



Community College Council of the California Federation of Teachers
American Federation of Teachers, AFL-CIO

Perspective



The language of possibility

Julio Soto's journey has taken him from the unpaved streets of Tijuana to a classified job in a college's financial aid department, and then on to two Masters degrees and a full-time job teaching sociology. "Life is just smiling at me," he says.

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CFT Election recommendations

Prop 55 is the marquee ballot measure, but a raft of other measures and candidate races await you on November 8, and here is your guide to it all.

pages 4-5



Solving the ACCJC problem

Despite adverse public opinion, legal problems, and a Board of Governors decision last year to pull its plug, the Accrediting Commission for Community and Junior Colleges continues to shuffle like the zombie apocalypse from college to college.

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California Federation of Teachers
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Prop 55 Essential to California's Future

Maintain tax rates on millionaires to fund education

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President's Column

Jim Mahler, president, CFT Community College Council

Fall 2016 off to a busy start!

We begin this new academic year with a generous gift from Governor Brown of a 0% Cost of Living Adjustment (COLA). Fortunately, the Department of Finance saw fit to provide a general base allocation increase to all districts in the amount of 1.31%. This increase will be treated just like a COLA in every respect; just don't call it that.

In addition, this year's budget contains 2% for growth if your district can realize that percentage in additional FTES.

One cautionary note regarding future finances in general is the added burden of Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS) obligations that must be paid by employees and employers. STRS employees are now pay-

ing 10.25% of their gross pay toward their retirement, while PERS employees continue to pay 7%. The real increased costs are coming from the district share for each of these systems which will be nearly 20% each by the year 2020, just a few short years from now. We also need to contend with the rising cost of healthcare, which continues to outpace the percentage of our revenue increases.

Yes on 55

In order to help us stay afloat and not relive the devastating cuts we experienced during the last recession, CFT in coalition with many stakeholders throughout the state have qualified Proposition 55 for the

November ballot. Prop 55 is the extension of Prop 30, which, with your help, we passed back in 2012. As you recall, Prop 30 temporarily increased the state sales tax by 0.25% (an increase that will expire this year), and in addition raised the income tax on the richest Californians, those earning over \$250,000 per year, by a mere 1-3%, depending on how much the individual's earnings are over \$250,000.

55 is that there is no longer a sales tax component, and all it does is maintain the income tax levels currently in place on those individuals earning \$250,000 or more per year. This should be a no-brainer for all working people and their families to support. If passed, Prop 55 is estimated to continue to bring in \$6 - 9 billion dollars to the state in ongoing revenue. If it fails, and Prop 30 is allowed to expire, we will be looking at an approximate cut to Districts of 15% of their revenues. That would mean a return to massive class and budget cuts, rising student fees, and a renewed austerity

regime. Please help us get the word out to everyone: **YES ON PROP 55!**

Job security for part-timers

On the legislative front, as of this writing AB 1690 (Medina) just passed off the Senate floor and is on the way to the governor's desk for his signature. This bill, if signed into law, will mandate a modest but essential job security program for adjunct faculty throughout the state.

There's a lot on our plate this year. We will keep you posted on all fronts! **CC**

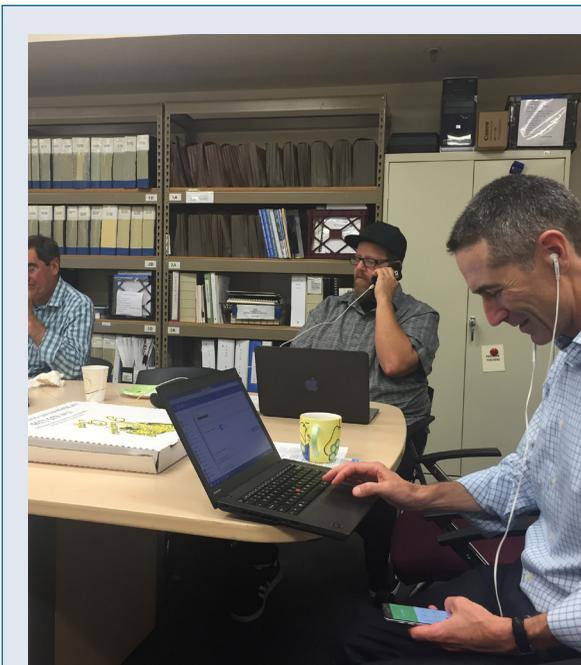
Prop 55 should be a no-brainer for all working people and their families to support.

So while our economy and

The good news about Prop

MARK YOUR CALENDAR

October 24	Last day to register to vote in November 8 general election	
November 8	General Election	
December 3	CFT Executive Council	Oakland
February 1-2	CFT Leadership Conference	Sacramento
February 10	CFT Community College Council	Los Angeles
March 31- April 2	CFT Annual Convention	Sacramento



Above photo: College of Alameda Automotive Technology faculty member Ed Jaramillo, who is also president of AFT Local 1603 (left) sat with Al Young, Cosmetology faculty member at Laney College, and talked with students about Prop 55 during lunch.
Left photo: Jaramillo (left) phonebanked with Jeffrey Sanceri of the History Department at College of Alameda and former local president Matt Goldstein (right), getting the word out to members about the ballot measure. JESSICA ULSTAD AND FRED GLASS PHOTOS

Cover: CCSF Board of Trustees member Brigette Davila takes her turn at the mic at the press conference announcing the launch of the Prop 55 campaign in San Francisco on August 30. Also speaking were AFT 2121 president Tim Killikelly, CCSF student Win-Mon Kyi, SFUSD Board of Education president Matt Haney, UESF president Lita Blanc, PTA leader Carol Kocivar, and others. See story on page 4. FRED GLASS PHOTO



The California Federation of Teachers is an affiliate of the American Federation of Teachers, AFL-CIO.
The CFT represents over 120,000 educational employees working at every level of education in California. 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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Julio Soto

The language of possibility: from classified to faculty

Julio Soto calls it his journey. It has been a long one, from the barrios below Otay Mesa in Tijuana, where he grew up, to his sociology classroom at Grossmont College. Soto is one of a relative handful of people who have transitioned from community college classified employee to faculty.

His experience has affected the way he sees his relationship with his students today. “My role is not to teach them to memorize lists of things, but to introduce them to a sociology that can serve their personal and social liberation,” he says. “Freedom has to be at the center of everything.”

Soto’s mother was a domestic worker in Los Angeles at the time he was born, the last of her five children. She’d crossed the border on a tourist visa, leaving

earlier—Topolobampo, a port town in Sinaloa. He lived at a boarding school the government ran for children with discipline problems. “We’d all been rejected, the lowest of the low,” Soto recalls. “We were all very poor. At my family’s ranch there wasn’t even enough food for everyone.”

The school emphasized a semi-military discipline, and he remembers running each morning before the start of class. He made it, and the family sent him

the ones living in the U.S. were different. I wanted to belong to some group, but I felt alienated by the culture.”

After finishing high school, he asked at a local community college about enrolling, and was told he couldn’t qualify because he wasn’t a California resident. Instead of college, he went to the ‘school’ of Burger King and construction site. When a girlfriend got into San Diego City College, though, he decided to try again. It was a hard experience, and he had to start with remedial classes. But he found an ally in an instructor, Augie Sandoval. “He was kind, and human, and real. He helped me feel that I could belong.”

Transferring to San Diego State University, however, confronted him with the same feelings of being out of place. Instead of continuing classes there he got a job at Grossmont College as a student advisor in the financial aid department, a classified position. “I kept taking classes there, but I was really doing it so I could still tell my mom I was in college.”

Pivotal role

At Grossmont he found another mentor who played a pivotal role in his life. “Michael Copenhaver was my supervisor, and he became my good friend,” Soto explains. “He encouraged me to go back to State, and adjusted my hours so I could keep working and go to school full-time.” Soto got his BA in sociology in 2003, second in his class. And as his job responsibilities grew, he began to think about doing more. Influenced by a sociology instructor, he decided to get an MA.

Again Soto reduced his hours and went back to State. In 2008 he got his degree in counseling, but didn’t stop there. He was accepted as an intern in a program of the San Diego/Imperial Counties Community College Association, and was placed with Israel Cardona, the chair of Grossmont’s sociology department. “He had me shadow him, to see all of the things you do as a teacher, in addition to the classroom.”

Soto got his second MA, in sociology, in 2011, still working three-quarters time as



Julio Soto, left, looks to Paolo Freire for pedagogical inspiration, and says sociology is for him “a language of emancipation.”

a classified employee. “I then got one class to teach, which turned into two, and then three classes. But I still wanted to keep the medical benefits I got in my classified position, so it was hard to let that go.”

Finally, though, Soto took a leave of absence in 2014, to begin working as a freeway flyer—to show myself on different campuses,” he says. “People were very welcoming to me, especially at San Diego City, and gave me a lot of love and support.” When his leave ran out, he kept on teaching. “Then the unbelievable happened. A full-time gig opened up at Grossmont. The feeling that I could give my all in a full-time job was indescribable. It still gives meaning to my life.”

He got married to a woman he met in his counseling program, another person with a Tijuana childhood. Today she’s about to finish her PhD, and they’re expecting their first child. “Life is just smiling at me,” he laughs.

To Soto, teaching sociology is more than a job. “For me it became a language of emancipation,” he explains. “It talked about the reality I experienced, but had no language to describe. It is not the answer to our world’s problems, but it is a useful discipline to understand what’s going on. It helps us analyze the free-market economy and the power structure

of capitalism, from the perspective of change. As Paolo Friere would say, it is education as the practice of freedom.”

Intersections

Today, in his classes, he helps students see the intersections of race, class, gender and sexual orientation. “Community colleges are social laboratories,” he says, “and my role is to invite dialogue. I’m a brown man, and I tell my students they’re going to receive some of my historical experience in class. We have a culture of silence when it comes to race, but racism is very much alive.” He teaches a unit on globalization, and assigns students to read bell hooks to grasp the idea of male privilege. “Some students teach me courage,” he emphasizes, “and I try to be open about my own incompleteness.”

Soto believes his experience is a strong argument for making the pathway easier between the occupations of classified and faculty. “I believe we don’t do enough,” he says. “My department was very wonderful to me, but I think they are the exception to the rule.” He also believes the union, in which he is becoming more active, can play an important role. Among the practical steps that can help people make the transition he lists opening conversations about personal growth, retreats to talk about academic goals, and adjusting schedules to accommodate going back to school.

Another employee in his former department is now following this path. “But you have to have a good administrator and the commitment of the other employees,” Soto cautions. “I could never have done it without the support of my classified colleagues. I know there are folks today in other departments and colleges who are interested, but who see the structural barriers as too big to overcome. It’s not that difficult or complex, though. As Friere says, we have to use the language of possibility.”

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the other kids behind in Tijuana. In southern California she tried to survive and find a home for them all. In the end, though, it was too difficult, and she and Julio moved back to Tijuana.

There they lived on the mesa. Poor neighborhoods in working-class Tijuana have dirt streets that turn to mud in the rain. Homes often lack running water. Neighbors help each other when authorities don’t provide basic services.

Life in a pretty rough school

“That’s where I grew up,” he remembers. “I started working at 7 or 8, selling chewing gum and newspapers, or washing the windows of cars stopped at intersections. I learned life in a pretty rough school.”

Despite obstacles he finished elementary school. In the Mexican system, when kids begin the equivalent of junior high, families have to start paying for school uniforms and school supplies. For Soto’s family, that was a problem. Adding to it, he found himself frozen out in a school with kids from better-off families. He rebelled. He was kicked out.

His mother sent him back to the city from which the family had migrated years

back to Tijuana for high school. His mother convinced a friend in Chula Vista, across the border, to let them use her address to establish residency, and he enrolled at Montgomery High School.

Every morning he’d wake up at 4, cross the border to San Ysidro, and get on the streetcar to Chula Vista. Sometimes walking through the border checkpoint took only fifteen minutes, but sometimes it took an hour or more. Soto was one of thousands of Montgomery students who came from Tijuana every morning.

Didn’t ask too closely

“We’d been born in the U.S., so we were citizens, but our families couldn’t afford the rent to live on the U.S. side. Plus, many had parents who couldn’t cross—only the kids. None of us had any money. Sometimes we couldn’t pay the carfare and would have to dodge the inspector.” Soto thinks the school was aware of how many students were border-crossers, but decided not to ask too closely.

He’d arrive home at 6 or later, especially if he stayed after school to play soccer. “I barely graduated,” Soto says. “At Montgomery I was surrounded by brown people like me, but



Soto as a child, whacking a piñata.

By David Bacon

Top CFT election priority

YES on Prop 55: Maintain taxes on the wealthy to fund education

Kelly Mayhew, professor of English at City College of San Diego, spoke at her city's launch of the Prop 55 election drive at her college on August 24. She argued, "Prop 55 will mean that my students continue to have the resources they need to attend college. California has a simple choice: a big tax cut for the rich, or serving the needs of millions of community college students. We can't do both."

CFT members recall all too well the devastation wreaked by the Great Recession on California's community colleges, K-12 schools and universities between 2008 and 2012. Plunging tax revenues and a soaring state deficit meant

organizations and community groups gathered signatures earlier this year to place Proposition 55 on the November ballot.

CFT members joined in the signature collection, and are now scheduling meetings, holding conversations, leafleting,

The progressive tax approach of Prop 55 is a way not only to help our underfunded education system, but also to address the underlying problem of economic inequality at its root.

layoffs, furloughs, and program cuts. Student fees rose year after year. The community college system suffered a loss of thousands of course offerings, deep reductions in student support programs, and an enrollment drop of half a million students statewide.

Prop 30 made the difference

Prop 30, passed by voters in 2012, saved public education from even more savage cuts than schools had already experienced during the Great Recession by bringing in nearly seven billion dollars per year in state revenues through a modest income tax bump on the people who could best afford to pay, the wealthiest Californians—those who make at least \$250,000 per year. Prop 30 also imposed a tiny one-quarter cent sales tax increase, which raised approximately a billion dollars a year.

Altogether Prop 30 has generated more than \$31 billion for California's schools and colleges. But Prop 30 was a temporary tax. The state Legislative Analyst estimates that if Prop 30 is allowed to expire, public education would suffer at least a \$4 billion loss of revenue per year. Pink slips, furloughs, program cuts, and student fee increases would all return.

Taking a proactive approach to this looming problem, a coalition of unions, health care

tabling, phone banking, and precinct walking across the state. Proposition 55, the "Children's Education and Health Care Protection Act of 2016," seeks to extend just the income tax increase put in place by Prop 30 on people making at least \$250,000 per year for an additional twelve years. Prop 55 allows the regressive sales tax to expire. Thanks to a recovering economy, the tax on the wealthy will raise as much as the original Prop 30 combination of taxes.

In addition to dropping the sales tax, there is one other difference between Prop 30 and Prop 55; the new version allocates any revenue above the Prop 98 education funding guarantee to supporting Medi-Cal funding for low income children and family health care.

Yes on 55 campaign launches with CFT support

Beyond the San Diego event, the Yes on 55 coalition held rallies in cities across the state to announce the campaign to extend Prop 30.

CFT president Joshua Pechthalt and AFT Local 1521 president Joanne Waddell were among the featured speakers at the Los Angeles kickoff of the Prop 55 campaign on August 15 in front of Hamilton High School. Pechthalt, whose daughter is a high school student



Kelly Mayhew, professor of English at San Diego City College, spoke at the Prop 55 launch rally at her college, speaking as a faculty member who witnessed the cuts before Prop 30 and parent of an elementary student.

in LAUSD, told reporters, "Prop 55 dollars are essential to making sure that California's students are educated well. That's not all we need to do, but it certainly is the beginning. My daughter depends on it, and her classmates depend on it."

AFT Local 2121 president Tim Killikelly spoke at the San Francisco rally on August 30, along with student Win-Mon Kyi, CCSF Board of Trustees member Brigette Davila, and United Educators of San Francisco president Lita Blanc.

Economic inequality

It is a telling commentary on the enormous growth of economic inequality in our society today that the tiny bumps of one, two and three percent in the top marginal income tax rates for the wealthiest Californians—around 150,000 taxpayers out of a working population of 14 million—could bring in such a large sum to support schools and services. The progressive tax approach of Prop 55 is a way not only to help our underfunded education system, but also to address the underlying problem of economic inequality at its root.

The opposition argues two things, both of which are disingenuous and wrong. They say that Prop 55 supporters have broken the promise that

Prop 30 would be a temporary tax. Obviously, if Prop 55 is on the ballot, voters get to make that decision—not politicians, unions, or anyone else supposedly making it for them.

Opponents also say that instead of taxing the richest Californians, California should reform its tax system and "broaden the base" so that more revenue comes from extending the sales tax to services. This would mean transferring tax responsibility from the richest Californians to the middle class and the poor. The opposition to Prop 55 masks this intent by saying reliance on taxing the

rich for state revenue is too tied to volatile swings in the stock market—conveniently ignoring that sales tax revenue also surges and recedes with the rise and fall of the broader economy.

As CFT president Pechthalt observes, "California has set about providing a different pathway for all the United States, asking people at the top end of the economic spectrum, the people who have done the best in this economy, to pay a bit more so that we all can thrive together. And it's been working. We can't afford to go back." 

By Fred Glass



Joanne Waddell spoke at the Los Angeles Prop 55 press event on August 15.

ENDORSEMENTS

General Election 2016

Tuesday, November 8

CFT RECOMMENDS


**HELP OUR
CHILDREN
THRIVE!**
U.S. PRESIDENT**Hillary Clinton****U.S. SENATE****Kamala Harris****U.S. CONGRESS**

CD 2	Jared Huffman*
CD 5	Mike Thompson*
CD 6	Doris Matsui*
CD 9	Jerry McNerney*
CD 10	Michael Eggman
CD 11	Mark DeSaulnier*
CD 12	Nancy Pelosi*
CD 13	Barbara Lee*
CD 14	Jackie Speier*
CD 15	Eric Swalwell*
CD 17	Mike Honda*
CD 18	Anna Eshoo*
CD 19	Zoe Lofgren*
CD 20	Jimmy Panetta
CD 21	Emilio Huerta
CD 24	Salud Carbajal
CD 25	Bryan Caforio
CD 27	Judy Chu*
CD 28	Adam Schiff*
CD 29	Tony Cárdenas*
CD 30	Brad Sherman*

CD 32	Grace Napolitano*
CD 33	Ted Lieu*
CD 34	Xavier Becerra*
CD 35	Norma Torres*
CD 37	Karen Bass*
CD 38	Linda Sánchez*
CD 40	Lucille Roybal-Allard*
CD 41	Mark Takano*
CD 43	Maxine Waters*
CD 44	Isadore Hall, III
CD 47	Alan Lowenthal*
CD 51	Juan Vargas*
CD 53	Susan Davis*

CALIFORNIA SENATE

SD 3	Mariko Yamada
SD 5	Cathleen Galgiani*
SD 9	Nancy Skinner
SD 11	Jane Kim
SD 13	Jerry Hill*
SD 15	Jim Beall*
SD 17	Bill Monning*
SD 19	Hannah-Beth Jackson*
SD 21	Jonathon Ervin
SD 25	Anthony Portantino
SD 27	Henry Stern
SD 29	Josh Newman
SD 31	Richard Roth*
SD 33	Ricardo Lara*
SD 35	Warren Furutani
SD 39	Toni Atkins

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AD 2	Jim Wood*
AD 7	Kevin McCarty*
AD 8	Ken Cooley*
AD 9	Jim Cooper*
AD 11	Jim Frazier, Jr.*

AD 13	Susan Eggman*
AD 14	Mae Torlakson
AD 15	Tony Thurmond*
AD 16	Cheryl Cook-Kallio
AD 17	David Chiu*
AD 18	Rob Bonta*
AD 19	Phil Ting*
AD 20	Bill Quirk*
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AD 22	Kevin Mullin*
AD 25	Kansen Chu*
AD 27	Ash Kalra
AD 28	Evan Low*
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AD 30	Karina Cervantez Alejo
AD 31	Joaquin Arambula
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AD 40	Abigail Medina
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AD 44	Jacqui Irwin*
AD 45	Matt Dababneh*
AD 46	Adrin Nazarian*
AD 47	Cheryl Brown*
AD 48	Blanca Rubio
AD 49	Edwin Chau*
AD 50	Richard Bloom*
AD 51	Jimmy Gomez*
AD 52	Freddie Rodriguez*
AD 53	Miguel Santiago*
AD 54	Sebastian Ridley-Thomas*
AD 57	Ian Calderon*
AD 58	Cristina Garcia*
AD 59	Reginald Jones-Sawyer*
AD 61	Jose Medina*

AD 62	Autumn Burke*
AD 63	Anthony Rendon*
AD 64	Michael Gipson*
AD 65	Sharon Quirk-Silva
AD 66	Al Muratsuchi
AD 69	Tom Daly*
AD 70	Patrick O'Donnell*
AD 78	Todd Gloria
AD 79	Shirley Weber*
AD 80	Lorena Gonzalez*

* Incumbent

STATEWIDE PROPOSITIONS**NO 53** - Unnecessary voter approval for government**NO 54** - Prohibit legislation unless in print 72 hours in advance**YES 55 - Maintain tax on wealthy to fund schools****YES 57** - Parole for non-violent criminals**YES 58** - Repeal 227 for bilingual education**YES 59** - Overturn Citizens United (advisory)**YES 62** - Death penalty repeal**YES 63** - Prohibits large capacity gun/ammo magazines**NO 66** - Pro death penalty
 go to www.cft.yourvoter.guide
for your state and local endorsements

Prop W: Restore the promise of free community college

Prop W in San Francisco is a blueprint for restoring the Master Plan for Higher Education's goal of free community college. It would generate an average of \$44 million per year in new revenues from a progressive source: a slight addition to the transfer tax rate for ultra-luxury real estate properties sold for \$5 million and over. The revenues would address a number of needs in the city, including building affordable housing, assisting homeless residents, improving infrastructure, and making City College of San Francisco tuition-free. For students currently on financial

aid, Prop W would also provide up to \$1,000 for other educational costs per year. Alisa Messer, Political Director of AFT 2121, one of the major sponsors of the measure, told *The Perspective*, "Prop W's structure fits our values. It asks the wealthy to pay more so that we can fund free com-

munity college for all San Franciscans. It will provide tens of thousands of San Francisco students of all ages access to higher education. We're excited that a model like this might spread throughout California, because we think all of California's community colleges should be free and accessible to all." 





Legislative Update

Ron Rapp, CFT Legislative Director

CFT legislative victories in 2015-2016

The California Federation of Teachers scored historic victories in the 2015-2016 legislative session. Due to the outstanding advocacy of leaders, members and staff, CFT was able to send a record five bills to the governor for his signature. Not only did CFT achieve several policy advances, but also secured millions of dollars in appropriations to support certificated and classified members. These appropriations have already been signed into law by the governor. Governor Brown has until the end of September 2016 to sign or veto legislation currently on his desk.

Community college legislation on governor's desk

Part-Time Faculty Collective Bargaining: Assembly Bill 1690 (Medina) would require those community college districts without a collective bargaining agreement with part-time, temporary faculty in effect as of January 1, 2017 to, on or before that date, commence negotiations with the exclusive representative for part-time temporary faculty to establish standards for their treatment, to be incorporated in community college collective bargaining agreements, including, among other issues, workload distribution, evaluation procedures and seniority rights. AB 1690 would require those districts to engage in negotiations with their part-time faculty for the purpose of retaining qualified part-time faculty and establishing a seniority list that would govern the offering of new assignments or a reduction in assignments.

Districts with such an agreement already in place are exempted from this bill's requirements.

After AB 1690 passed the Assembly Floor on a concurrence vote, the governor requested amendments to the bill. Consequently, Assemblymember Medina decided to "gut and amend" Senate Bill 1379 (Mendoza) in order to incorporate the Governor's recommended amendments.

SB 1379 would narrow the provisions of AB 1690 while maintaining the requirement for colleges to bargain with part-time faculty over minimum standards for re-employment and faculty job security. Like AB 1690, SB 1379 relies on the local bargaining process and the existing local evaluation process to create and maintain a system of seniority. Both AB 1690 and SB 1379 will need to be signed by the Governor to make changes to current law.

Classified Employee Death Benefit Increase: AB 1878 (Jones-Sawyer)

would ensure the death benefit of CalPERS school employees keeps pace with rising funeral costs. AB 1878 grants the CalPERS Board the authority to annually increase the death benefit based on changes to inflation. The bill was amended in the Assembly Appropriations Committee to remove the increase to the death benefit from \$2,000 to \$5,000 because the cost estimate was judged to be too high. However, the tie to the California Consumer Price Index ensures the gap between the death benefit and the cost of funerals does not widen. [AB 1878 was vetoed by the governor shortly before The Perspective went to press.—Ed.]

Family Leave: AB 2393 (Campos)

would provide K-12 and community college classified employees, and community college full- and part-time faculty with up to twelve weeks of paid parental leave for both new mothers and fathers. Specifically, when a qualified employee has exhausted all available sick leave and continues to be absent on account of parental leave, the employee would

receive "differential pay," which is calculated by reducing the employee's salary by the amount paid to his or her substitute. For districts that do not have a differential pay policy, qualified employees would receive half their normal salary.

Part-Time Faculty Office Hours: Assembly Bill 2069 (Medina) would require each community college district to report, on or before August 15th each year, total part-time faculty office hours paid divided by total part-time faculty office hours held during the prior fiscal year and post this information on its website.

Community College Appropriations Signed into Law

City College of San Francisco Restoration Funding: A \$41.5 million appropriation was included in the annual budget signed by the governor to provide "restoration funding" for City College of San Francisco (CCSF). The language of the appropriation requires the Board of Governors of the California community colleges to provide CCSF with a revenue adjustment for restoration of apportionment revenue for five fiscal years. Beginning in

the 2017-18 fiscal year, the San Francisco Community College District will be entitled to restoration of any reduction in apportionment revenue due to decreases in full-time equivalent students (FTES), up to the level of attendance of FTES funded in the 2012-2013 fiscal year, if there is a subsequent increase in FTES. These revenue adjustments would not be subject to the growth cap, thereby allowing for growth up to the pre-accreditation crisis levels.

Part-Time Faculty Office Hours: Community colleges will receive an increase of \$3.6 million in reimbursements to fund part-time faculty office hours—bringing the total allocation to nearly \$7.2 million in 2016-2017. Community colleges must spend these dollars to pay for office hours and then will be reimbursed for up to one-half of those expenditures by the state.

The strong advocacy of community college faculty and classified members was essential to securing these outstanding legislative and budget victories for CFT members and the students they serve. Continuing to strengthen member advocacy will be critical to our future success. [CC](#)

Book Review

From Mission to Microchip: A History of the California Labor Movement

by Fred Glass, University of California Press, June 2016, 544 pages, \$34.95 paperback

California history is filled with images—the gold rush, surfers, flower children, movie stars—and mythical narratives. In *A History of the California Labor Movement: From Mission to Microchip*, Fred Glass wastes no time in debunking the state's founding fairy tale of gentle, benevolent Christian missionaries enlightening the native population with biblical virtues.

In reality, the Spanish ran a "coerced labor system" which resulted in a "very high death rate and equally low birth rate. Over half the Indian children born inside the mission died before they turned five." This myth-busting is typical of the book's approach.

Clear and compelling

I've been teaching community college Labor Studies classes for many years. Ask community

college students to recall what they learned in high school about the labor movement in California, and you'll hear that the mainstream treatment of that history is often just a "sidebar"—if that—in their texts. Most of the students in my foundational courses—Labor in America, and Introduction to Unions—have little prior knowledge about the history of the labor movement.

A labor educator and union staffer, Glass's intent is clear: to

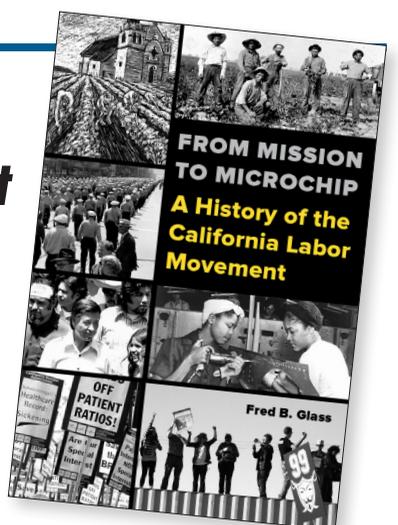
build a clear and compelling narrative of the ongoing conflict between the investor/owner/employer class and ordinary wage earners, their unions, campaigns and leaders—and the achievements of labor in the context of that conflict.

The volume is packed with detailed accounts of organizing drives, strikes and bloody confrontations across the state. This includes candid and critical examination of the often-intense racial divisions within the House of Labor itself.

While San Francisco earned a reputation as one of America's most militant union towns, Los Angeles was often stereotyped as an open-shop region. Glass digs

below the surface, highlighting significant achievements by Southern California unions in the 20th Century. There is also fascinating and in-depth coverage of the campaigns for the rights and dignity of the state's usually invisible and exploited agricultural workers. The impact of Cesar Chavez and the UFW is given ample coverage, but so are previous struggles by farm workers and other immigrant groups that have received less notice.

Glass brings the story of California's immigrant labor workforce up to the present day, correctly crediting the late Miguel Contreras with exemplary leadership for pushing



the national AFL-CIO to embrace a more progressive position on immigrant worker rights.

Mainstream treatment: a sidebar

As labor educators, Glass and I recognize that social justice is achieved only when workers

Continued on page 7

Not the fast lane, but still driving

On the road to solving the ACCJC problem

A year ago it seemed that the Accrediting Commission for Community and Junior Colleges (ACCJC) was on the verge of being run out of town.

The rogue accreditor had been responsible for the illegal City College of San Francisco (CCSF) closure order in 2013, precipitously following on the heels of its “show cause” sanction the previous year. That decision upended a unanimous recommendation from its own site visit team for a less serious “probation” sanction, and placed the college on a steep downhill slope in student enrollment and employee morale from which it is still recovering today.

Over the next couple years, however, the ACCJC itself landed on the bad end of several legal and government agency inquiries and sanctions. The US Department of Education, responding to a CFT formal complaint, found the ACCJC out of compliance with numerous accreditor standards. A

with finding and recommending a new accreditor, and the other with reforming the ACCJC so that fair accreditation practices would be possible during the transition.

Not so fast

But nearly a year later, the Commission still shambles from college to college like the zombie apocalypse. Its dead hand still forces faculty and staff to expend taxpayer dollars and precious work time in meaningless bureaucratic paper-shuffling exercises, enforced by sanctions—money and time that would be far better applied to actual teaching and learning.

The ACCJC reform workgroup has been rebuffed in all of its most significant recommendations to the Commission. Indeed, the ACCJC has managed

“The CFT, along with other faculty groups, was worried, when the workgroups were formed, that no faculty were invited to participate,” said Joanne Waddell, who served on the Chancellor’s Task Force. “It has been faculty organizing the legislative, legal, and administrative pushback against the accreditor’s abuses. When the CEOs finally became involved, we were encouraged, but knew there was no guarantee that this would lead to the desired outcome.”

Serious implications

The question of the pace for ACCJC’s departure has serious implications for City College of San Francisco. In October the ACCJC’s site visit team will examine progress of the college under the commission’s “restoration status” extension of accreditation. This was a new policy created by the ACCJC, under enormous pressure from its steady stream of setbacks and accompanying bad publicity for the agency, which kept CCSF open and accredited for two years.

“Because it gave City College more time, people mistakenly viewed “restoration status” as a victory,” says Tim Killikelly, president of the faculty union, AFT 2121, at CCSF. “But it was not primarily meant to keep City College open. It was a means for the ACCJC to get out of the negative spotlight and buy it time. Restoration status gives ACCJC another shot at City College, because it includes no possibility of appeal for us on a final ACCJC decision on our accreditation.” That decision will be made in 2017.

Killikelly is one of the signatories to a new complaint to the



Rashid Yahye, right, helping the California Community College Board of Governors to understand why it needs to move up the timeline for Compton College’s re-accreditation.

USDOE filed by CFT over the summer. “The purpose of this complaint is to bring to the attention of the DOE the numerous recent violations of federal accreditation standards by this out of control agency, which is funded by taxpayer dollars but acts as if it is accountable to no one,” explains CFT president Joshua Pechthalt. “We are also quite concerned that the so-called “restoration status” granted to City College of San Francisco was not properly vetted with the Department of Education, and that it violates basic due process protections for the college.” CFT’s complaint asks the DOE to withdraw recognition from ACCJC.

Pelosi weighs in

CFT leaders are not the only observers noticing that the movement for fair accreditation has slowed to a crawl. Responding to the snail-like pace of the USDOE in dealing

with ACCJC, in early September House Minority Leader Nancy Pelosi and two Bay Area Congressional colleagues, Anna Eshoo and Jackie Speier, sent a letter to Secretary of Education John King.

Their letter, like the CFT complaint, called on King and the USDOE to “delist” ACCJC, citing its multitude of violations of rules for accreditors, including, crucially, that it no longer enjoys “wide acceptance” as a fair accreditor by the colleges it is supposed to be serving.

Notes CCC president Jim Mahler, “Over the past few years we have managed to wake up a lot of people to how poorly the ACCJC has served the needs of California colleges. That process is not over. We’ve named the problems and proposed solutions. Now we need to make sure we move forward as swiftly as possible on the road to those solutions.”

by Fred Glass

The Commission still shambles from college to college like the zombie apocalypse. Its dead hand still forces faculty and staff to expend money and time that would be far better applied to actual teaching and learning.

San Francisco Superior Court judge ruled the ACCJC had broken four laws in its CCSF decisions. The Joint Legislative Audit Committee found ACCJC decisions were inconsistent from college to college and lacked transparency and due process. And a Chancellor’s Task Force Report, accepted by the Community College Board of Governors in late 2015, found that the ACCJC no longer met California’s accreditation needs and recommended the state find a new accreditor.

As a result, the Chief Executive Officers of the California Community Colleges convened two workgroups, one charged

to find ways to make its work even less transparent and responsive to constituency feedback, like its new rule that site visit teams will no longer have the modest power—often overruled by the Commission anyway—to recommend sanction levels for colleges.

The accreditor search workgroup has met a couple times with the most likely new accreditor, WASC. But thanks to a startling admission before the Board of Governors on September 20 by one of the workgroup members, we know the workgroup has yet to pop the question, “Are you interested?” [in taking on ACCJC’s duties].

Beno to resign The controversial president of the ACCJC, Barbara Beno, has announced that she will be resigning her position with the Commission as of June 30, 2017. The ACCJC notified community college presidents of her decision in mid-September, and says it will be conducting a national search to replace her beginning in January. Tim Killikelly, faculty union president at City College of San Francisco, commented, “Beno’s retirement is a symbolic step forward. But the problem with ACCJC goes beyond one person. If the commission had been doing its job she would have been gone long ago.”

Book Review: *From Mission to Microchip* continued from page 6

organize and fight collectively, including forming and joining unions. Economic reform does not result from a generous elite, but from a clash of interests and a battle for power.

Glass’s focus on that material not only brings those episodes to life, but shows how they knit

together the present and past. He pays careful attention to the conditions and circumstances faced by California workers that lead them, on occasion, to collective action.

How, for example, the exploitation of the Thai women sweat shop workers “enslaved”

in El Monte 20 years ago links to the Chinese workers who tunneled through the Sierras to complete the trans-continental railroad more than a hundred years earlier. How UFW’s brilliant and inspirational crusade for the rights of agricultural workers pointed the way for SEIU’s

“Justice for Janitors” campaigns. Or how public employee organizing in California in the 1960s and 70s included deep connections with the civil rights movement.

A History of the California Labor Movement is timely and essential. K-12 and higher education

faculty should read it and consider assigning it to students.

By Lou Siegel

From Mission to Microchip is available at ucpress.edu/9780520288409

Local Action

Aptos

Cabrillo College renews pilot governance program for adjuncts

At Cabrillo College, seven adjunct faculty members are not only serving on committees, or have been elected to the faculty senate leadership; they're being paid for this participation in campus governance.

In a continuation of a pilot program for paid ancillary activities, which began in the spring of 2014, committee reps now receive a stipend of \$250, and adjuncts elected to faculty senate leadership will get \$500 per

At Cabrillo, the faculty senate and the union try to work hand in hand. Govsky, a 20-year digital media instructor, has been active in the senate for several years, and is now its secretary. He is also a vice-president of the Cabrillo College Federation of Teachers, AFT Local 4400.

"Traditionally," he says, "adjuncts have been more involved in the union, and felt less welcome in the senate." But when the district came up with money for professional development and conferences, a subcommittee of the senate was charged with deciding how to spend it. "Because of adjunct influence, adjunct faculty were included in this program."

"This is a basic question of democracy. A democratic institution, like the senate, needs to represent all faculty."

semester. Adjunct representatives in the senate include John Govsky, Timothy Frank and Claire Thorson; committee reps are Sara Decelle (Institutional Effectiveness), Owen Miller (Safety), Karen Groppi (Facilities) and Rod Norden (Technology).

"The college has always said 'welcome' to adjunct participation," says Govsky, "but only on your own time." Given that adjuncts are often traveling between jobs and campuses, this was never realistic. Now, with a stipend, we get more participation."

The union contract has had compensation for full-time faculty for some time, but not for adjuncts. When the pilot program went into effect, the number in the senate jumped from one (Govsky) to three. More significantly, at Cabrillo there are no specific positions carved out for adjuncts; they have to run against full-time faculty to get elected. Govsky ran campus-wide, while Frank and Thorson were elected by their divisions.

Adjunct voice

"The goal," Govsky says, "is to bring the voice of adjuncts into the campus community. There are 350 adjuncts, who teach half the course load, and 200 full-time faculty. So first, this is a basic question of democracy. A democratic institution, like the senate, needs to represent all faculty. Plus adjuncts face certain challenges, like the lack of job security, which can translate into the lack of academic freedom. That's an issue the senate traditionally cares about."

Govsky believes, "Because the proportion of full-timers is dropping, there are fewer people to sit on committees or in the senate, and people feel increasingly overworked. At the same time, the college is missing out on utilizing very talented adjuncts. So if we're going to have a system like this, it makes sense to bring the adjuncts in. It's not just a matter of increasing their pay, but of integrating them into the system." ☐

by David Bacon

Antelope Valley

Joint bargaining brings gains

According to Scott Lee, President of the Antelope Valley College Federation of Teachers, AFT Local 4683A, the biggest impediment to agreement on a new contract was administrative stalling. Negotiations dragged for 15 months, but ended this spring in a pact that provides important advances for both faculty and classified employees of Antelope Valley Community College.

"The district's negotiating team didn't include the college president," Lee explains. "So we'd often get somewhere in one session, and then at the beginning of the next their negotiators would say they were unhappy over what we'd worked out. It was apparent they'd report to him, and he'd give orders to undo what we'd agreed to."

Both CFT locals, 4683A

representing 150 faculty, and 4683 representing classifieds, decided to negotiate over the economic issues together. "We thought we'd have more power and authority by doing this," Lee says, "and we did."

Hardest issues

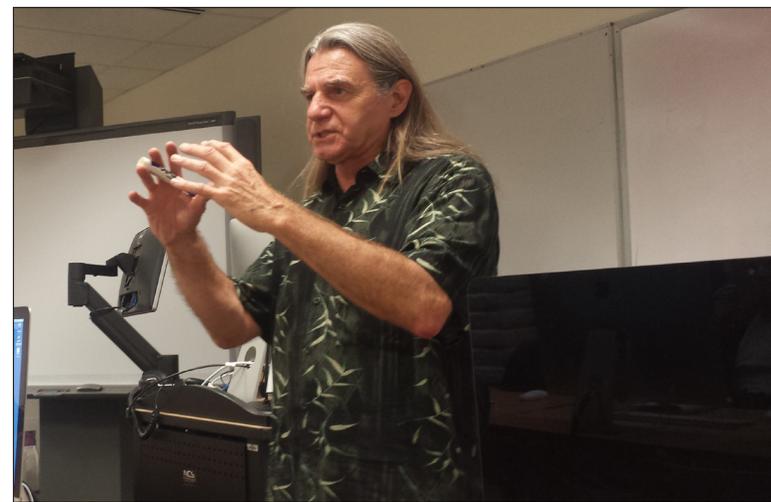
The hardest issues faced by union bargainers were wages and the cost of health insurance. "The union won the reinstatement of pay for part-time faculty office hours, a new provision on part-time faculty contact, the continuation of the current faculty professional development commitment to 48 hours, across the board 2% raises and 2% stipends for this year and next year, and a \$615 increase in our benefits cap," former Local 4683A President Susan Lowry told union members before ratification. "If we ratify this contract," she added, "each of us can anticipate a retroactive check equal to around 4% of our pay for this fiscal year. The compensation provisions include classified employees because we held joint negotiations for salary and benefits this year, and the contract covers both full- and part-time faculty."

The 2% raises were retroactive to July 2015. The union also won a stipend for adjuncts and temporary faculty who apply for office hours, based on funding provided by the state designated for adjunct office hours support. In the new language, "A portion of Student Equity funds, amount determined by the vice president of student services, have been made available for adjunct faculty to support students through increased student-faculty contact opportunities." That contact, basically office hours, is compensated at the adjunct hourly rate, paid at the end of the semester.

Lee cautions that the district did try to push for some roll-backs, but was unsuccessful. "The administration team at one point introduced a provision to remove the release time granted by the contract to academic senate leadership," he says. "They complain about release time because they basically are trying to consolidate their power."

For a while it looked as though there would be no agreement. "A couple of times they would simply come back with the same proposal, and we had to threaten to go to impasse," Lee recalls. "We began making plans for actions and going to the board, when they backed down and reached agreement." ☐

by David Bacon



KEN RODKEY PHOTO

John Govsky, part-time digital media instructor, has taught at Cabrillo College for twenty years, and is finally receiving a stipend for his work as a faculty senate leader.

Marysville

Expired Yuba College contract ferments unity

In Yuba City, K-12 teachers, represented by a CTA chapter, recently had to strike. At the community college, "We can see what's coming," says Elaine Robinson, president of the Yuba College Federation of Teachers, AFT Local 4952. "Our area seems pretty conservative to me. Even some Democrats are not in favor of children, while those of us teaching them see education as vitally important."

The low priority given to education is manifest in the extreme difficulties unions at Yuba College ran into trying to conclude negotiations on their contracts. Four unions face the district, including fulltime faculty, classified employees and police, in addition to the 350 part-time instructors represented by the AFT.

"Our contract expired on June 30, 2014, and we've been bargaining all the time since then. But for the district, it's just pretend bargaining," Robinson charges. "The present chancellor has been here now for four years, and things have gotten worse since he arrived. There's really no good faith bargaining at all."

Bargaining stalled

As evidence, she cites the fact that negotiations over non-economic issues came to tentative agreement, including not requiring part-timers to work on Saturday without permission, a revamped grievance procedure, new STRS language and putting work experience into the salary scale. But then bargaining stalled because administration negotiators would not take these articles to the board for ratification. After the union filed an unfair labor practice charge, the district quickly ratified those areas of agreement, "but just to avoid getting caught, and so that the charge would be dropped,"

Robinson explains.

Negotiations are now down to salaries. The union is asking for 3% for 2014-15, 4% for 2015-16, and 6% this year. "But this is basically just bargaining over retroactive raises, since we've been at the table for so long. And yet they won't give us an answer, and say they just have to think more about it," she fumes.

The other three unions facing the district have similar problems. The administration, for instance, has proposed taking away family coverage from the medical benefit for full-time faculty, citing a budget crisis. "But the superintendent just spent \$4 million on building a new district office," Robinson says. "His attitude is that buildings are the college, while employees are just a drain on the budget."

Beginning a year ago, Robinson convinced the four unions to begin meeting together, at first just to compare notes on what the administration was telling each one. "They wouldn't tell the truth in bargaining," Robinson explains. "They'd tell one of us that another was blocking movement. So we decided we needed to do something visible to push back."

The unions together printed buttons with the name of each union, and hands shaking in the middle. They were distributed on campus, and many union members now wear them to work. Next the unions plan to collect the signatures of students and community supporters on a petition demanding that the board settle the contracts. They've already started organizing demonstrations at board meetings, and the local has started a membership drive.

For Robinson, who's been teaching early childhood education at Yuba College since 1991, it's been a revelation. "We weren't a very active union before," she wonders, "and I'm only in my second year of this. But we're just getting started." ☐

by David Bacon