

THE VOICE OF THE UNION

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CALIFORNIA FEDERATION OF TEACHERS, AFT, AFL-CIO



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Up Front Joshua Pechthalt, CFT President



The Education Californians Deserve campaign envisions a better future

For our part, we must flip the well-funded corporate misinformation campaign that public education is failing and that the only solution is to implement vouchers and expand unaccountable charter schools.

To change the way education unions are perceived, we must create an inspiring vision for public education. To that end, four years ago we launched the Campaign for Quality Public Education. Locals that embraced the effort saw encouraging results.

In Daly City, the Jefferson Elementary Federation of Teachers made community organizing around an education agenda their objective. They successfully partnered with the PTA and the district to host Family Education Nights that have now been added to their Local Control Accountability Plan, held community meetings to address issues of concern to parents, and worked with parents to elect educator-friendly school board members. As a result, parent support became key to winning a good contract.

United Teachers Los Angeles integrated their contract campaign with their Schools LA Students Deserve campaign and won some dramatic changes. They achieved a 10 percent salary increase over two years, reduced counseling loads, and created a foundation for working with parents and community groups. In the process, UTLA also moved 1,000 agency

fee payers to full membership. By linking bread-and-butter issues with a high-quality reform agenda, they are remaking their local to shape education in Los Angeles and California.

Statewide, the CFT worked with Assemblyman Richard Pan, D-Sacramento, on a legislative package called Healthy Kids, Healthy Minds that addressed the lack of nurses, mental health professionals, and accessible libraries in many public schools. Unfortunately, legislators were unwilling to earmark additional expenditures just as the Local Control Funding Formula was rolling out.

Nationally, a handful of locals have produced inspiring campaigns. Most notably, the Chicago Teachers Union has challenged Mayor Rahm Emanuel's decision to close schools. As that local continues to battle the mayor, its organizing has transformed the union and built a powerful labor-community coalition that has achieved victories and set the stage for greater changes to come.

For our part, we must flip the well-funded corporate misinformation campaign that public education is failing and that the only solution is to implement vouchers and expand unaccount-

able charter schools. We need to create a shared, compelling vision for all of public education that our members and the community are willing to organize and fight around. By doing so, we can reinvigorate our campaign, The Education Californians Deserve.

Motivating our members and non-members to be active in the union must be about more than salary, benefits, and discounts at Disneyland. Our public education work must be broader than K-12 and must speak to the needs of classified members and higher education. We have to share best practices and help locals expand their parent engagement work. While there are real challenges to involving all our members in this effort, these challenges are not insurmountable.

As we prepare for the *Friedrichs v. CTA* Supreme Court decision next year, the CFT can help lead the education reform effort, not simply play defense to the ongoing attacks. To do less, would mean an education agenda set by corporate America and the right wing. That's a vision of public education we can't accept.

Josh Pechthalt

ON THE COVER

In the hallway outside of her English class at Los Angeles Valley College, part-time teacher Jennifer Smith talks with Organizer Herlim Li and signs up to be a member of the Los Angeles College Faculty Guild, AFT Local 1521. Li says the vast majority of teachers he talks with don't realize they are not members and immediately sign up.

PHOTO BY BOB RIHA, JR

California Federation of Teachers 
 AFT, AFL-CIO
 A Union of Professionals

The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO. The CFT represents faculty and classified workers in public and private schools and colleges, from early childhood through higher education. The CFT is committed to raising the standards of the profession and to securing the conditions essential to provide the best service to California's students.

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Karen Quinn, an early education paraprofessional member of United Educators of San Francisco, believes in and supports her union.

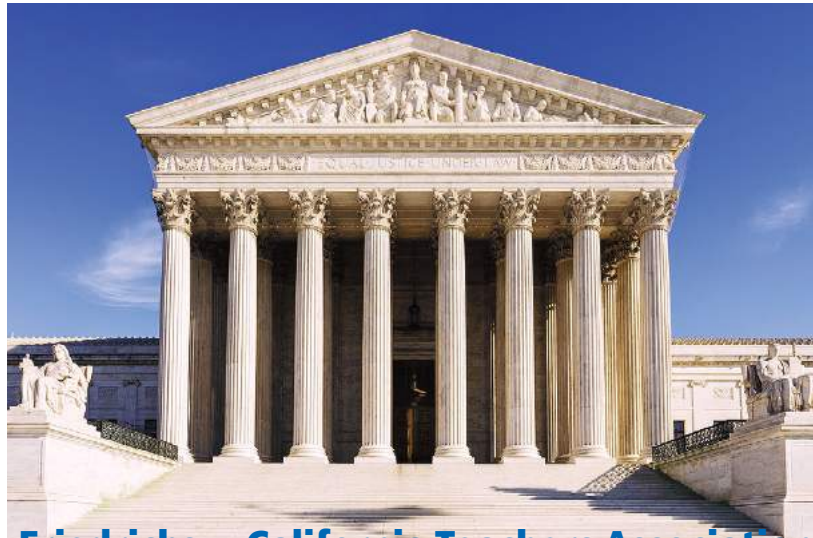
All-Union News

U.S. Supreme Court to hear Friedrichs case in January What you need to know about who's behind this anti-union lawsuit

THE SUPREME COURT is scheduled to hear arguments in *Friedrichs v. CTA* on January 11. Reflecting the high stakes for all unions, the AFT and more than 70 labor organizations filed briefs with the court opposing this right-wing attack on union membership and bargaining power.

The court is considering whether to overrule its 1977 decision allowing states to require public employees to join a union or pay a fee to cover collective bargaining costs. These fees cover the worker's share of the resources the union spends on negotiating contracts, representing workers in grievance procedures, and other services that benefit the entire workforce.

Depending on how a particular union operates, the cost of representation for each agency fee payer may range from a small fraction of the membership cost to almost as much as membership. The right of unions to collect fair share fees was settled by the court's unanimous 1977 decision *Aboud v. Detroit Board of Education*.



Friedrichs v. California Teachers Association

Unions, the State of California, and the Obama administration say that collective bargaining produces direct benefits to employees, and that without agency fee provisions people who do not pay union dues take advantage of that service while passing its costs on to coworkers who do. California Attorney General Kamala Harris intervened in the case to defend the 1975 state law

authorizing agency fee provisions.

Propelling the lawsuit's gallop through the courts is the Center for Individual Rights, the right-wing pro bono law group representing Orange County teacher Rebecca Friedrichs and her fellow plaintiffs, nine other California schoolteachers, who have all opted out of union membership. They're suing the California Teachers

Association to relieve themselves from paying their fair share for the services the union is required by law to provide them.

Since its founding, the Center for Individual Rights has maintained a special focus on challenging civil rights measures. The list of foundations supporting CIR reads like a who's who of the right wing's organized opposition to labor, including billionaire brothers Charles and David Koch, who are principals in Koch Industries, the second-largest privately held corporation in the nation.

A win for the plaintiffs in *Friedrichs* would severely hurt public sector unions in the two dozen states that have agency fee laws, including California. The CFT and many other unions are responding to this challenge. Many local unions are working hard to activate members and sign up fee payers as members.



REBECCA FRIEDRICHS
PUBLIC SCHOOL TEACHER IN CA. FOR 26 YEARS

General Election 2016

CFT and allies work together to extend Proposition 30

BECAUSE RENEWING Proposition 30 is essential to the future of public education and our state, the CFT is working in coalition with the Alliance For a Better California to extend it by passing a statewide ballot measure. Signature gathering will soon be underway to qualify the initiative for the 2016 General Election.

On December 2, the coalition established a new campaign committee, Californians for Protecting Education and Budget Stability, a necessary step to place the initiative on the ballot. The CFT is one of three labor organizations leading the committee,

together with the California Teachers Association and Service Employees International Union State Council.

With at least one competing initiative to extend Proposition 30 under discussion, "our coalition is working to bring everybody under the same tent," says CFT President Joshua Pechthalt, "We expect other unions and community allies will soon come on board."

Unlike California, with its broad support for progressive tax reform, other states have implemented devastating cuts to education and social



services. Since its passage in 2012, Proposition 30 has made the difference between the massive layoffs and program cuts that occurred between 2008 and 2011 and the increased funding and program restoration and improvement of today.

"CFT helped steer this recovery," Pechthalt says. "Now we must double down to keep California headed in the right direction."

This new initiative is more progressive than Prop. 30, retaining the three tiers of tax increases on the wealthy, and will not include a sales tax component. It is the Millionaires Tax reborn. And while a temporary tax, it will not sunset for 12 additional years. Prop. 30 itself sunsets in 2018, but the sales tax component begins to sunset in 2016.

CFT is working to build the coalition and will be reaching out to union members and the public to support this top priority campaign in 2016.

—By CFT Staff

January 1 ushers in new laws for educators

From increased teacher support to improved college accreditation

THIS FALL GOV. BROWN signed a host of bills following the close of the legislative session, but unfortunately he chose to veto the CFT bill (AB 787) that prohibited charter schools being run as or by for-profit corporations. Significant education bills that will become law January 1, unless otherwise noted, are listed below. CFT supported the bills listed, in some cases after securing substantial amendments.

EC/TK-12 SCHOOLS

Funds to improve teacher and administrator effectiveness

Budget trailer bill **AB 104** appropriated \$500 million for teacher and administrator effectiveness and the K-12 High-Speed Network. Of that amount, \$490 million goes to districts, county offices of education, charter schools, and state special schools in an equal amount per certificated staff member and can be spent during the current and two upcoming fiscal years for the following purposes: 1) Beginning teacher and administrator support and mentoring; 2) Professional development, coaching, and support for teachers who have

Expanded parenting leave for K-12 certificated employees

Existing law provides that when a certificated school employee exhausts all available sick leave and continues to be absent on account of illness or accident for an additional period of up to five months that the employee receive the difference between his or her salary and the sum paid to a substitute during that absence. **AB 375** provides that, for maternity or paternity leave, the differential pay benefit be provided for up to 12 weeks, and prohibits the employee on maternity or paternity leave from being denied access to differential pay. If these provisions conflict with a collective bargaining agreement entered into before January 1, 2016, they will not apply until renewal of that agreement.

been identified by local educational agencies as needing improvement or additional support; 3) Professional development for teachers and administrators that is aligned to the state content standards, and; 4) To promote educator quality and effectiveness, including training on mentoring and coaching certificated staff to support effective teaching and learning.

Add deportation topic to human rights curriculum

AB 146 encourages the incorporation of survivor and witness testimony into the teaching of human rights, including the deportation experiences of citizens and lawful permanent U.S. residents to Mexico during the Great Depression and encourages professional development for teachers with the content background. The State Board of Education must consider inclusion of deportation history in history-social science curriculum frameworks when they are revised in 2016.

Policy required for investigating student residency

Before investigating, **AB 1101** requires a district governing board to adopt a policy about pupil investigation for the purpose of determining whether the pupil meets residency requirements in the district. The policy must identify the circumstances in which the district may launch an investigation, describe the methods that may be used, prohibit the surreptitious photographing or video recording of pupils under investigation, and provide for an appeal process.

Special education guidelines for dyslexia

AB 1369 requires the Superintendent of Public Instruction to develop program guidelines for dyslexia by the beginning of the 2017-18 academic year to assist regular

education teachers, special education teachers, and parents in identifying and assessing pupils with dyslexia, and to improve and evaluate educational services for these pupils.

High school exit exam suspended

SB 172 suspends the California High School Exit Exam and removes it as a condition of receiving a diploma or graduating from high school for pupils who complete grade 12 in the next three years. The Superintendent of Public Instruction will convene an advisory panel comprising secondary educators, administrators, board members, and other stakeholders to provide recommendations about the future of the exit exam.

Mandatory immunizations for students

SB 277 eliminates the "personal belief exemption" from the requirement that children be vaccinated for specific infectious diseases prior to being admitted to any public

or private elementary or secondary school, child care center, day nursery, nursery school, family day care home, or developmental center. This mandatory vaccination requirement (leaving only a medical exemption) does not apply to home-based private schools or students in independent study programs.

Sexual harassment in curriculum

SB 695 requires the Instructional Quality Commission to consider including comprehensive sexual harassment and violence information for grades 9 to 12 when the health curriculum framework is revised in 2016. For districts with health education as a requirement of graduation, instruction in sexual harassment and violence must be included, and teachers must consult the revised framework when delivering instruction.

Immunizations for child care workers

Beginning September 1, **SB 792** prohibits a person from working or volunteering at a day care center or a family day care home who is not immunized against influenza, pertussis, and measles. Employees and volunteers can be exempted only for reasons of medical safety, current immunity, declining the influenza vaccination, or hire date. Any-

one hired as a teacher in a day care center must present evidence of a current tuberculosis clearance.

COMMUNITY COLLEGES

New high school to college pathways

AB 288 authorizes a governing board to enter into a College and Career Access Pathways partnership with a school district to develop high school-to-community college pathways for career technical education or transfer preparation. High school students can take up to 15 college units per term if the units are required for their partnership program.

Statewide survey on accreditation

AB 404 requires the Board of Governors to conduct a systemwide survey — including feedback from faculty and classified staff — in preparation for a report to the U.S. Department of Education and the National Advisory Committee on Institutional Quality and Integrity about the regional accrediting agency used to determine an accreditor's status. The accrediting agency must report to the Board of Governors after NACIQI has notified the regional accrediting agency of the application deadline for continued recognition.

—By Ron Rapp, CFT Legislative Director

On the Web

>>>Download the full Legislative Report from the CFT website at goo.gl/TpSisY.



Governor signs new "motor voter" law

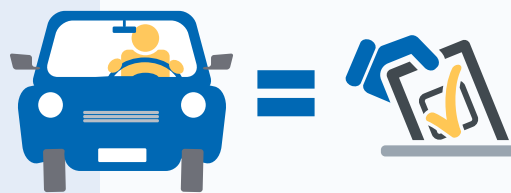
In the coming decade, as many as 6.6 million new voters will be eligible to participate in future elections as a result of Gov. Jerry Brown signing **AB 1461**. The new law automatically registers Californians to vote when they obtain or renew their driver's license or state identification card, unless they decline.

"As we watch states across the country do their best to disenfranchise voters, I'm proud to have legislation signed into law that actually expands voting opportunities," said Lorena Gonzalez (D-San Diego), former leader of the San Diego Central Labor Council.

Bill supporters had sought immediate registration, but DMV officials and others expressed concern about the technology required for such an undertaking. The bill's authors agreed to phase in the new voters. In the past, counties maintained their own voter registration files, and the numerous systems lacked compatibility. The Secretary of State's office is developing a new statewide database to implement the bill.

Because young voters, low-income and minority voters, and people without college diplomas vote much less frequently, the California New Motor Voter Act has profound implications for increasing voter turnout in elections.

—By Kenneth Burt, CFT Political Director



Licensed Driver

Registered Voter

Educators victorious in school and college board elections

Affordable housing for teachers and school staff top ballot box concerns

The **Citrus College Adjunct Faculty Federation** swung into action to protect a “student-friendly and faculty-friendly” trustee, Joanne Montgomery, who was being challenged by a former trustee described by union treasurer William Zeman as “a carpetbagger who did not support Proposition 30.”

November’s victory in the eastern Los Angeles County community college district was possible, Zeman explained, “because we started a COPE fund.” The union used people power and financial resources to educate the public about the relative merits of the two candidates through its Committee on Political Education.

Supporting friendly trustees is but one aspect of the part-timer union’s multi-pronged strategy to shape public policy in the civic arena. The local union’s executive board, in conjunction with the CFT, interviewed candidates for an open Assembly seat in the legislative district that includes Citrus College in Glendora.

Four hundred miles to the north, in the San Francisco Bay Area, another important campaign played out to similar results with the **San Mateo Community College Federation of Teachers**.

When an incumbent trustee decided not to seek another term, the



MAURICE GOODMAN

The San Mateo Federation helped elect former student leader Maurice Goodman a district trustee.

faculty union searched for a suitable replacement. The local union identified Maurice Goodman, a board member in the neighboring South San Francisco Unified School District. Goodman has deep roots in the San Mateo college district, having served as student body president at Skyline College and student trustee for the district.

In an at-large election for three seats, Goodman finished third behind the two other union-supported incumbents, Dave Mandelkern and

Karen Schwarz.

The electoral successes of Goodman and Montgomery in November were not the only races in which educators celebrated victories.

■ Faculty in the **Antelope Valley Community College District** supported Lew Stults, the top vote-getter for the two at-large seats.

■ Teachers in the **Culver City Unified School District** — on the west side of Los Angeles County — supported winners Kelly Kent

and Anne Burke. On the east side, educators in the **El Rancho Unified School District** won one of two races in which they participated, helping to elect Teresa Merino.

■ In the **Salinas High School District**, Patty Padilla-Salsberg won in Trustee Area 2 and Katheryn Ramirez won in Trustee Area 4. Union-supported Carlos Rubio finished election night in a tie.

■ In **San Francisco** — one of the few California cities that invests municipal funds in the school district — teachers, para-

professionals and college instructors worked together to return Aaron Peskin to the Board of Supervisors. Educators in the city are also engaged in many other campaigns, including efforts to maintain affordable housing for parents and school employees as rents and housing prices continue to rise dramatically. Voters defeated measures to limit short-term residential rentals and to place a moratorium on market-rate construction in the Mission District.

— By Kenneth Burt, CFT Political Director



San Mateo’s Michele Kern and Dan Kaplan get out the vote.

Cabrillo lecturer running for State Assembly

Education. Water. Jobs. These are the priorities of Karina Cervantez Alejo as she campaigns for the state Assembly in a largely rural district in the Monterey Bay region. A lecturer and union member at Cabrillo College, Alejo advocates expanded access to public education, from early childhood through university, and aims to “put the community back into community college.”

Born to agricultural worker parents, Alejo earned a degree at UC Santa Cruz, and is now a doctoral candidate. She

dedicates much of her non-teaching time to community pursuits and currently serves on the Watsonville City Council.



KARINA CERVANTEZ ALEJO

Alejo’s interest in civic affairs grew out of her own life experiences. She developed a strong desire to assist immigrants and working families. To this end, Alejo supports an extension of voter-approved

Proposition 30, which has allowed districts to expand educational and social programs and to rehire teachers and classified employees laid off during the recession.

As a part-time professor at Cabrillo who teaches classes in psychology and Chicana/o Studies, Alejo sees firsthand the challenges facing higher education. As a “freeway flyer,” she patches together a faculty career by combining her teaching at Cabrillo with classes at UC Santa Cruz and CSU Monterey Bay.

Alejo is part of a large cohort of activists in the 30th Assembly District, which includes CFT-affiliated local unions in Morgan Hill, Gilroy, Watsonville, and Salinas. In addition, a number of politically active CFT members work in Santa Cruz and North Monterey and live in the district. — KB

CFT endorses Kamala Harris for U.S. Senate

The CFT Executive Council interviewed the two leading candidates for the U.S. Senate, California Attorney General Kamala Harris



Kamala Harris

and U.S. Congresswoman Loretta Sanchez. Both demonstrated a commitment to public education and working families. The CFT decided to support Harris, in part, because of her close relationship with the union. The top two vote-getters in the June Primary Election will face each other in the November General Election.

BUILDING



Organizer Herlim Li and Campus Chair Larry Nakamura prepare to meet faculty at Los Angeles Valley College.

Dinesa Thomas-Whitman is teaching just her third semester of political science at Los Angeles Southwest College,

but she made sure she got involved in her union, the Los Angeles College Faculty Guild, and now she's an adjunct faculty representative.

"Because of my background in political science, I understand the value of collective bargaining," she said. "I know I have the strength of the contract behind

me, so I'm not alone trying to figure out the system as a new faculty member."

AFT Local 1521 has launched an

ambitious campaign to make sure all faculty members, particularly part-timers, know their union is behind them. Many part-timers assume because they

While the local has certainly recruited members before, this is different. "We're going for broke," Waddell says. "We've tried sending mail to peo-



Count Me In!

FACULTY VOICES | Why I became a union member

"There's more information flow. You know more as far as what's happening in the college and in teaching as a whole."

— Obed Mejia, *Transportation Technologies, Los Angeles Trade-Tech*

"Because of my background in political science, I understand the value of collective bargaining."

— Dinesa Thomas-Whitman, *Political science, L.A. Southwest College*

"I was surprised when they came into my classroom. I'd been meaning to sign up so the fact they were there made it convenient."

— Gregory Bernhardt, *Basic Skills and Workforce Readiness at three Los Angeles colleges*

"The union can be a political force and when you have that kind of power, it's amazing."

— VaJezatha Payne, *Sociology, Los Angeles Trade-Tech*

pay fees, they're already members, says Joanne Waddell, president of 1521.

"Our part-timers have increased in number, and we realize many of them are fee payers and not engaged in the Guild," Waddell said. "We decided we have to change that."

Full-time teachers have an impressively high rate of membership in the local with about 95 percent of the 1,500 belonging to the union.

ple's homes and putting membership cards in mailboxes," she said, "but you need to look the person in the eye, and say, 'This is in your best interests, and you're already paying, so it doesn't cost you anything to join.'"

Reaching adjuncts, many of them teaching on multiple campuses, means first finding their classrooms, then going to the nine district campuses to talk with them. For part-tim-

"You don't know how many times I've heard, 'I've never talked to anybody in the union before,' or 'How great that the union is doing this.' These are the steps to building a stronger union."

— Herlim Li, Organizer, AFT Local 1521

Around 70 percent of the 3,000 part timers are union members — a pretty good percentage. But the leadership of 1521 wants that to be even higher. They already have around 600 new members, and their goal is signing up all 1,200 fee payers.

ers who don't have much contact with their colleagues due to their schedules, a visit from union representatives is unexpected, Waddell says.

Gregory Bernhardt, who teaches basic skills and workforce readiness at three different colleges in Los Angeles,

OUR POWER

Hundreds of part-timers in L.A. colleges sign up to become union members

appreciated the work that went into finding him. “I was surprised when they came into my classroom,” he said. “It was very official. I said,

his lunch break.

A union member in his other job, Mejia sees the benefits it brings. “The larger the membership is, the

body in the union before,’ or ‘How great that the union is doing this,’” Li said. “These are the steps to building a stronger union.”

“We’re protected by the union, and that’s why unions are so critical.”

Payne applauds Li and others coming out to talk with adjuncts.

“Reaching out like that means we can have more impact on a much larger scale,” she said. “The union can be a political force, and when you have that kind of power it’s amazing.”



PHOTOS BY BOB RIHA, JR.

Organizer Herlim Li meets part-time English teacher Jennifer Smith for the first time.



‘What’s going on?’ I thought maybe a student had an issue.”

Bernhardt was happy for the chance to talk. “I’d been meaning to sign up,” he said. “The fact they were there made it convenient.” Now that he’s a member, Bernhardt hopes to get more involved in the local.

For Obed Mejia, who teaches transportation technologies at Los Angeles Trade-Tech, being more aware was part of the reason he signed up. “There’s more information flow,” he said. “You know more as far as what’s happening in the college and in teaching as a whole.”

Mejia has a full-time job with Los Angeles County as a training supervisor, teaches on Saturdays and isn’t able to make meetings because of his schedule. But in November, organizers held an information session for about 50 people at the campus during

more of a voice you have in contract negotiations,” he said. “And you can provide support for other locals.”

More clout at the bargaining table is something organizer Herlim Li, who was at the meeting where Mejia signed up, emphasizes.



Joanne Waddell

Li says about 70 percent of the fee payers he talks with don’t realize they aren’t members already and immediately sign up. For the others, Li tells talks up the benefits of being a union member — life insurance, voting for or running for leadership — as well as the importance of a vibrant union with engaged members.

It is tedious work tracking down the fee payers, finding where they’re teaching, and going to each campus. Li likens it to wrangling cats, but he says connecting with potential members makes it worthwhile.

“You don’t know how many times I’ve heard, ‘I’ve never talked to any-

For Vajezatha Payne, who teaches sociology at Los Angeles Trade-Tech and was also at the Saturday meeting, building a strong union is in her blood — her father was a union activist, and she is a social worker, championing foster children and the homeless. “I’m an advocate by nature and by profession,” Payne said.

The local is better for talking with adjuncts and hearing what’s important to them. Waddell says that’s been the best part of the campaign.

“It’s memorable — the honesty and what people are willing to share with you,” she said. “So often I hear from people when they have exhausted all other resources and are frustrated, but these conversations are different. I’d like to talk to all 1,200.”

Are you a full member? If not, now is the time

To secure the best wages and working conditions, your local union has negotiated a collective bargaining agreement that provides that every employee in the bargaining unit join the union or pay the union a service fee. The service fee is called union fair share, or agency fee, and covers only the cost of contract negotiation.

But we can do more for each other and for public education if we all act together. The CFT encourages and invites all agency fee payers to become full members of the Federation. Members of the union have a voice and vote in all the activities of the union, most importantly, in the approval of the collective bargaining agreement. The union also offers members valuable services such as discounted retail products, group life insurance plans, and worker-friendly mortgages.

> If you are an agency fee payer, sign up now to become a full member of the union. Contact your AFT local union now or download a membership form from cft.org/get-involved/join-cft.

Commemorating **40** Years

BY ELAINE JOHNSON

On May 20, 1976, I cast the first vote for teachers' collective bargaining in the state of California. TV cameras recorded the event at Redwood High School in Larkspur, and in those pre-DVR times, the family watched it that evening on the 6 o'clock news.

I spent the rest of that day — as a member of the local's election organizing team — going to polling places in our small suburban district, making sure everyone got out to vote and

that nothing had gone awry. When the count took place and our AFT local had won, we all knew history had been made.

Prior to 1976, negotiations for K-12 employees were conducted under rules contained in the Winton Act, wryly known as "meet and defer." Teachers and classified staff had few employment rights and illogical rules prevailed.

For example, in my first semester as a teacher in San Francisco, my paycheck



In 1977, Tamalpais Federation activists were honored at CFT Convention for the victorious first collective bargaining election. Left to right: Russell Hill (later *California Teacher* editor), Elaine Johnson (later Assistant to the CFT President), and local president Frank Gold (later CFT Vice President).

Memoir of a Lobbyist: Who was Al Rodda?

By Former CFT President Mary Bergan

Senator Al Rodda had been president of the Sacramento Federation of Teachers, AFT Local 31, in his high school teaching days. Despite this, as chair of the Senate Education Committee, where the bill was assigned, he had yet to vote for a collective bargaining bill for educators. My goal for 1972

was to get Senator Rodda's vote, and if things really went well, to move the bill out of the committee, which had a Republican majority. Ronald Reagan

was governor. The failure of the suit and Rodda's own anger at how teachers were treated by school administration led him to believe that there should be a contractual arrangement between teachers and school administration to temper this rather absolute authority. I wanted him to act on that belief with a vote.

The chairman's name was called last, and, indeed, Senator Rodda gave us the fifth aye vote, one short of a majority, but two more than we'd ever gotten before. Those five votes were the high point of my first year as a lobbyist. I knew then that it was only a matter of time before we would secure collective bargaining. The new year brought a new session and a new bill. But the effort was a minor one that year; we knew we'd have to wait for a new governor. The new governor was Jerry Brown.

—Excerpted from "Memoir of a Union Lobbyist" published in CPER, California Public Employee Relations, August 1999. Read the full article cft.org.



Senator Al Rodda with Mary Bergan.

was governor.

As a teacher, the senator had been party to a union-backed suit challenging a school district's right to assign teachers any way they chose, especially to non-teaching duties. (As a personal example, he told with some passion of being expected to hold back hordes of enthusiastic students at the end of an emotion-packed

calculation didn't reflect the units I had earned during my student teaching the fall semester before my January hiring. I was told that no teacher could earn salary credit in the fall and have it applied to the spring. "But that was student teaching," I argued. "I wouldn't have a credential without those units!" Sorry. No recourse, I was told. Far worse things than that occurred, and faculty who questioned policies sometimes lost their jobs.

RELIEF DID NOT COME quickly or easily. The CFT had presented the first collective bargaining bill in 1953, during Gov. Earl Warren's administration. It did not pass. The Brown Act, in 1961, was the first comprehensive statewide labor relations law for public employees. It included all public entities (state, county, city, public school and college, and special districts), but limited negotiations to "meet and confer," and did not

include binding agreements or exclusive bargaining representation.

The Winton Act, passed in 1965 and built on previous laws, recognized employee councils and recommended that school boards incorporate agreed-upon items such as "written resolutions, regulations or policies," into the employee handbook. It did not require "good-faith negotiations" or arbitration of grievances or support impasse procedures. In the struggles that had attended our local's negotiations, including a one-day walkout, our union leadership reminded us we would get collective bargaining as soon as we elected a Democratic governor.

In less than a decade after passage of the Winton Act, the Legislature's Assembly Advisory Council on Public Employee Relations recommended comprehensive collective bargaining agreements for all public employees in its 1973 Aaron Report.

1953

HOW WE WON COLLECTIVE BARGAINING

CFT presents first collective bargaining law in California Legislature.

1961

Brown Act provides "meet and confer" with no authority for binding agreements or exclusive bargaining representatives.

1965

Winton Act separates employment relations for educators from other public employees, but referred to as "meet and defer."

1973

Aaron Report recommends comprehensive collective bargaining for all public employees.

of collective bargaining

The difference one law makes for teachers and classified employees

Bills to enact this recommendation failed in 1973, 1974, and 1975.

The Rodda Act was different. Officially Senate Bill 160, the Educational Employment Relations Act was developed as a compromise between public education unions and employers. Newly elected Gov.

Jerry Brown signed the bill into law on September 22, 1975. It benefits classified and certified employees



CFT President Raoul Teilhet with Gov. Jerry Brown and then-CFT Legislative Director Mary Bergan, circa 1975.

equally, pre-kindergarten through community college. It also established what is now called the Public Employment Relations Board.

In separate legislation, collective bargaining was extended to most state workers in 1978 and to higher education employees in 1979. By 1997, more than 675,000 pre-K through university employees were covered by the acts.

WHEN THE RODDA ACT went into effect on January 1, 1976, an explosion of representational elections followed. Teachers and classified em-

ployees across the state could finally choose their union.

Where I taught then, in the Tamalpais Union High School District, eight months passed between that historic election and the signing of our first contract. We struggled with the concept of “scope of bargaining,” and picketed board meetings carrying signs that said “Scope Is Not Just A Mouthwash.”

Management dragged its feet in the new process. It became clear that administrators and board members attended training to learn how to get what they wanted within the new parameters of collective bargaining.

The school board wouldn't budge on transfer and we couldn't get binding arbitration.

We never did work out an assignment policy that satisfied the union, but managed to achieve other improvements in working conditions. Teachers got extra stipends for coaching and various other student activities. We won expanded leaves for bereavement and family illness. We learned that the contract is a work in progress and realized

we would not get all we wanted in that first agreement.

Despite this, the gains were clear. In the first grievance we filed, a teacher had earned units that bumped her from the middle of one column on the salary schedule to the bottom of the next one. The contract was silent on this question, but the union supported it. The administration said no. We went to a hearing, and prevailed. This affected the member's retirement income for the rest of her life.

Twenty years later, in 1996, as the first Assistant to the President of the CFT, I was meeting with community college management representatives. Several of the attendees complained about having to go through a process to eliminate classes in the colleges and how much better life would be if collective bargaining weren't around. I said, “Get over it! We've had collective bargaining for 20 years, it's not going away, so find ways to work with it, not against it.” My remarks received grumbling acquiescence.

Today, 40 years after we won collective bargaining agreement, major efforts are underway to turn back the clock and reverse the gains we've made. Despite the need to defend what we have achieved against these attacks, I think we'd all agree that the goals of the Rodda Act, “to promote the improvement of... employer-employee relations within the public school systems in the State of California” have been met.



Elaine Johnson retired in 2001 as Assistant to CFT President Mary Bergan. Prior to joining the CFT staff, she held every job except secretary in her Marin County local union, the Tamalpais Federation of Teachers, AFT Local 1985. She taught high school English Language Arts from 1968 to 1993 and has been an AFT member since 1973.

In the news 1972 - 1976



1973

commends collective public employees.

1975

Educational Employment Relations Act, or the Rodda Act, signed by Gov. Jerry Brown and brings collective bargaining to K-14 teachers and classified employees.

1976

Rodda Act becomes law on January 1. Representational elections are held in school and college districts across the state.

1978

State employees win collective bargaining.

1979

Higher Education Employer-Employee Relations Act expands collective bargaining to higher education employees.

Inequality for part-time faculty harms students, our communities

San Diego generates 1,000 letters to governor during Campus Equity Week

BY IAN DUCKLES

Campus Equity Week, an annual fall event, raised awareness of issues confronting what are variously known as “adjuncts,” “contingent faculty” or “part-timers.”

Originally intended as a supplement to full-timers, the role of these “part-time, temporary faculty” has shifted considerably over the last 40 years. During the 1970s the ratio of adjuncts to full-timers was about 20 percent to 80 percent. Today, the numbers have almost completely reversed, with adjuncts making up about 75 percent of the faculty in all areas of higher education. This shift has harmed adjuncts, students, and full-timers.

Perhaps the most significant impact is on compensation. Using my own experience as an example, although I have a doctorate and over 10 years of teaching experience, I make significantly less than my full-time counterparts for the same work. I currently teach between 15 and 18 classes a year and make just under \$60,000. By contrast, I was just hired as a full-timer, and my starting salary will be more than \$70,000 a year for teaching 10 classes.

Other issues include a lack of com-

penensation for office hours, weak job security, and an enormous amount of time spent commuting. Part-timers may not get enough classes, might lose several at the last minute, or work in a district without a decent union or any degree of job security. There

“comfortable academic,” many professors today are just a bad semester away from losing it all.

This fall I taught eight courses at four schools — three community colleges and a university. I spent a great deal of time on San Diego freeways.

Over-reliance on adjuncts weakens academic freedom for all faculty as a contingent labor force, dependent on their next class to pay the rent, is less likely to take a principled stand on controversial pedagogical, political, or administrative issues.



JAMIE BITTLE

are many instructors whose quick changes in fortune have resulted in the loss of their homes or healthcare. Even adjuncts with a steady flow of classes are often only a step ahead of the debt collector, working multiple jobs at multiple schools to make ends meet. Far from the stereotype of the

Because of the tight scheduling and poor compensation for office hours, I did not have time outside of class to provide my students the extra assistance they may need. By being “economically efficient” with their labor pool, colleges and universities are short-changing their students.

The reliance on adjuncts also has significant negative impacts on students and success metrics such as “retention” and “transfer rates” that administrators claim to value.

Finally, the “adjunctification” of higher education threatens full-time faculty. Running a college requires an enormous amount of essential administrative and committee work to ensure curriculum and programs meet student needs. Adjuncts don’t receive compensation for this work, and have little incentive to become involved, leaving the dwindling pool of full-timers to face ever-increasing administrative mandates.

Additionally, over-reliance on adjuncts weakens academic freedom for all faculty as a contingent labor force, dependent on their next class to pay the rent, is less likely to take a principled stand on controversial pedagogical, political, or administrative issues.

So what can we do? In addition to raising awareness about these issues, adjuncts and those who support them are lobbying the governor and the Legislature to earmark more money to address these problems. The union is asking for funds to convert part-time positions to full-time (\$100 million), make adjunct pay more equitable (\$50 million), and compensation for office hours (\$30 million).

During Campus Equity Week alone, our local generated 1,000 letters to Gov. Jerry Brown. Please help us keep the pressure on and ask him to fund these important programs that will benefit adjuncts, students, and the community at large. We all deserve a quality public education system.

Migrant mindworkers of academia

HIGHER EDUCATION is being reorganized. Privatization, disinvestment, online courses, for-profit colleges, tuition and fees, budget cuts, centralization and outsourcing of maintenance, food service and administrative services, and the use of “adjuncts” like myself have become rampant in the past four decades. The logic of the market is subtly transforming the very work of teaching.



Robert Ovetz

A new division of academic labor is being gradually imposed to expand control over labor. To develop new tactics, strategies, and objec-

tives to respond to these threats, it is necessary to do a class analysis of the new division.

The labor of the professorate is being rationalized, fragmented, deskilled, standardized, and disempowered, a process commonly called “adjunctification.” This increases “output,” both by the exploitation of adjunct faculty and the disciplining and training of students for flexible, part-time, contingent work.

➤Read the full-length essay, “Migrant Mindworkers and the New Division of Academic Labor” by Robert Ovetz,

a “full-time” adjunct professor of political science and sociology who teaches at College of Marin, DeAnza College, and San Francisco State University. Ovetz belongs to three

local unions, including United Professors of Marin, AFT Local 1610, and is affiliated with five national unions. His essay was published in *Working USA: The Journal of Labor and Society*; Ovetz recently joined the journal’s editorial board and the new issue is devoted to

academic labor issues including organizing to end contingent faculty. Read the essay online at cft.org.



Ian Duckles was, until recently, an adjunct professor of philosophy and religious studies, teaching at Cuyamaca, Mesa, and Miramar Colleges, and the University of San Diego. He is a member of the AFT Guild, San Diego and Grossmont-Cuyamaca Community Colleges, Local 1931, and just accepted a full-time, tenure-track position at Mesa College starting in the spring. ➤Read the full-length article published by the *San Diego Free Press* at goo.gl/o5KiiQ.

Around CFT

Monica McClinton, a member of the Berkeley Council of Classified Employees, speaks out.



CFT Convention 2016 in San Francisco tackles issues of justice

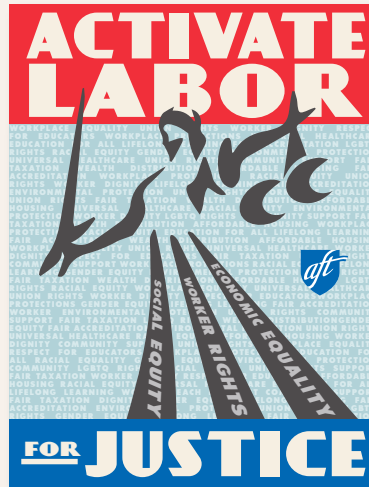
THE CFT CONVENTION will be held March 11-13 at the Hyatt Regency San Francisco with the theme “Activate Labor for Justice.” Contact your local union now if you want to run as a delegate.

The Convention is open to all CFT members, but only elected delegates can vote. It is the Federation’s highest governance body, where delegates shape union policy and positions on issues affecting all members. The Convention will also elect delegates to next summer’s AFT Convention and the California Labor Federation Convention.

On Friday and Saturday, you can expect workshops on a wide range of topics. The division councils representing members who work in EC/K-12 schools, the classified service, and

community colleges will meet Friday night, March 11. But the Convention isn’t all work. There’s time for fun as well, with receptions and get-togethers sprinkled throughout the three-day weekend.

Voting delegates must be elected following the legal requirements in the AFT and CFT Constitutions and the federal Landrum-Griffin Act. Under these rules, each member shall have a reasonable opportunity to be nominated as a delegate, and local unions must mail a notice to members



at least 15 days before the election. Elections must be held by secret ballot, the results must be published, and records must be kept for one year. Look for notice of the election from your local union or contact it to learn when elections for delegates will be held.

> Find the *Convention Call*, the tentative schedule, key deadlines, and much more on the CFT website at cft.org/convention-2016.

Mark your Calendar

Application deadline for high school seniors in the **CFT Raoul Teilhet Scholarship Program** is **January 10**.

NEWLY ADDED! **Executive Council** will meet on **January 15** at the Palace Hotel San Francisco. **AFT Western Regional Meeting** will be held **January 15-16**, also at the Palace.

Deadline to submit constitutional amendments for CFT Convention is **January 15**.

EXPANDED! **Legal Rights Training for Local Leaders & Division Councils** provides leaders a full day of legal workshops in combination with meetings of the Division Councils — classified, community college, and EC/TK-12. Both take place on Friday, **January 22** at the Manhattan Beach Marriott. The workshops run from 10 a.m. to 3 p.m. and the Division Councils meet after the trainings.

Standing Committees of the CFT meet **January 23**, also at the Manhattan Beach Marriott.

Deadline to submit resolutions for CFT Convention is **January 29**.

RECONFIGURED! **Leadership Conference: Politics & Policy Organizing Summit** provides leaders the opportunity to hear from elected officials and community partners, visit legislators in the Capitol as the session kicks off, and focus on the union’s 2016 electoral efforts. The summit will be **February 9-10** at the Sacramento Convention Center.

Executive Council will meet the day before CFT Convention, **March 10**, at the Hyatt Regency San Francisco.

CFT CONVENTION will be held **March 11-13** at the Hyatt Regency San Francisco. (See story above)

Executive Council will meet on **April 30** in Burbank.

TRIPLE EVENT! **Division Councils** will meet on Friday, **May 13** at The Concourse Hotel Hyatt Regency in Los Angeles. **Standing Committees** will meet Saturday, **May 14** at the same location. **State Council** will also meet **May 14** at The Concourse.

CONVENTION 2016 ■ MARCH 11-13 ■ SAN FRANCISCO

Union scholarships available to children, dependents and members

THE CFT HAS awarded hundreds of scholarships to dependents of union members through its **CFT Raoul Teilhet Scholarship Program**.

The union offers scholarships to high school seniors and college students who are children or dependents of CFT members in good standing. Students enrolled in four-year courses of study are eligible for \$3000 scholarships; those enrolled in two-year courses of study are eligible for \$1000.

Award selection is based on academic achievement, special talents and skills, participation in extracurricular activities, community service, financial need, and a 500-word essay on a social issue of the applicant’s choice. Scholarships are awarded for any one year of higher education.



Students who received scholarships as seniors are not eligible for another scholarship during college. The deadline for high school seniors to submit applications is **January 10**; the deadline for continuing college students is **July 1**.

The **AFT Robert G. Porter Scholarship Program** awards four \$8000 scholarships to high school seniors who are dependents of AFT

members, as well as 20 continuing education grants of \$1000 to AFT members. The application deadline is **March 31**.

The **AFL-CIO Union Plus Scholarship Program** offers scholarships ranging from \$500 to \$4000 to union members, their spouses, and their dependents who are enrolled at an accredited institution of higher education. Scholarships are also available to graduate students. The application deadline is **January 31**.

> Learn more about the scholarship programs at cft.org/member-services/scholarships.

Where are they now? The CFT wants to hear student success stories

Has your child or dependent benefited from a CFT Raoul Teilhet Scholarship? The CFT would like to hear how scholarship recipients over the years have fared and how the union’s support and investment has helped them to succeed. Parent members — or children and dependents — please send CFT a summary of your story and include current contact information for the scholarship recipient. Email the editor of *California Teacher* at jhundertmark@cft.org.

Pre-K and K-12

Christina Rodriguez talks with a parent on UTLA's citywide picketing day.



Los Angeles teachers stand up to billionaire school bully Two models for education go head-to-head over charter schools

THE LOS ANGELES Unified School District has more than 200 charter schools, the most of any district in the country. And now the city's highest profile billionaire is organizing a half-billion dollar campaign to more than double that number, casting an ominous shadow over 130,000 students and 5,000 teachers.

Eli Broad, according to a confidential

44-page document first reported in September, plans to raise and spend \$490 million to move 50 percent

of all students into unregulated charter schools, financing his campaign by tapping a network of super-rich "education reformers." The Walton

Family Foundation, backed by the Walmart fortune, is already on board.

While it remains unclear what Broad and the self-styled reformers have in mind if they take over public

communities' needs," Forrester said. "What they need in San Pedro may not be what South L.A. or Mar Vista needs."

Forrester said drawing a clear distinction between the two models



The Stevenson Middle School community rallied before school on Nov. 10 to protest the Broad plan.

education, the plan repeatedly refers to schools and students as "market share" and budgets \$21.5 million to reverse decades of progress. Alex Caputo-

— sustainable community schools versus a profit-driven business model — is the way to defeat the Broad plan. Teachers, parents, and community

"We aren't against charter teachers. We're against a for-profit model that doesn't allow teachers a voice at work." — Ingrid Gunnell, elementary teacher UTLA board member

Pearl, president of United Teachers Los Angeles, challenged Broad to debate the merits of his proposal.

Long before the Broad plan surfaced, UTLA launched a campaign called Schools LA Students Deserve, and the local has been organizing teachers at one of the largest charter operators, Alliance College-Ready Schools. UTLA has since intensified both efforts.

Betty Forrester, AFT Vice President of UTLA, said it's time to focus on what works, including a well-rounded curriculum, involved parents, strong community ties, wrap-around services and restorative justice programs.

"We want sustainable neighborhood schools that address their com-

supporters have rallied for the accountability and transparency of publicly elected school boards. At most unregulated charter schools, appointed boards meet behind closed doors and don't answer to parents or the community.

Kahlid Al-Alim, the father of three LAUSD students, was one of a dozen parents who joined UTLA in November to press the school board to formally oppose the charter push. Al-Alim said three charter schools in his Crenshaw neighborhood have a 10-year history of performing poorly. "The Broad plan is D.O.A.," Al-Alim

said. "We're tired of millionaires and billionaires who aren't familiar with our communities coming in here and telling us what's good for us."

Al-Alim and other parents have been crafting plans for months at their children's elementary. "We have a good plan and things are going in the right direction, including funding."

Prominent individuals have signed letters supporting LAUSD schools, as well as letters urging Alliance charter schools to respect a ruling from the Public Employment Relations Board and stop illegal interference with the union organizing drive. Nearly 1,000 charter school teachers have already joined UTLA.

"We aren't against charter teachers. Many of them taught at LAUSD before they were cut during the budget crisis," said Ingrid Gunnell, an elementary teacher in East L.A. and union board member. "We're against a for-profit model that doesn't allow teachers a voice at work."

That message resonates with Xochil Johansen, an Alliance special education teacher and outspoken union supporter, and her coworkers.

"We're asking to be treated like professionals," she said. "I'm organizing because we need to be able to advocate for our kids without being afraid."

Johansen is in her third year teaching at a high school on the CSU Los Angeles campus, near the high school she attended. "I am really excited to teach in my community."

PERB's recent ruling that Alliance had intimidated employees and blocked UTLA organizers has given the union drive new momentum, Johansen said. "Charter schools should be innovative spaces, but that doesn't mean giving up your rights."

— By Steve Weingarten, CFT Reporter

RICO TAMAYO
COUNCIL PRESIDENT

Needed cap on high-stakes testing proposed

Although it took some time, the Obama administration finally admitted that high-stakes testing in our nation's schools has gone too far and called for a cap so that no student spends more than 2 percent of classroom instruction time taking tests.

A new survey from the Council of Great City Schools found that in the nation's big city schools, students take on average 112 mandatory standardized tests between pre-kindergarten and high school graduation. That is at least eight tests a year. The study found no evidence that more time spent on tests improves academic performance.

The Obama administration says it will issue "clear guidance" on testing by January and stressed that academic standards and curriculum are to be fleshed out locally.

So is there a silver lining? Yes. Local unions can be proactive in making sure teacher voices are heard about how student tests should be used and how often they should be administered.



Betty Forrester



Alex Caputo-Pearl

Classified



Three staff named Members of the Year Classified and Proud: Conference celebrates work of support staff

AT THE ANNUAL conference, outstanding staff members nominated by their local unions were named Classified Members of the Year. Their job roles range from a paraprofessional who has spent decades working with children and families to a financial technician who tracks where the dollars flow. The award recipients have another thing in common: They are active in their unions, and in their communities.



JEANIE BROWN

Jeanie Brown

Finance Account Technician, Santa Cruz High School

Jeanie Brown is the finance go-to person for students and staff members, as well as the community and her union, the Santa Cruz Council of Classified Employees, AFT Local 6084.

Local President Robert Chacanaca said, that as chief negotiator for the union, “Jeanie has shown the district such a high level of skill that the district’s chief negotiator often has to consult with its legal team. She’s in-

valuable to our team and our local.” Chacanaca said last year’s contract negotiations were tumultuous and, even though the management side included an outgoing, an incoming, and an interim Chief Business Officer,



MARY LE DUC

“Jeanie never let down her resolve and was able to stay the course throughout the district’s leadership changes.”

Mary Le Duc

Secretary, Mid-City Center, San Diego

Mary Le Duc is a solid advocate for classified staff in the San Diego and Grossmont-Cuyamaca community colleges as an executive board member of the AFT Guild, Local 1931, and as an officer of the Classified Senate in the San Diego Community Colleges.

“Mary is outspoken, smart, hard-working and compassionate,” says local President Jim Mahler. “She is always willing to participate in state and local union issues, and serves on many committees representing classified staff.”



CHARLES JAMES, JR

Le Duc advocates on behalf of classified staff with management and recruits new union members. She also volunteers in the LGBTQ community.

Charles James, Jr.

Paraprofessional, Jefferson Elementary School, San Francisco

Charles James, Jr. has been an early childhood professional at Jefferson Elementary since 1980. James represents paraprofessionals on the executive board of United Educators of San

Francisco, AFT Local 61, and serves on both his school’s and the district-wide Union Building Committees. He is a professional in and out of the classroom.

According to Local 61, “The children and families, as well as the teachers, trust and rely upon Charles. They say he is Mr. Reliable. Charles loves the career he has chosen, and the children and families love him back.”

James’ voice is well respected because he is an experienced leader. After 35 years of dedication to early childhood programs, Charles James, Jr. is still going strong. — By CFT Staff

PAULA A. PHILLIPS
COUNCIL PRESIDENT

Take a stand now

Assembly bills, ACCJC, Fiscal Crisis Management Assistance Teams... do any of these fall under essential duties for classified employees or give life to your performance evaluations?

Many of us watch our communities and our districts experience “life quakes” — things that shake us up and move us in different directions, lead us away from our causes, and ultimately to forked roads. Which way do we go?

Unions through the years have been known to rally around issues that have an impact on people working towards a common cause. Unions take stands on issues that impact the body whether it be childcare and its heightened cost, livable wages, healthcare, or affordable housing in our communities.

Ask yourself these questions: What are some of the issues that you would like to agitate around? What would you like to see changed or see movement on and why? Then do it.



Highlights: Classified Conference 2015

AT THE CLASSIFIED Conference held October 9-11, there was a smorgasbord of learning opportunities for attendees.

Classified staff from local unions throughout the state traveled to San Jose and took advantage of the offerings, which were both informational and social, structured and free form.

■ **Assemblymember Tony Thurmond**, representing the 15th Assembly District in the East Bay described his hardscrabble up-

bringing and his path to becoming a state legislator. He also told how being a member of the West Contra Costa School Board helped him understand the essential work of classified employees.

■ Legal seminars:

Attorneys addressed mandatory reporter laws, administration of drugs, and recent decisions of the courts and the Public Employment Relations Board. Another seminar provided the historical background to workers’ compensation and what constitutes an industrial injury, as well

as claims processes, penalties, and sanctions.

■ **Workshops galore**, with the always popular Workplace Bullying and others such as Wellness as Union Business, Addressing Disruptive Behaviors in Students, How to Run Effective Meetings, Labor History, and Introduction to Collective Bargaining.

■ **Red & White Social...** chance to dress up and just have some fun after all that learning.



Community College

Marty Hittelman, Joanne Waddell, and Rich Hansen at the Board of Governors meeting November 16.



Straight Outta Compton: Time for disaccreditation to go AFT locals at Compton and El Camino Colleges recount bittersweet experience

AS CONTROVERSY SWIRLS around the accreditation of City College of San Francisco, the experience of Compton College offers insight into the disruptive effect disaccreditation has on the lives of teachers and classified employees in two districts. “It’s been like living on a roller coaster,” says Amankwa McKinzie, classified president of the Compton College Federation of Employees.

The college serves Compton, Lynwood, Carson, and other communities in economically depressed south Los Angeles. The Accrediting Commission for Community and Junior Colleges first sanctioned the college in 2002-03 after the district had a negative ending balance and didn’t file state financial reports for almost a year. Trustees were given cars, hired their girlfriends, and made irregular expenditures on their credit cards.

JIM MAHLER
COUNCIL PRESIDENT

Prop. 30 extension key to our continued success

In what is turning out to be one of our best fiscal years in decades, the community college system received nearly \$1 billion in new revenue, which should produce ample compensation increases in all districts.

This bounty is due largely to our union’s work in assuring the 2012 passage of Proposition 30, and an improving economy. Securing passage of the upcoming ballot initiative to extend Proposition 30 will be critical to our continued success.

As we face a barrage of attacks on unions from nearly every quarter, continued strength and solidarity among our own members will be essential if we are to fend off these attacks successfully and pass the ballot measure in 2016. If you are one of the small minority of educators we represent that still hasn’t joined our union, there is no better time to join than now.

In 2004, the ACCJC issued a “show cause” order. The district was placed in trusteeship while a Fiscal Crisis Management Assistance Team investigated, found serious irregularities and recommended changes.

No questions were raised about the curriculum, the proficiency of teachers, or the work done by classified employees. The union pointed out repeatedly that faculty and students had no responsibility for the board’s

at El Camino was difficult at first. “The first semester they looked at us as though we were bad teachers, somehow responsible for losing the accreditation,” Villalobos says. “Then they saw it was the administration. Since then we’ve done a lot of things together, and we’ve become friends.”

Compton’s classified employees received 45-day layoff notices once a year, McKinzie recalls. “Unless they were rescinded, you got laid off. It was

got \$1,000. “Then they tried to take ours away and keep theirs,” Smith fumes, a move the union stopped.

AFTER NINE YEARS, enrollment at Compton began to creep back up. But it dropped again last year, from 6,000 to 5,300. The state still funds at the 6,000-student level, but people are worried. Compton is asking why it’s taking so long to get accreditation.

Villalobos says that has had a positive impact on contract negotiations, with administrators more interested in reaching agreement, because faculty are key to regaining accreditation. New urgency in bargaining could also help classified employees, who haven’t had a pay raise since 2007.

El Camino’s Smith says, “But now our district president has said the process could take another six to eight years. No one understands why it should take this long. Things that needed to happen have happened.”

Ken Key, president of the El Camino Federation of Teachers, agrees. “We knew it would take this long, but Compton should get its accreditation back now.”

Despite the frustration, Villalobos says it’s been good to be part of El Camino. “El Camino has programs Compton could never afford. El Camino has used some of the curricula we’ve developed in Compton.”

Even after Compton gets its accreditation back, Key concludes, “We hope we will continue to have a collaborative relationship, and establish some cooperative goals for the future.”

—By David Bacon, CFT Reporter



Members of the Compton Federation confront the ACCJC’s Barbara Beno, left, on August 21.

mismanagement, yet they were the ones paying the price. Nevertheless, in 2006 the ACCJC denied the school’s accreditation. Enrollment dropped

very insecure, you didn’t really know whether you had a job or not.”

Many staff at El Camino had to take on significantly larger workloads.

“We knew it would take this long, but Compton should get its accreditation back now.”

— Ken Key, president, El Camino Federation of Teachers

from 7000 to 5000.

In August 2006, nearby El Camino College District signed a memorandum of understanding with Compton’s state-appointed trustee to take over administration of the district.

Despite promises of no layoffs, 11 faculty members lost their jobs. According to Jose Villalobos, faculty president of the Compton union, “Every teacher got a notice saying they’d be laid off. It took one or two semesters for people to even realize the college would continue.”

Working with the teaching staff

“We took the whole accounts payable department over to El Camino,” says Luukia Smith, president of the El Camino Classified Employees. For this, El Camino staff got a stipend of \$50 to \$100 a month. Administrators

Board of Governors concurs: Replace ACCJC

FOLLOW-UP On November 16, the Board of Governors unanimously resolved that the ACCJC “no longer meets the current and anticipated needs of California community colleges.” The Board was responding to the chancellor’s Accreditation Task Force Report, issued in August, which cited a multitude of failures by the ACCJC and recommended it be replaced with a new agency.

The Board directed the chancellor to come up with a plan and timeline to “establish a new model for an accrediting agency.”

University

Lecturers at UCLA support their team and call for a fair contract.



Lecturer brings reality of contingent work to bargaining table McIver organizes to educate community about precarious teaching conditions

AFTER 14 QUARTERS at UC Irvine and four at UCLA, Mia McIver is more than qualified to pull her weight on the lecturers' bargaining team during negotiations between the University Council-AFT and top administrators in the UC system. "I'm really glad that people like me can participate in the team," she says.

McIver is one of two lecturers on the union bargaining side who don't have continuing appointments. Although she now carries a full load of classes at UCLA, at UCI she could only teach six classes a year, which meant she also had to teach at Loyola Marymount and tutor to make ends meet.

"Working three difficult jobs, I had no time to support my colleagues," she explains. "Now I have more time for professional development, and communicating with other faculty members. I want to learn more about different pedagogical approaches, and now I have greater independence and can design new courses and syllabi. And now I have time to participate in the CFT as well."

McIver believes she has the authority to explain to UC administrators the meaning of precarity for lecturers. Since administrators are lawyers, not educators, and have never been in charge of a classroom, "they really don't get it," she fumes. "When we tried to talk with them about the positive aspects of mentoring, they said they weren't interested in contractual language covering this because we're not on a career track."

The low value put on lecturers was reinforced by the administra-



Mia McIver meets students at a campus cafe instead of the office she shares with six colleagues.

tion's proposal for a 1.5 percent wage increase over five years. Not each year — 1.5 percent over the course of all five. "They treat us as temporary employees, although we teach year in and year out," McIver charges, not-

"But we're working in a two-tier system in which tenured faculty have a great deal of privilege, while lecturers are excluded and vulnerable. That's what we're trying to change." — Mia McIver, UC lecturer and union organizer and bargainer

ing that lecturers teaching less than 50 percent don't pay Social Security and get no UC retirement. "To UC administrators we provide flexibility, whereas we see our job as providing students with an education."

To put pressure on administrators, the UC-AFT organized two actions

on the UCLA campus, and others at UCI and UC Riverside. Another coincided with bargaining at Berkeley. Lecturers are making sure that students are well informed about the progress of bargaining, or lack of it.

Educators leafleted students and parents on move-in day in Los Angeles.

That effort is paying off. The president of the Student Union at UC Santa Barbara came to bargaining, and read a resolution to the university's lawyers. She declared that the university was bargaining with the students, as well as with lecturers.

McIver also talks with the students in her own classes. "I believe we owe students transparency about the institution in which they have to function," she explains. "I tell them that UC only spends 5 percent of its budget on undergraduate instruction, and describe the gulf between

the situation of lecturers and tenured faculty. This is so they can plan for what they want to get out of their experience here, and how to get it."

For McIver, bargaining and organizing go together. "Some of us are on campus only briefly, and have other jobs. It can be hard to find our members, and I look forward to telling them about the contract as a way to get them more firmly connected."

In the end, she says, "the lecturers I know have tremendous passion for teaching. They're not in it for money or prestige. But we're working in a two-tier system in which tenured faculty have a great deal of privilege, while lecturers are excluded and vulnerable. That's what we're trying to change."

—By David Bacon, CFT Reporter

BOB SAMUELS
COUNCIL PRESIDENT

Who will teach the new courses?

As the University of California begins to decide how to increase enrollments by 15,000 students over the next three years, the question remains "who will teach these courses?"

Some senior administrators have stated publically that the system will probably employ temporary lecturers until new professors can be hired. This strategy goes directly against the letter and the spirit of the lecturer's contract, which clearly states that the campuses cannot promote practices or policies that arbitrarily block people from having a career.

Currently, UC-AFT is bargaining the lecturer contract, and most of our efforts to improve the quality of instruction by reviewing effectively and retaining the best teachers have been resisted by the university. We will continue to fight for a better contract and a better education for the students at the University of California



More admissions gained for California students

FOLLOW-UP UC-AFT and others succeeded in their efforts to increase admissions for California students (as reported in *California Teacher*), when UC President Janet Napolitano proposed that 10,000 more California students be admitted over the next three years.

In recent years, as state subsidies tailed off, UC paid its bills by boosting the numbers of out-of-state students, who pay nearly triple the tuition of California students. Roughly a third of last fall's 91,000 freshmen came from overseas or elsewhere in the United States. The UC regents approved Napolitano's plan on November 19.

Local Wire

Reporting Local Action
Around the State

LOCAL 1986

It's a rap... Nick Williams, a ninth- and 12th-grade science teacher at San Marin High School in Novato, and member of the **Novato Federation of Teachers**, won a 2015 Milken Family Foundation National Educator Award, which recognizes teachers who do exceptional work. Williams developed San Marin's project-based Science, Technology, Engineering and Math —STEM — program, as well as earth science, physics, and engineering courses.

Williams builds each of his students a website on which to post their finished work, and invites engineers, scientists, professors and community members to give feedback on the stu-



Novato science teacher Nick Williams learns he just won \$25,000.

dents' projects on "exhibition nights." Projects have included green storage spaces, passive solar houses, alternative-energy model race cars, musical instruments, and robot art shows. To get students even more involved in the sciences, he composes science-

themed raps. (Don't miss Nick's original physics rap! Watch it on YouTube at goo.gl/you777y.)

Williams and his whole school went to an assembly they thought was to hear Tom Torlakson, State Superintendent of Public Instruction. Instead, Williams was given the award, known as "the

Oscars of the education world," and a check for \$25,000. After accepting the award, Williams, casual in a rumpled plaid shirt, said "I would have dressed nicer if I had known." He then urged his students to consider the education profession as they contemplate their own life's work.

Rank & Files

Daniel Jocz, social studies teacher and member of United Teachers Los Angeles, Local 1021, was named one of five 2016 California Teachers of the Year and tapped as California's candidate for National Teacher of the Year. At Downtown Magnets High School, Jocz is a teacher, department chair, Associated Student Body advisor, and member of the Instructional Leadership Team who has been recognized nationally for his use of 21st century technology to complement his lessons.

Nancy Veatch, fifth and sixth grade teacher at Bend Elementary School, a rural school in Cottonwood, and member of the Evergreen Federation of Teachers, Local 3688, was selected as one of six part-time Teaching Ambassador Fellows for the U.S. Department of Education, a program that gives outstanding teachers an opportunity to learn about national policy and contribute their expertise. Veatch also teaches as an adjunct in the School of Education at CSU Chico and has co-authored the book *Literacy in Context (LinC): Choosing Instructional Strategies to Teach Reading in Content Areas for Students in Grades 5-12*.

Glenn Corey, a teacher at Novato High School and Marin School of the Arts, and member of Novato Federation of Teachers, Local 1986, was selected to be among the first group of "Allen Distinguished Educators" for his creation of the outstanding Product Design Program at the Marin School. The Paul G. Allen Family Foundation honors educators who are developing programs that teach entrepreneurship and engineering in engaging, practical ways.

Marty Bennett, instructor emeritus of history and former president of the Santa Rosa Junior College Federation of Teachers, AFT Local 1946, was named the "Democrat of the Year" by the Sonoma County Democratic Party Central Committee. Bennett works as a research and policy analyst for UNITE HERE, Local 2850, the union representing hotel, food service, and gaming workers in the North Bay.

LOCAL 2030

We ♥ community schools... Voters handily approved \$32 million in parcel taxes over the next eight years for Santa Cruz City Schools in an all-mail election that ended November 17.

With 77 percent approval, voters passed Measure P to protect small class sizes in the elementary district, attract and retain high-quality teachers, keep libraries staffed with credentialed library teachers, and preserve art, music, and science.

The high school district's Measure O passed with 72 percent approval and preserves Career Technical Education, continues arts programs, and supports science, technology, and engineering initiatives.

The **Greater Santa Cruz Federation of Teachers** credits the victory to faculty, staff, administrators, and community members who



Organizer Casey Carlson speaks on local TV.

phone banked and walked precincts, as well as members who contributed to the union's Committee on Political Education fund.

LOCAL 1985

Right retirement... Barbara Owens, retired teacher and member of the **Tamalpais Federation of Teachers**, won election to the Tamalpais Union High School District Board, her former district, campaigning on a platform of transparency and inclusion. Owens served on her local's executive board for several terms, on its negotiating team, and as CFT representative to the state School Attendance Review Board for 13 years.



Barbara Owens

LOCAL 1273

Winning formula... The **Oxnard Federation of Teachers and School Employees** negotiated a compensation formula that generated a 7 percent salary increase for its certificated, classified, and adult school teacher members.

The new formula addresses changes contained in the Local Control

Funding Formula. The local traditionally operated under a fair share formula resulting in salary increases that placed them in the top quartile in Ventura County.

"This raise is so great for our members — it's a real shot in the arm!" said Wes Davis, local president. "It delivers on the promise of Prop. 30 and what it has meant for the classroom."

UC-AFT

Rolling rally... After nine months of bargaining and two contract extensions, lecturers rallied November 18 at UC Berkeley, where negotiations took place that day.

The union's top priorities are improving job security for "pre-six" lecturers, getting Social Security for part-time lecturers who have no access to the UC pension, and improving non-senate faculty access to campus and departmental governance.

Berkeley sociology lecturer Tiffany Page told the crowd, "We're holding this rally to push UC to have conversations with us at the bargaining table about these really important issues."

Page and others created ties with the Graduate Student Union, UAW Local 2865, to build solidarity.