Article 17.B.2) Don't tell your chair that you want to take a semester off and think that because the chair likes you, you will get your classes back. By contract, the chair cannot assign you classes until all

those currently employed - which you are not, if you don't have an approved leave—have been given their modal loads. Make sure that you have an approved leave.

This was not an issue when we were, as a college, growing; but in times of contraction, the difference between a break and a leave becomes very important. Note that this provision does not affect your unemployment benefits because your employment is still contingent upon funding and student demand.

In addition to this leave, there are other possible approved absences for part-timers: Professional Growth Leave (17.B.2.5), layoff (13-1.I.1), and FAMLA events (13-1.G and 13.D). Reinstatement under these operates by the same rules as the approved leave. Any of these is a better leave than the "non-leave" break.

### Use your re-employment rights

If you are laid off next semester—and we at AFT 2121 are doing our utmost to see that you will not be—be sure to follow the provisions of Article 13-1.I.1. As long as you submit your preference form as your department requires, you will be considered in order of seniority for re-employment at your modal load in the fall. You still have all rights to unemployment benefits because there is no guarantee that you will be rehired. But you will be preferred for hire over any new hires and anyone with lesser seniority (who should have been laid off before you, anyway). But you *must* submit the preference form whenever your department requires it to be submitted. Timing is everything!

# New temporary upgrade and day-to-day sub policies take hold at CCSF

By Chris Hanzo,  
AFT 2121 Executive Director

The new AFT/District agreement on full-time temporary upgrading and day-to-day substitutes is being implemented this fall 2011.

- It allows department chairs, with approval from the Vice-Chancellor, to fill sudden vacancies with current part-time faculty in ways that were not possible before.

- If the additional assignment places the part-timer above 67 percent Full-Time Employment (FTE), pay for the part-timer's *entire* load increases from 86 percent pro-rata to 100 percent pro-rata, as shown in the example provided below.

- The employment of a faculty member in day-to-day substitute status is now clearly defined and restricted to no more than 20 work-days. (Defined as four weeks of the academic calendar for classes that meet at least three times per week, and six weeks for classes that meet once or twice per week.)

- Day-to-day sub pay (Column F, Step 1) is now limited to no more than 12 percent of the total hours of the course, or about two weeks. After that, sub assignments will be paid at the regular column and step for that faculty member.

- When a day-to-day sub assignment exceeds 12 percent of the total hours of the course (or about two weeks), the Department Chair will evaluate whether the vacancy calls for temporary upgrade and will strive to utilize the expedited upgrading procedure described below.

## Why this agreement is significant

- Temporary full-time upgrades at CCSF have been limited to filling vacancies for full-time faculty going on sabbatical, which required going through the full hiring for a Long-term Substitute (LTS).

- The new agreement allows "in-house" temporary upgrades of current part-timers when sudden vacancies occur, without a lengthy hiring procedure. Departments can now rely less on hiring new part-timers or emergency hires and more on their own, experienced part-time faculty when these vacancies occur.

- With more temporary upgrade opportunities at CCSF, part-timers

seeking full-time jobs will acquire actual full-time experience at CCSF which can be helpful when applying for tenure-track positions.

- Full-time temporary upgrades provide 100 percent pro-rata pay for one's entire workload, i.e. pay comparable to that of tenured faculty.

- The new agreement places a strict limit on the employment of faculty at the low, day-to-day sub rate, thus diminishing this kind of exploitation.

## Permanent, secure jobs remain the priority

The new agreement is careful not to open the door to a floodgate of *temporary* full-time employment

### CCSF's corps of full-time faculty is growing

	Part-time	Full-time	Retirees	Total
2009-10	1001	797	37	1835
2010-11	913	807	47	1767
2011-12	903	822	45	1770

Note: counts are from October payroll data and do not include faculty on unpaid leaves.

to the detriment of full-time *tenure-track* job opportunities. It applies the Ed Code restrictions on temporary full-time employment to situations where sudden vacancies occur (see below) and to no more than two semesters of temporary upgrade employment per faculty member in any three year period (as with LTS assignments).

AFT will continue to advocate for tenure-track positions when tenured faculty leave or retire (replacements), and where the ratio of part-time faculty within a discipline/department compared to the number of full-time faculty remain high (consolidations). In fact, because of AFT advocacy and the commitment to full-time jobs by the Chancellor and Board at CCSF, progress in creating full-time jobs continues even during this period of fiscal austerity. Both the ratio of part-time to full-time and the number of tenured full-time faculty at CCSF continue to improve (see table).

## More Details of the Agreement

Seven part-timers have been upgraded this fall 2011 semester and are working at or close to 100 percent FTE. Additional upgrades may

be offered where there are unstaffed classes. Circumstances that may provide opportunities for temporary upgrade, consistent with the Education Code, include:

1. Sudden incapacity or death of the faculty member of record;
2. When hours can no longer be assigned to a Day-to-Day Substitute;
3. Sudden retirement/resignation of a faculty member;
4. When a faculty leave cannot be filled through the LTS hiring procedure because it is not known enough in advance;
5. Sudden increase in or demand for classes or services.

Temporary upgrades to above 67 percent FTE for part of a semester are deemed "Short-Term Temporary" upgrades, or "STT." Upgrades for an entire semester are deemed "Long-Term Temporary" upgrades, or "LTT."

As with Long-Term Substitute (LTS) assignments, temporary upgrades to over 67 percent FTE are limited to no more than two semesters in any three-year period, per the Education Code.

The new provision also calls for an expedited screening process among interested part-timers who are available to work on the days/times of the unstaffed classes. There are no interviews or lengthy applications. Part-timers within a department should be notified when upgrade opportunities arise. *Part-timers should indicate on their preference form their interest in being considered for temporary upgrade for the following semester.*

## Example

Compensation for part-timers who receive temporary upgrade under the new procedure to above 67 percent of a full-time load will be at 100 percent pro-rata pay instead of the current 86 percent pro-rata pay rate.

### Upgrade at F+30, Step 9 (semester):

60% load at 86% pro-rata: \$19,639  
 100% load at 86% pro-rata: \$32,731  
 100% load at 100% pro-rata: \$34,095  
 Semester difference in pay (at full load): \$1,364

The new Article 26, Temporary Employees and Substitutes, is found in the AFT/District Agreement available at [www.aft2121.org](http://www.aft2121.org). ([chanzo@aft2121.org](mailto:chanzo@aft2121.org))

## Raoul Teilhet Scholarship applications are due January 10, 2012 for high school applicants, July 1 for college applicants.

The scholarship, established in honor of the former California Federation of Teachers (CFT) president, is for new or continuing college students who are children or dependents of CFT members in good standing, or children of deceased CFT members. Scholarships of \$3,000 are awarded to students attending a four-year university; scholarships of \$1,000 to those attending a two-year school. To download a scholarship application, go to [www.cft.org](http://www.cft.org). For more information phone the CFT Administrative Office at 818-843-8226.

# Protecting the people's colleges

## Seattle local working towards progressive taxation



By Emily Wilson

**Sandy Ciotti and Karen Strickland of AFT Seattle are working for progressive taxation to save education.**

Sandy Ciotti, a film and video instructor at the Seattle Central Community College, doesn't want to form creative partnerships with corporations such as Bill Gates' Microsoft for her school. She'd like something more substantial—closing tax loopholes for corporations.

"I don't want to hold out my hand like Oliver and say 'Please, sir, more,'" she said in a reference to Charles Dickens' famous orphan. "I want Microsoft to pay more than one percent in taxes."

Cioffi's local, AFT 1789, has begun a project to respond to the rising tuition costs and defunding of community colleges by the state over the last several decades. They want to go back to the promise of the Community College Act of 1967—accessible and affordable public education for the public good.

With about 225,000 students, community colleges in Washington have even more importance than they did 40 years ago, according to John Burbank, executive director of the activist public policy group, Economic Opportunity Institute.

Burbank said Seattle's community colleges are getting less money from the state, part-time teachers are replacing full-time ones, fewer classes are offered, and the fees continue to go up—from less than \$1,500 a semester in 1989 to over \$3,500 now. Meanwhile, in recent years wages in Washington have only gone up one tenth of one percent meaning that tuitions would account for six percent of the median family income.

"That creates real financial barriers and real fear," Burbank said. "If you tell a student whose family is making \$50,000 a year that price, they're going to say no way. The sticker shock is too much."

The cuts mean that Michael

Gable, a student in social services at Seattle Central, has found registering for his core classes harder and harder. He added that having more part-time teachers than full-time teachers has an effect in the classroom.

"Some teachers have to work two or three jobs," he said. "They don't have enough time to spend on their classes. I heard one teacher is working as a bartender. They aren't being treated as professionals."

Burbank wants faculty members and students at the colleges to challenge the status quo to get a steady funding stream to the schools.

Some of that funding should come from the corporations which rely on community colleges to supply a skilled workforce, Burbank said.

"Some organizations here are completely dependent on the funnel of students coming through community colleges, including Boeing and Microsoft, and they're not paying their fair share," he said. "There is this education specifically for the tasks they need done, and they are benefiting tremendously from tax loopholes."

Along with closing tax loopholes, Burbank and the members of Local 1789 would like to address this by a tax on millionaires and by inheritance and luxury taxes.

To get those passed, the conversation about education needs to shift, says Local 1789 President Karen Strickland.

"We want to create a new framework to talk about what community colleges offer," she said. "People recognize the community colleges are a gem that need to be invested in, and the return on that investment is remarkable."

Strickland thinks teachers need to remember the value in what they do and not see themselves as asking for crumbs. AFT 1789 has started an organization to that end, Teacher-swiftpine.org.

Cioffi agrees this has more to do with priorities than money.

"The first problem isn't funding," she said. "The first problem is behaving like a victim lying on the ground with your hand out."

Individual stories of how community colleges change lives will persuade people to fight for progressive taxes, Cioffi thinks. She says those stories are everywhere, but most people don't know about the class size issues, staffing concerns, and movement towards privatization that the community colleges struggle with.

"We've got to protect the commons," she said. "These are the people's colleges." ([ewilson@ccsf.edu](mailto:ewilson@ccsf.edu))

## AFT Calendar

**Tuesday, October 25**  
General Membership Meeting  
Ocean, Arts, Room 308  
3:00-5:00 pm

**Tuesday, November 8**  
San Francisco Election Day  
*Don't forget to vote!*

**Tuesday, November 8**  
Executive Board  
Union Office  
3:00-5:00 pm

**November 9 - 17th**  
Week of Actions to Re-Fund California public education

**Wednesday, November 16**  
Northern California  
Townhall Meeting  
State Task Force on Student Success  
Oakland, 10:00am-12:00pm

