Final Sez:

Social Justice
Board of Trustees Address Inequality between Full-Time and Adjunct Faculty

By Paul Fong, AFT 6157 President

Social justice is written in our SJEC-CD mission statement. Practicing these words is difficult to do for any institution. I am so glad that these words are written in bold letters for this institution to practice.

Activating labor for justice is part of the mission of the AFT-6157. So you may think that there is direct correlation between the District and our Union. So, why does our Union need to advocate so hard for social justice when it is written in the mission statement of our District?

Could it be for show only to be politically correct with the constituency that the District serves? Our Union continually practices social justice. And for whatever the reason the Union must constantly remind the District leaders that this statement is written in the Mission of our District.

Is Social Justice Part of Our Charge as a Union?

I know our Union supports Black Lives Matter, and we are often reminding our Police Institution that institutional discrimination against black males is harming the fabric of this country as well as the lives of black males.

Our institution-SJECCD practices institutional discrimination against our adjunct faculty by paying adjunct faculty 66 cents for every dollar that our full-time faculty earns. That is income inequality. How about the inequity for paid office hours between our full-time and our adjunct faculty members? An adjunct faculty gets only 50% of what full time faculty receives in paid office hours.

Our institution, SJCCD, can, at least, provide social justice for this inequity by paying adjunct faculty office hours the same as full-time faculty. This act of good faith would show the Union that this District understands social justice.

Do we need a second string-quarterback to show the way for social justice advocacy by making the cover of Time magazine? To me San Francisco 49ers quarterback Colin Kaepernick is a first-string social justice advocate for refusing to stand for the national anthem.

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I must admit that I do not have the courage to do such a thing. However, as a social justice advocate, I support the symbolism that he is representing on the national stage. Our Union is constantly advocating for adjunct faculty hours, perhaps we need professional sports athletes to help with our social justice advocacy.

I will bet that our District leaders will act, if faced with this type of advocacy.

I am so proud of our executive board and negotiating team. They all know we are in the business of social justice. We all work hard on behalf of adjunct and full-time faculty.

Marching for Black Lives Matter

Our parent Union AFT had its national convention in Minneapolis this past summer, which I attended with our former VP of the AFT 6157 Frank Espinosa.

One of the many highlights of the 100th year anniversary was marching with Black Lives Matter and attending the rally at the convention. I am so proud of our Union in having this march and rally, attended by the diverse membership of the AFT.

The AFT in the State of California is named the CFT, California Federation of Teachers. The CFT is also advocating for social justice by introducing AB 1690, the bill that addresses rehiring rights and collective bargaining for adjunct faculty. It is currently on the Governor’s desk awaiting his inevitable signature. The passing of this bill would provide for social justice for adjunct faculty. [As of press time, the Bill was signed by Governor Brown.]

Unfortunately, our District Trustees did not support this social justice bill, and it was voted down 2-5 in a previous board meeting. Again this vote was one way of showing their lack of understanding of their own mission statement of promoting social justice.

Mayra Cruz, our champion for social justice on the Board may give the Board of Trustees another chance at voting for AB 1690, since it has been amended to take the prescriptive nature of the bill out, removing the excuse why they did not support it in the first place.

Everybody is allowed a second chance including our Board of Trustees. I just hope that they will act out the mission statement of providing social justice to all in the SJECCD family. We all deserve it.
Standing Up for Our Freedoms by Sitting Down
The Personal Protest of Colin Kaepernick

By David Yancey, AFT 6157 Past President, SJCC History Faculty

The sports world and then society at large have been provided an opportunity to practice their democracy in recent weeks because of the actions of a professional sports figure. It was not your typical publicity stunt that usually precipitates the actions of our legion of sports heroes but a quiet and yet very risky action by a backup NFL quarterback.

Colin Kaepernick, as a matter of personal conscience, took the simple but impactful step of refusing to stand for the national anthem at the beginning of a 49er pre-season football game.

He did not announce it to the press ahead of time or make any effort to publicize his actions for media attention. It only became a public issue when he was asked why he did not stand. His answer focused on his belief that the American flag and the freedoms and liberties that it represents was simply not being afforded to many Blacks in this country.

An important part of this issue is that this protest is more real and more substantial because he is not just making a gesture here. He has real “skin in this game.” He is risking his career and his future in the National Football League.

A Movement, not a Moment
And his protest is affecting other athletes in football and other sports who are joining Kaepernick’s protest.

John Carlos, one of two American athletes who gave a black power salute from the medal platform by raising their gloved hand at the 1968 Olympic Games supports Kaepernick, connecting his protest with Colin’s, calling this growing protest a movement and not a moment.

This is where the “practice of democracy” fits into this discussion. A famous quote from history says, “The rights you guarantee to the least among you are ultimately the only rights you guarantee to yourself.” To deny his right to protest, in almost any way he wants to, would deny him this critical right and endanger all of our rights to protest in the future.

However, there is no shortage of critics as well. Many question his actions, his patriotism and even his right to protest. Some voices decry his actions as not respecting the sacrifice of our veterans or the flag itself. I suspect some of those voices simply do not see the real crisis that threatens our very society.

Certainly people can disagree with his actions but no one should argue he does not have the right to exercise that right of protest. Judging by the reaction and the emotions generated by his protest signals the volatility of the issue, and I suggest the urgency with which we ought to address this crisis.

We have long avoided the necessity of addressing race relations and the history of that awful institution in this country. How much longer do we wait?
Welcome to Walmart University
Teachers and the Human Condition

By Anthony Pino, SJCC English
Adjunct Faculty

One of the awful truths of modern society is that the business model is considered the Holy Grail of human activity. It is a standard by which we judge success and failure. Many conservatives argue that government, including education, must be more like businesses.

It is no surprise, then, that college and university presidents’ presentations often look more like corporate briefings than spirited developments and experiments in academic subjects and pedagogy. They are often concerned with “throughput,” “efficiency,” “projections of future business,” “long-term plans,” “capital outlays,” “anticipated revenue,” “funding sources” and other aspects of the business of education.

These matters are, of course, vital to the survival of the institution, and we need managers who are expert and strongly engaged in such analytic aspects of our academic lives. But managers are not leaders; managers are rational, methodical, plan-focused formalists who appeal to the systematic, sequential and programmatic side of our beings. Leaders, on the other hand excite, unite, inspire and provide hope when despair is sapping the teachers’ energy. Today, more than ever, education needs leadership, especially as it pertains to the seriously neglected status of adjunct teachers. Here are some stories that demonstrate my point.

Freeway Flyers and Lack of Job Security

A friend of mine — and his case resembles that of other colleagues — teaches at a community college, and is intermittently hired by a university, which happens to be his alma mater.

Resembling those corporate models, which continually hire part-time employees for less than 40 hours per week, the university hires him for two semesters at a time, and then, following the second semester, explains that “We don’t have anything for you the coming semester.”

Let me translate this statement: That third semester would result in benefits that the university does not want to pay — a condition resembling the Walmart model.

Another colleague is luckier. She works at a university for the benefits, and for the community college for the salary. Such choices are typical of adjunct life.

Two other aspects of adjunct living impinge on professionalism: time and money. Colleges and universities expect adjuncts to perform at a level comparable to that of the full-time faculty. How they get to that level of professionalism is the adjunct’s own problem.

Lacking full-time salaries, adjuncts work multiple campuses to earn a living. From these incomes, adjuncts may or may not be able to enroll in courses that maintain the level of competence expected of their full-time counterparts.

The possibility of continuing advanced education is dependent on family responsibilities, including spousal obligations, child care and extended family issues. In most cases, working multiple campuses often obtrudes on the time needed for professional improvement.

And then there’s money. If she’s lucky, the adjunct may be hired at two or more campuses to pay the costs of a home or apartment. (I know a woman who worked on five campuses). This may also ensure enough income to enroll in courses that update the teacher’s level of professionalism, if there’s time and sufficient funding to do so.

But consider the life of someone who’s working two or three campuses; that life is spent largely in cars, which leads to another set of costs, and the realization that full-time employment leads to a distinct advantage over the part-time employee: stability.

The adjunct’s life, as suggested by these facts is unstable in contrast with that of the full-time employee. Compare the car-life of an adjunct with the office life of the full-timer. Consider the immediate access to Internet technology support whenever it’s needed, and the consultation time with peers and superiors, which enables compliance and consistency with institutional goals and policies.

There’s the problem of health care. I’ve known several adjuncts who have none; one of these held a prestigious Ph.D. from UC Berkeley. Health care costs were simply unaffordable — terrible as that may seem.
Daily discrimination is another issue. I’ve been invited to English department meetings only to be asked, “What are you doing here?” And there’s another question I’ve heard: “Will adjuncts be allowed to vote?” (even though they were invited).

I’ve known a man who’s worked for 16 years at one college. He speaks Mandarin and Spanish, works diligently on the Puente Program, and yet can’t even get an interview for a full-time teaching job with his colleges. After all those years.

Consider the fact that 60-80% of the work done on college campuses is usually done by adjuncts. Now you have a picture of the general conditions affecting college and university life.

How does that look to you?
I argue here that any contribution to adjunct life, whether in salary, income supplements or stipends, reemployment rights, seniority or professional improvement, is sorely needed.

We badly need leadership in this area of education, and while we’re looking for leaders, let’s also consider putting enthusiasm for the corporate model where it belongs: in the dumpster — the one behind Walmart. The human condition comes first.

FT Faculty, What to Do If your Class is Cancelled?

By David Ahlberg, SJCC Math Faculty

You should know your rights as a full-time faculty if and when your classes get cancelled.

In a past semester, a class of mine got cancelled. I wanted to use my banked load and a cumulative negative balance of -6.67% to cover it, but was told incorrectly that I could not carry a negative cumulative balance into the spring 2016 semester.

I tried many ways to do this, even with support of my dean and admin, for I/we truly did NOT want to bump a colleague, but failed to do so.

I should have first read the contract and gone immediately to the helpful AFT 6157. It’s important to know your rights. The negative consequences of this were that I had to bump an esteemed colleague, who I’m told as a result may have lost his medical coverage at a time when his wife needed it.

1) If a class of yours gets cancelled, you can use your banked load to cover it. See contract 15.4.2.2 copied at right.

2) You can have up to a negative 10% cumulative load in ANY semester. See contract 12.2, 12.2.1.1 copied at right.

3) You can carry up to a positive 10% cumulative load in ANY semester. See contract 12.2.1.4 copied at right. In fact, there is nothing in the contract that says you cannot have more than 10% cumulative load in ANY semester.

This college’s practice of max 10% cumulative is NOT negotiated. Additionally, there are documented cases that have much more than 10% positive cumulative load.

Please visit http://www.fa-aft6157.org/contract/contract_070114-063017.pdf

15.4.2.2 Requests by the faculty member for use of banked overload as fill-in for underload must be made within one week of the time the faculty member learns of the underload or prior to the beginning of the semester in which the underload is being taught whichever is later.

12.2.1.1 If the cumulative load is deficit (negative) by more than ten percent (10% or 0.10 of a 1.00 FTEF), then the immediate supervisor and the faculty member shall meet to devise a plan to reduce the deficit cumulative load to less than ten percent (10% 0.10) deficit.

12.2.1.4 If the cumulative credit load is ten percent (10% or 0.10) or more of 1.00 FTEF, then the immediate supervisor may, in consultation with the faculty member and subject to other provisions of this contract, use any or all of the credit cumulative load as part of the next semester’s assigned load of the faculty member.
Selecting the Sabbatical Fork in the Road
Opportunity provides professional faculty growth

By Sterling Warner, SJECCD Professional
Recognition Committee (PRC) Chair

A freewheeling sage, Yogi Berra, once advised: “When you come to a fork in the road, take it.”

Of course, full-time instructors in the San Jose/Evergreen Community College District have a less nebulous decision to make: They may select the fork leads that will enable them to “teach as usual” or take the less traveled pathway afforded by a sabbatical leave opportunity.

Sabbatical leaves as outlined in Article 14 of our Collective Bargaining agreement continue to thrive in the SJECCD. Although our District Faculty Union, hereafter referred to as AFT 6157, continues to champion anything to do with faculty rights, take nothing for granted.

PURPOSE. A sabbatical leave enhances the “instructional integrity” of the SJECCD by providing an opportunity for professional faculty growth and development “through a variety of activities and/or experiences, which have significant relevance to the specific assignment and/or to the retraining of the faculty member” (14.1.1).

ELIGIBILITY. At this time, following every six years — or more — of consecutive service to the District, full-time faculty may apply for a sabbatical leave for one semester, or two semesters during the seventh year. The nature and depth of projects, activities and course work naturally helps to define and determine the necessary duration of a sabbatical request.

PROCESS. No substitute exists for reading Article 14 on sabbatical leaves several times before proceeding with the sabbatical process. Feel free to ask former sabbatical recipients for advice. Then, obtain the official Application for sabbatical leaves — the form. (14.4).

SIGNATURES. Before submitting a sabbatical request for consideration by the Professional Recognition Committee (PRC), applicants should share their plan of action with a peer or someone on the PRC. Next, applicants present their proposal to division deans for approval (signature). Deans may make suggestions to address concerns — if any.

Applicants may address these concerns and resubmit for signatures. “If discrepancies and/or disagreements are resolved, pertinent comments shall be removed and shall not be passed beyond this point” (14.4.2.2).

Division deans pass on the sabbatical request that they have signed to the college president, who also has an opportunity to make comments and/or express concerns. However, don’t lose sight of important dates. Remember that the SJECCD Human Resources must receive all completed sabbatical applications by p.m. on November 1st.

The PRC reviews all applications and documentation, and upon its recommendation, the PRC chair arranges interviews in November that offer faculty applicants a chance to present their sabbatical plans and answer any questions. Then, the PRC forwards a written recommendation to the chancellor.

Finally, the chancellor has an opportunity to forward the sabbatical request to the SJECCD Board of Trustees. “Board actions on sabbatical applications are to be taken no later than the first meeting in February” (14.5).

PRC EXPECTATIONS AND FACULTY RESPONSIBILITIES. Faculty members must complete interim reports to the PRC. Also, upon completion of a sabbatical, the recipient must make “an oral presentation to faculty, students and/or the community regarding the completed report is required in order to communicate to the college community the concomitant benefits of the leave” (14.7.1.2). By the end of the first semester after returning from a sabbatical, faculty members “shall be required to submit a written report to the president (or designee) and to the PRC” (14.7.1.3). They also will present the two libraries with copies of their sabbatical projects. Both libraries house copies of previous sabbatical reports — check them out.

SERVICE OBLIGATION. The service obligation following a sabbatical — as clarified by the California Ed. Code (Section 87770) — will be “equal to twice the period of the leave.” Thus, faculty who receive a single semester sabbatical will owe the District one (1) year of subsequent service. In turn, pursuant to Article 14 of the SJECCD Collective Bargaining Agreement, any faculty member granted a year-long sabbatical leave “shall contract to serve the District for two (2) years” (14.6).

Move forward with that sabbatical project or learning activity that you’ve put off until another day for too long. A sabbatical leave not only addresses a faculty member’s own interests, but also benefits his or her students.

Don’t ignore another sabbatical opportunity, only to regret and recall your inaction as “The Road Not Taken.” Assign new meaning to Yogi Berra’s declaration, “The future ain’t what it used to be.”

2017-2018 sabbatical applications and future projects have yet to be written!
Help our children thrive, vote YES on Prop. 55!

California students, schools and colleges can’t afford to go back to the days of massive teacher and staff layoffs, larger class sizes and cuts to programs such as art and music, and the state should protect essential services.

Proposition 55 does not raise taxes on anyone; it simply maintains the current income tax rates on the wealthiest Californians.

Prop. 55 prevents nearly $4 billion in funding cuts to public education and protects other vital services, such as children’s health care.

Money goes to local schools and the Legislature can’t touch it. Proposition 55 contains strict accountability requirements to ensure funds designated for education go to classrooms, not to bureaucracy or administrative costs.

What Does Proposition 55 Do?

• Prop. 55, the California Children’s Education and Health Care Protection Act of 2016, temporarily extends current income tax rates on the wealthiest Californians for 12 more years – couples earning more than $500,000 a year, and singles earning more than $250,000.
• Prop. 55 does not raise taxes on anyone.
• Middle-class families and businesses will benefit when the temporary quarter-cent sales tax increase expires as planned at the end of this year. Prop. 55 does not extend this sales tax.
• Prop. 55 will generate an estimated $8 billion per year on average to help our schools and colleges avoid cuts.
• Revenues go into the Education Protection Account, a dedicated fund that directs monies to K-12 public schools and community colleges.
• Revenues will also be used to improve access to health care for low-income children and their families.
• Prop. 55 includes tough accountability and transparency requirements, including annual audits.

Why Proposition 55 is So Critical

• California public school funding was cut to the bone during the recession, and our schools and colleges are just starting to recover. In fact, we still rank among the lowest in the nation in per-student funding.
• Prop. 55 protects our students and public schools from returning to the days of massive budget cuts, educator layoffs, larger classes and tuition hikes.
• Prop. 55 also provides funding for state health care programs for low-income children to allow for improved access and care, so they have the care they need to come to school healthy and ready to learn.
• Prop. 55 is not a tax increase. The wealthiest will temporarily continue paying the same amount they are now to protect schools and vital services from deep cuts.
Executive Board Welcomes New Members
By Farideh Dada, AFT 6157 Assistant Editor, SJCC Adjunct Journalism Faculty

Elaine Ortiz-Kristich
EVC Full Time Rep

Commitment to the Union has led Elaine Ortiz-Kristich, a full-time general counselor at EVC since 2001, to offer her assistance as a full-time representative, filling a vacancy for the fall and spring semesters.

Many may know Elaine from her time in the Academic Senate, where she served for 10 years, including a stint as the vice president. She also was chairwoman of the All College Council for five years while also serving in the Senate. Elaine’s work has included collaborating with constituency groups to revise the Shared Governance Handbook.

She is the coordinator of the EVC Professional Development Center and co-chair of the Enlace Program. Elaine is a part of the COPE program and served as the director of the Cambios grant.

She has been an AFT representative for the EVC counseling faculty for several years, and served at the chancellor’s office to review all SSSP CCC reports in 2014. Further collaboration works include her efforts with Enlace faculty and staff to submit the Enlace Program Review.

Helen Han
EVC Full Time Rep

As a full-time faculty member at EVC for nearly 25 years, Helen Han has proven to be a staunch supporter of the Union.

“During my time here at the SJECCD, I have seen the valuable role of our Union and how a strong, unified voice can bring about changes that one lone voice cannot,” Helen wrote.

A former adjunct instructor at SJCC, Helen also has taught at Brooklyn College in New York. For many years, Helen was the Communicating Across Campus representative for Speaking and Listening. She also has been part of the Staff Development Committee for four years. Previously, she sat on the Safety and Facilities Committee for two years.

Now she has offered to help the Union and our community once again, this time filling in as a member of the Executive Board.

“I hope with the observations and insights I have gleaned over the years, I can be a supportive and effective member of the Executive Board for the semester that Nasreen Rahim will be off campus,” Helen wrote. “I look forward to working with the tireless members of the Executive Board and Negotiating Team to move our District forward in all ways.

Raoul Teilhet Scholarship Program

The California Federation of Teachers is now accepting applications for the 2017 Raoul Teilhet Scholarship Program. This scholarship fund was established in memory of Raoul Teilhet, a Pasadena high school history teacher who served as president of CFT from 1967 to 1985.

High school seniors and continuing college students who are children or dependents of CFT members in good standing are eligible to apply.

Scholarships are awarded in the amounts of $3000 or $1000 and can be utilized for any one year of higher education.

Applications can be downloaded from the CFT website: http://cft.org (click on “Scholarships” under the “Member Services” Menu). Members may also call the CFT offices to request a paper application form.

Application Deadlines:
• For High School Seniors: January 10, 2017
• For Continuing College Students: July 1, 2017

Please note: The application form requires a membership verification signature from AFT 6157 President Paul Fong. Please contact the AFT 6157 office to make arrangements for Paul’s signature at least one week before the deadline.