CCCI BUDGET UPDATE
Jan 09, 2009
Erik Skinner
Vice Chancellor for Fiscal Policy
California Community Colleges

Today, the Department of Finance released the detailed documentation behind the 2009-10 Governor's Budget. A general preview of the Governor's budget plan was provided earlier at a New Year's Eve press conference.

The details are as follows:
The Governor identifies a budget shortfall of $41.6 billion over the next 18 months. Of this amount, $14.8 billion is from the current year (2008-09 fiscal year).

The Governor proposes a "balanced approach" to solving the budget problem. His plan contains $17.4 billion in spending reductions, $14.3 billion in new revenues, $5 billion from securitizing State Lottery revenues, and $5 billion in borrowing.

The budget proposal would reduce Proposition 98 funding by $6.6 billion, or 11.4 percent, in the current year. This reduction would be accomplished through a number of actions: $2.08 billion in program reductions; $1.7 billion by replacing Proposition 98 funds with Proposition 98 "settle-up funds" and public transportation funds; and $2.8 billion by deferring payments from this fiscal year until the beginning of the next fiscal year.

This approach to funding Proposition 98 results in a lesser amount of midyear cuts compared to the previous special session proposals-$2.08 billion compared to $2.5 billion.

For the California Community Colleges, the midyear cut would be limited to elimination of the 0.68 percent COLA which totaled $39.8 million. (Under the Governor's plan, K-12 schools and county offices of education would...
similarly lose the current year COLA, but also take a $1.6 billion cut to current year general purpose funds. K-12 would then be given a "deficit factor"—a statutory mechanism used to ensure that the spending power associated with the lost COLA and the $1.6 billion cut is restored in future budgets. The Governor does not propose such deficit factor for the colleges' lost COLA.

The Governor proposes a new deferral of community college funds, pushing $230 million in apportionment payments from January and February until July. This deferral is proposed as an ongoing change and would assist the state in meeting its cash flow needs.

The administration also proposes another deferral that would take effect in the budget year, deferring $200 million from July until October. For 2009-10, the Governor proposes funding Proposition 98 at a level that would essentially maintain program spending at 2008-09 levels. For the community colleges, this translates into:

- An augmentation of $185.2 million to support 3 percent enrollment growth (36,000 FTES)
- No COLA—the administration estimates the COLA at 5.2 percent which would take $322.9 million to fund
- Suspension of all mandate payments ($4 million)

In addition, the Governor proposes statutory changes to "reduce or eliminate the uncertainty districts face with regard to property tax revenue."

While no detail is yet available as to the specific approach the administration proposes to take, it is welcome news that the Governor seeks a permanent solution to address this perennial threat to colleges' fiscal planning.

The Governor's proposal relies on $14.3 billion in new revenues. These include:

- Temporary 1.5 percent sales and use tax increase
- Broadening sales and use tax to cover some services
- Increasing taxes on alcoholic drinks
- Instituting a 9.9 percent oil severance tax
- Reducing the dependent exemption credit
- Increasing vehicle registration fees

The Governor's new proposal would also tap into funds set aside by the voters for mental health services and early child development. These proposals, along with the lottery securitization proposal, would require ratification by the voters.

It is too soon to know how the Legislature will react to this new proposal. The Legislative Analyst's Office (LAO) issued an initial assessment of the Governor's plan and found it to be a "good faith effort to close a colossal budget gap." The LAO generally concurred with the administration's fiscal estimates. LAO endorsed many of the Governor's proposals, but in regards to Proposition 98 funding, they recommended targeting cuts to categorical programs rather than relying on deferrals or cuts to general purpose funds. The LAO urged the Legislature to act quickly and to set a special election for as early as March in order to gain voter approval for those budget solutions that require it. For the moment, legislative leaders seem to have toned down the public rhetoric and appear to be focusing on negotiations with the Governor. At an afternoon briefing, a representative of the Governor's Office stated that the Big 5 appear to be making significant progress—but he also acknowledged that it would not be the first time in this budget standoff that signs of progress failed to yield results.
Faculty Contribution

OHLONE COLLEGE STEPS UPTO THE BUDGET CRISIS
Anu Ganguly

The President's office at Ohlone College is currently maintaining a website in response to the severe budget changes that have been affecting all of us and will continue to haunt us in the near future. Latest budget updates, such as the ones published in this newsletter (CCCI budget update, page 1) are posted on the website and updated on a continuous basis. In addition, the website also posts ideas for cost savings generated from a variety of sources including College Council. The list is intended to be open-ended. In an e-mail update to me about the situation, Dr. Gari Browning states that "we still don't know what mid-year cuts from the state are going to be, much less how next year's budget will impact community colleges and Ohlone. My basic principles are to protect the fiscal health of the college, avoid negative impact on student programs and services, and avoid layoffs--all to the extent possible given the money we receive from the state. Directing readers to the website would be helpful since I am having Sarah post every state update there as I receive it".

Readers are encouraged to visit the following website for the latest updates from the President's office:

http://www.ohlone.edu/org/president/budgetupdates/20081208budgetupdateindex.htm

The website suggests ideas for cost savings and potential savings/revenue generation by the following:

- Voluntary faculty member semester off
- Golden Handshake
- Increasing class enrollments per section to already established maximums
- Early deadline for purchase orders
- Reduction in ongoing, non-salary costs (e.g., travel, supplies)
- Donated or furloughed hours
- Increasing Ohlone for Kids, International Students, Contract Education
- Reduction in summer school
- 4-day work week in summer
- Elimination of unfilled positions next year

Grave Inequity -- Unfair “Load” Factor for Science Labs
Yvette Niccolls

Anyone wishing to teach science had better be prepared to devote up to 40% more time than their non-science colleagues. A serious inequity exists for science instructors -- teaching a science lab is more demanding of one's energy and talent -- yet a lab hour is equivalent to only a fraction of a lecture hour in the calculation of a full time teaching load.

A science instructor may be required to teach up to 7 additional student contact hours per week, plus 10 extra hours of prep/grading -- amounting to 17 extra hours compared to non-science instructor.

Some Background and why the situation is inequitable

What is a lab hour any way? The PE instructor devotes lab hours when overseeing their students as they practice on the field. The art instructor devotes lab hours to overseeing their students paint, sculpt, and develop photographs. The language instructor devotes lab hours to listening in on headsets...
while the students practice their pronunciation. And math instructors devote hours to overseeing the tutoring center. Do these instructors do any preparation? Yes, a little. They need to set up the tennis net, to straighten up the lab, to order the art supplies. Many faculty teach subjects which do not have labs.

Back in 2006, a committee of science faculty at Ohlone College met and decided to argue in favor of amore equitable ratio. Each faculty member went out and inquired at all the nearby colleges to see if they faced a similar plight. It was found from this rough research that the schools with the most equitable (ie. closest to 1-to-1) ratio had implemented this policy when the campus first began. That is to say, once a school has established a weight ratio, then it is more difficult to increase the lab weight ratio. And it’s easy to see why – the upward increase of cost in faculty salaries from even a tiny upward shift can amount to a great giant amount of increase in cost to the district per year.

When a science instructor teaches a lab, there are countless hours spent before and after the actual student contact hours. Yes, it’s true that the lab technician sets up the experThe instructor has to set up 30 stations for each lab practical prior to lab – which can easily require more than an hour. Then after lab they have to grade the lab reports and practical papers. This is in addition to grading lengthy lab reports – one or two reports per student each week. For a science instructor to teach 4 sections, they may have 120 lab reports to grade every week, 120 lab practicals every week, 120 homework assignments every week, and 120 tests or quizzes to grade every week. Conceivably this can amount to 480 graded items per week!

Typical time spent by science faculty per week:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>12</td>
</tr>
<tr>
<td>Lab</td>
<td>15</td>
</tr>
<tr>
<td>Office Hours</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

Non-science grand total = 40 hr per week

This is in addition to the time required to set up teaching demonstrations, expected in a quality science curriculum (and not part of the lab technician’s duties). Lab prep is very time consuming because so often the instructor needs to modify the lab procedure for improved results. This all adds up to one conclusion: there is a big, big difference between teaching a “lab hour” for a science class – definitely far beyond what the word “lab” was originally intended to mean when the weighting factor was first implemented.

Why everyone loses: negative repercussions which arise from this inequity

One obvious temptation would be for the science faculty to simply water down the science curriculum. All of us have heard of weak science curriculum offered at some colleges where students never are tested on their lab skills and labs are so “Mickey Mouse” that the instructor easily finishes all the grading before students leave the lab. Is this what we want at Ohlone?
Improvement achieved by the Faculty Union arbitrator, Bennett Oppenheim in 2007

Bennett Oppenheim achieved improvement to this ratio by fighting for the rights of science faculty. He was successful in improving the lab weight from 0.682 to 0.714. This is a start.

Bennett has worked tirelessly in behalf of faculty, championing their rights for the past 26 years. He will step down as the UFO Union negotiator this December of 2008 and he plans to retire from teaching in June of 2009. He says that he constantly reflects back on his classes and his career. He has seen 5 college presidents and a great host of changes in his 32 total years of teaching at Ohlone College.

When asked what challenges he faced in achieving a more equitable weight ratio for the lab instructors, he pointed to two concerns. From the viewpoint of the administration, the increased weight given to lab hours throughout all subjects (not just science) amounted to an expense of hundreds of thousands of dollars. The exact added expense is still the subject of disagreement. From the viewpoint of the UFO Faculty Union the increased weight for lab hours has adverse affect on the WSCH/FTES growth formula – potentially reducing funding that comes to Ohlone College from the state.

Because science faculty are staggering under the long hours – exacerbated by the new 16-week semester, they virtually never serve on the governing bodies of College Council, Faculty Senate or Curriculum Committee. Busy trying to cope with their work loads, they become under-represented in important campus discussions. They simply don’t have time to become significantly involved in campus life outside their labs and lecture halls. Science issues are rarely heard; science faculty are invisible.

Much Work is Left to be Done

What is the solution? Certainly Bennett Oppenheim urges the next faculty union negotiator to work patiently towards further increase of the weight for lab hours.

Science faculty and others however propose to go further: why not have a more honest and truthful definition of the lab hour. Clearly it originally implied vastly less out-of-class prep time for the instructor than a lecture hour – minimal preparation and grading.

The current weight was designed with this “hour” in mind.

But science instructors are not teaching this sort of “lab hour” so it needs to be called by a name that implies the enormous amount of out-of-class work that it entails. Instead of “lab hour”, the science classes (and other subjects with enrichment activities which place heavy burden on the instructor) need to call these “enrichment hour” or “research hour” – the name is unimportant. But one thing is for sure – the science instructor at Ohlone must chose between offering students a weak, watery curriculum or a 60-hr work week.

IMPRESSION OF RETIREMENT

Jim Klent

It’s been three and a half years since I retired, and I am enjoying retirement as much as I enjoyed teaching. Not that I’m completely removed from Ohlone. I’m back often, for brown bag lunches, for music, dance, and theater events, for the occasional subbing for someone in the chem department, and for my granddaughters, both of whom are at Ohlone. I taught long enough, however---38 years at Ohlone, 8 years at other
institutions---so that I don’t miss teaching. I do miss having keys!

People invariably ask me “are you keeping busy?” And I always answer, “if I wanted to keep busy, I wouldn’t have retired.” The major difference in daily life is that there is no firm schedule. I’m the cook at home, so I do have something resembling a schedule each day. And I do a variety of home projects, where, for example, a bit of electrical work in the attic is scheduled for when it get cool outside. I also maintain a large vegetable garden, where a schedule might mean “sometime in March.”

The one scheduled item I follow religiously is my Sunday hike up to Mission Peak for lunch.

As far as income goes, I taught long enough so that my STRS income is quite adequate. One thing, though---the cost of living increase each year is 2% of the original year’s STRS income, not 2% compounding. That’s why I strongly recommend investing in a 403b plan. Gary Smith told me that he invested the maximum allowed in 403bs from his very first year of teaching in the Oakland school district, and continued until he retired from Ohlone. That’s the primary source of the contributions he and Faye gave to the Smith Center, the SF Symphony, and other organizations. One thing about a 403b: when the market tanks, each monthly contribution buys more shares, so a falling market doesn’t seem so bad. One other thing: make sure you invest in no-load funds.

Medical expenses are quite moderate with Kaiser’s Senior Advantage and Medicare Part B. For the coming year, Senior Advantage Plus, which includes some dental and optical benefits, is $86 a month, and Medicare Part B is $96 a month, deducted from social security.

Make sure you take some college stationary and envelopes with you on retiring. I’ve had a fair number of requests from students over these past few years for letters of recommendation. It’s usually a case of someone going on to graduate or professional school. I’ve kept my old class records on the computer, so it’s easy to look a student up. I also have kept the Ohlone email address, which looks nice and professional on a letter of recommendation.

I did a fair amount of traveling during my life, but now, I just don’t feel the need for lots more. I go back to my home town (Chicago) regularly. I live a half block from the Marina branch of the San Leandro library, and I enjoy finding books written by foreign authors, with the action centered in Venice or Edinburgh or wherever. No security lines to pass through before reading enhances the pleasure.

Anu Ganguly asked me to give some impressions of retirement for Close Encounters, the UFO newsletter. Way back when, Alan Kirshner, a few others long gone, and I, got together to help form a union for the faculty. My memory might be off, but I’m pretty sure that I was the one who suggested “United Faculty of Ohlone” as our name. So, I’m pleased to write this note for an organization that bears such a brilliant name!

A BRIEF HISTORY OF THE UFO IN TWO PARTS: PART I
Alan M. Kirshner, Ph.D

I arrived at Ohlone in 1971 after teaching for a few years at the University of West Florida. I had started my teaching career in 1960 in a secondary school in Suffolk County, New York. The New York City’s United Federation of Teachers had just been formed. The UFT held its first strike in the same year and won the right to be the collective bargaining agent for all the city’s teachers. Many of my
relatives and friends belonged to the UFT in New York City. Teacher’s unions did not exist anywhere on Long Island. Since I came from a union family, I felt that it was time to begin the organizing process—yes, without tenure. Two year’s later I was denied tenure and found myself blacklisted. The administrations in the suburban schools did not want a union challenging their hold on power. Of course, they claimed it was their role to protect the professional status of all educators. I will spare you the details and how I fared. Let’s me just note I finally received another post and completed my doctorate.

When I arrived the California community college system was fairly well off financially. The colleges received the vast majority of their revenue from local property taxes. Extra state money flowed to the system. Some claimed it was due to then Governor Ronald Reagan’s hatred of the radical UC’s. And, no I did not move to organize a union at Ohlone College. A small cadre of American Federation of Teacher already existed under the leadership of Bart Stillman, Faculty Senate President and computer science humanist. We soon had a California Education Association chapter on campus as well led by Bill Osterlough, an Administration of Justice professor.

The faculty did not have formal negotiations at Ohlone as the state permitted what was called Meet and Confer. The Faculty Senate President and at times a few other Senate members sat down with administrators to learn what they would obtain for the next year. Discussing other working conditions, including due process protections, was simply taboo. Since tenure occurred after two years and no one had been terminated and working conditions were tolerable for all but part-time faculty there was no great push to unionize. I might note that a few members of the administration were upset with me when as Faculty Senate President I was quoted in the local press as stating that part-time faculty were the slaves of the Ohlone plantation owners. Each year the college received an exemption to the law that required a 75% to 25% ratio.

With the 1978 Proposition 13 the State took over the funding of the Community Colleges and we no longer could restrict our enrollment to Fremont-Newark residents—a few exemptions had existed for students within limited programs that the student’s home college district’s did not offer. The student’s home district had to reimburse our costs. The state law now provided for collective bargaining with much of the college’s costs funded from Sacramento.

The Faculty Senate—which did not have a representative senate organization at the time—voted to investigate creating an official bargaining unit. Jim Klent recommended we call the union the United Faculty of Ohlone—UFO. Yes, there were geeks on the faculty back then as well—probably more than today. I became the first UFO President probably because I was an alien from New York and an outspoken advocate of unionizing. The committee decided to invite every organization that might be interested in having us as an affiliate come and present their case. A fair number of faculty and many administrators became irate when we brought the Teamsters in to discuss their union. Among those that spoke to us was a representative of a non-aligned (independent) college union.

Each union and professional organization told us pretty much the same thing—that the local unit would do the negotiating themselves and they parent
union would send in trained help and provide legal advice only when we felt we were in severe need. Even at that point they would come only after their Executive Board felt the help was warranted. I might note that they would provide the same kind of support with contract and due process disputes. Translation, we would have to do it all at the local level with minimal help from the main body and paying a tidy sum in dues to the parent organization. We selected to become an independent union and hire on retainer the same attorney that the AFT used—Robert Bezemek. He remains our attorney until this day.

On February 1, 1979, the UFO passed the following resolution: “To establish the United Faculty of Ohlone as the collective bargaining unit, by going forth with constitutional development, membership and pledge structures, and to immediately seek authorization and exclusive representative rights from all non-administrative certificated personnel (full and part-time).” A ratifying vote showed overwhelming support for unionization although admittedly a fair number of people abstained from voting. The State then recognized the UFO as the official bargaining agent for the Fremont-Newark Community College District. It was now time to work on a contract.

To be continued......

I HAVE A STUDENT WHO.....

by Rosemary O'Neil
22nd January, 2009

Greetings Colleagues! Today we offered the "I Have a Student Who..." workshop and it was a hit. Several faculty were there to share their experiences in the classroom. We had a wide range of stories and chatted about how to handle those oddball, frightening, questionable, and challenging students who find their way to our classrooms and offices. It was great to hear everyone's take, and tips on how to handle situations. We brainstormed solutions, offered protocols and basically reassured each other that we do not have to handle any kind of uncomfortable situation alone.

The team/panel members included officers Ben Peralta and his team from campus police, Ron Travenick, and Rosemary O'Neill. Ron talked about his domain and the ins and outs of student discipline, and the increase in enrollment this semester. Security officer Ben Peralta talked about his role on campus and shared some situations and information with the group and the importance of awareness and documentation in tracking certain kinds of behavior. Rosemary O'Neill explained her role as personal counselor and reminded the group of the importance of paying attention to one's hunch......if you get a feeling in your gut that something is not quite right, pay attention to it. if it persists, call one of the team for help. The main gist is that we are on this campus together and support is readily available, when you are not sure how to handle inappropriate student behavior. This is a great workshop for new faculty as well as the most seasoned....we will offer it again in the middle of the semester and we hope you can join us!
College Humor

Test your knowledge of some commonly used terms in California Community Colleges

Quiz Developed by Susan Myers

1) Disciplines List _____
2) Plenary Session _____
3) California Postsecondary Education Commission _____
4) Equivalency Process _____
5) 50% Law _____
6) Intersegmental General Education Transfer Curriculum (IGETC) _____
7) Faculty Service Areas (FSAs) _____
8) Articulation _____
9) 75/25 rule _____
10) Contract Education _____
11) Faculty Association of CCC _____
12) Full-Time Equivalent Student (FTES) _____

A) Requires districts to spend at least this amount of annual budget on instruction.
B) Allows students to transition between institutions without repeating courses or losing credit for work already completed.
C) An agreement between an employer and a college to provide specific training or services for employees.
D) Allows college to determine whether a candidate possesses qualifications that are equivalent, though not identical, to the minimum qualifications for faculty hiring.
E) Faculty are assigned to one or more of these for which they meet district competency requirements and minimum qualifications.
F) The formula used to determine district funding, based on weekly student contact hours.
G) Pattern of lower-division coursework that fulfills general education requirements for the CSU and UC systems.
H) Sets goal for hours of credit instruction taught by full-time faculty to hours of credit instruction taught by part-time faculty.
I) Biannual meeting of the Academic Senate for California Community Colleges.
J) Another name for the document “Minimum Standards for Faculty and Administrators in California Community Colleges.”
K) Commissioners responsible for formulating and recommending higher education policy to the Governor, Legislature and higher education governing board.
L) Statewide faculty advocacy organization


Interview

What a Long Strange Trip It’s Been

Bennett Oppenheim

It’s hard to believe the end of my career is upon me. I still feel like I’m the young and energetic professor that began 33 years ago, but I look in the mirror and realize it’s not so! I am stepping down from my Union position this December and will be teaching my last semester this spring. Let me begin by thanking all of you for the confidence and support you lent me for the 27 years I served as your chief
I have been asked a number of questions by faculty in the last few weeks regarding my opinion on a variety of union matters. I shall address a few of them in this first publication our newly resurrected union newsletter, “Close Encounters.”

1. **Would you consider remaining the negotiator after you retire?**

No. The success of any independent union (non-affiliated) is dependent upon its executive officers and negotiator being faculty members on campus all the time. This allows for continuous dialogue and input from individual faculty members, departments, divisions, and administrators. Without this real time information and intimate understanding of needs, concerns and issues prevailing on campus there is no way for a negotiator to accurately determine the authority that exists for asserting a matter during collective bargaining. Engaged and accessible faculty members on the executive council are the key to effective representation. Otherwise, we should affiliate with a larger representative group and turn over our collective bargaining and representation to them.

We tried that once the year that my father died and I temporarily stepped down as negotiator. An outside negotiator was hired to collectively bargain with the District.

We were at impasse within a few weeks and our collegial relationship with the administration had deteriorated. What an unmitigated disaster. **WE ARE BEST SERVED BY OUR OWN!**

2. **What should we look for in a replacement negotiator?**

That’s hard to say, each person has their own style and temperament, and if nothing else, you have to be authentic and genuine in who, what, and how you present and argue at the collective bargaining table. I can tell you what worked for me but not as a litmus test for my replacement. A negotiator must have a temperament that is capable of depersonalizing the process. To stay focused on the substantive issue and compartmentalize the emotions surrounding the issue when you are dealing with faculty or administrators during collective bargaining. I have had a number of faculty members during the years verbally attack me during meetings, get in my face and emotionally unload, call me at home and cuss me out and I have always worked hard to hear the concern and ignore the emotion. The same is true when I am at the table and taken on by administrators or District representatives (attorneys). If a negotiator personalizes the process they will either have a nervous breakdown or lose their credibility in attempting to bring about a desired result. Collective bargaining is an emotionally charged process, it deals with money, benefits and working conditions, things that are near and dear to people’s hearts. **ACKNOWLEDGE THIS REALITY AND EMPLOY STRATEGIES THAT KEEP YOU ON POINT AND DISMISS THE WHITE NOISE.**

3. **Sometimes you were the only person sitting at the negotiations table representing the faculty, is this a good practice?**

Yes and no. How is that for an answer?

Yes, it worked for me because I am a control freak, don’t work well in a committee format, fiercely independent and loyal, and believe I know more than anyone else once I have researched and prepared for collective bargaining. Sometimes I weave strategies and tactics at the bargaining table that take weeks or months to bear fruit and I don’t like any restraints on
my efforts. I am willing to singularly take responsibility for the outcome of a contract and therefore want complete control over the process. Chief negotiator is an elected position and I always figured if faculty felt my style, approach or results were suspect they would replace me.

No, this is not the textbook formula for minimizing oligarchical tendencies or promoting democratic representation. As a concerned faculty member, I would encourage the UFO to always send a committee to the bargaining table and never leave the full responsibility of a contract in the hands of one person. Representation by committee is also more necessary when there is turnover in the chief negotiators position.

By the way, our constitution requires a negotiations committee; probably because of my long tenure I was able to circumvent the requirement. Also, as our contract gets more complicated it is always a good idea to have a division of labor establishing spheres of expertise among the many committee members.

**4. Why were you willing to be the negotiator for so long?**

Simple, now that you know I don’t play well with others, am controlling, and enjoy my autonomy; I was a natural for the position. I looked at my options as a faculty member early on in my career and determined that I could best serve the faculty and remain true to myself by doing what no one else wanted to do, be negotiator!

I took it on as a “mission” (something I learned in the Marine Corps) and stayed with it as long as faculty permitted. I have always been dedicated to the collective interest and would never permit any administration to run roughshod over the faculty on my watch. Basically, I am aware of my strengths and weaknesses and the job of negotiator played to the former.

**5. Are you concerned about the direction of the union upon your retirement?**

Not at all. The UFO has a principled, intelligent, crusty old fart as president and a number of younger faculty members who are bright, eager, and ready to step up to the awesome responsibility of representing their colleagues. I have every confidence the faculty will be well served.

**6. Any parting comments?**

Thanks to all my colleagues for making my career so enjoyable, fulfilling and rewarding. I hope in some reciprocal way I was able to bring a smile to your day, a sense of colleagueship to each year, and friendship over a career. Ohlone has always been a special place to me and it will not be forgotten.

---

**LETTERS TO THE EDITOR**

Dear Anu,

I would like to read an article about the pay scale ladder and exactly how it works. How one can move from one column to another and how to climb the ladder of success as it were. Another idea would be an article explaining how our benefits are determined/contracted and how faculty contracts are established. Just a couple of ideas...

Sheryl Einfalt
PTA Program Director
Dear Anu,
Great idea about the newsletter.
I suggest that the newsletter always include something for adjunct faculty. Perhaps something about how adjuncts are represented in the UFO or perhaps a reprint of an article from FACCC with something written about how Ohlone handles an issue. I believe that adjuncts do have a representative, but no one has heard anything about the UFO for years, so this would be a great time to let adjuncts know that they really do belong to a union.

Jo Rainie Rodgers
Anthropology

Dear Anu,
I taught English 101A as part of the Athletic Cohort this semester & one of the essay assignments was to write a persuasive essay on whether or not Ohlone should revive its football team. Many of my students argued that Ohlone should revive such a team. I am not only an English Instructor, I’m also a major sports fan, so I think it’s a good idea as well; I even have fundraising ideas!

I am writing to obtain faculty opinions on such a matter. Specifically, I ask my fellow faculty members whether they would like to see Ohlone football revived? Further, I ask why faculty members are for or against bringing back Ohlone football. I would appreciate all opinions. Please share your thoughts regarding this matter. Thank you & Go Renegades!

Ally Germaine, Ph.D.

Dear Anu,
I have taught geology and other earth sciences at Ohlone for ten years, and I am very happy that we now have a newsletter and thus another forum for faculty to share their views and concerns. Well here is my two cents worth. In the past couple of years I have noticed an increasing number of students using laptop in my classes. At first I welcomed it, then I observed students’ study patterns, became somewhat concerned, read some newspaper articles about it, and I would now like to ask other faculty members to share their experiences in the hope that we could perhaps develop a consistent policy on this issue.

There has been a lot of debate and a number of newspaper articles written on this matter (including the May 19 Newsweek article). Some studies indicate that students spend, on average, up to 40% of their time during lecture surfing the web, playing solitaire or poker, reading and answering email, and even watching videos. As a result some Ivy League schools (Columbia) banned the use of laptop during lectures altogether. Harvard, Yale, and UCLA enforced partial bans, where the instructors have a “kill-switch” which turns the web-browsing capability of student laptops off for a while. Some professors who did this reported better attention and much more eye contact from students. Yet other professors went on record claiming (in a rather self-serving way) that their lectures are so interesting that their students wouldn’t think of browsing the web.

Don’t get me wrong, I am not at all against the use of technology in the classroom. I employ digital technology and the Web in my lectures and labs. And despite making every effort to make my lectures informative and exciting I do not delude myself that they are more fun to some of my students than solitaire or email from a love interest. What I noticed is this: there is a bimodal distribution in the performance of my students with laptops. Some are excellent students who take very good notes and whose screens don’t draw attention of other students. Others, on the other hand, tend to sit in the back of the class with their heads buried in the lap tops, and half the time I have no eye contact with them and have no idea what is on their screens. I do step in when I see other students being distracted by their screens, but their test performance tends to speak for itself – it is unsatisfactory. I have a strong suspicion that they are misusing their laptop for a significant
portion of the lecture, but I have no way to prove it unless I am in the policeman mode all the time. After all, they are generally quiet and are not interfering in the education of others. Some literally seem to try to hide behind their lap tops. One thing I do, though. When I show educational videos I ask all students to close their lap tops. I want them to see the big screen, not their own screens. But I would really like to hear from other faculty on this. How should we handle it consistently, so that there are general guidelines on the use of lap tops in class? I certainly see the wide use of lap tops in situations when every student is provided one and is using it for a particular class activity or web exercise. But what about the lecture environment? Do any of you cherish some relatively recent memories when the whole class was looking at you and taking notes you could see? But then again I may be totally off base on this. Please advise.

Paul Belasky

Dear Anu,
Here's is a proposal that might be considered for future negotiations.
What I am thinking is trying to make funds available for faculty that are facing dramatically increased work loads as a result of increased enrollments and increased class sizes. This proposal would make it possible for these folks to get work-study help (for grading homework, etc.) without having to pay for it out of their own pocket.

My proposal was based on taking the faculty load (15 credits) and multiplying that by the average class size, and if that product went over some number (to be determined, but let's assume for now an arbitrary number 600 for calculations) then the faculty member would be entitled to 5 hours of work-study.

So, a faculty teaching 15 credits and average class size of 40 units would qualify, since the product of 15 and 40 is 600. Another faculty member teaching 18 credits with an average class size of 35 students would also qualify, since the product of 18 and 35 is 630.

We know that the present contract allows for overloads for class sizes above 75 students. This proposal isn't a way to increase a person's salary, but it is a way to help some overworked faculty members to stay sane and avoid burnout.

Maybe this last statement is a hyperbole, but this is still a win-win proposal for the college. The increased expense of a paying a few more work-study hours is peanuts compared to building more classrooms, hiring more instructors, etc.
Your feedback, please.

Curtis Bressler
Math Department

Maria U. Ku, C.P.A.
Accounting instructor

It is my 3rd semester teaching accounting classes at Ohlone, and it has been a great experience overall. One rather significant issue I'm concerned about though, is that evening-only faculty and students, both, are completely excluded from any campus-life experiences - lectures, parties, recruiting events, exhibitions, shows, anything at all. I keep reading in the Monitor and am bombarded with emails about various fun, educational events, and all of them target day students and day instructors, effectively relegating us, the evening crowd, into second-class citizens. We come, attend a class, then off we go. I would gladly attend some events if they were offered closer to my (evening) class time, but no, nothing ever after 4pm. I want to be more involved, experience more, and so do my students. How can we change this?
NEW WEB SITE PROVIDES INFORMATION ON COLLEGES
By Jean Cowden Moore
Ventura County Star

Students and parents can get some useful nuggets of information about California State University campuses from a new Web site called College Portrait.

The site, collegeportraits.org, provides statistics on the ratio of women to men on campus, average SAT scores and class sizes - all information likely to appeal to high school students figuring out where they want to go to college.

There's information likely to appeal to parents, too - how many students receive financial aid, for example, and how many students graduate with debt.

"This allows students to compare," said Jane Sweetland, dean of enrollment at CSU Channel Islands in Camarillo. "Families are looking for the right match for themselves or their student. This is an effort to make some of those measures more transparent."

The Web site was developed in response to growing calls for accountability among the nation's universities, said Claudia Keith, spokeswoman for the CSU system. Participation in the site is voluntary for universities.

"We wanted to be a national leader on the accountability initiative," Keith said. "We would like the public to know a lot of the details we think public universities should be accountable for."

For now, the 23 campuses in the CSU system are the only ones in California offering the College Portrait.

Nationwide, more than 300 schools use the site. They include Colorado State, Northern Arizona and Washington State universities, as well as the University of Colorado at Boulder and the University of Washington, Tacoma.

Catherine Kanney, a counselor at Thousand Oaks High School, said College Portrait could be helpful, but schools need to get the word about the site out to students and families so they can take advantage of it.

"I hope they use it," Kanney said. "It has a lot of information. They can see popular majors, all kinds of things."

The University of California system has a site called StatFinder.ucop.edu, where students and families can find admissions statistics on the 10 UC campuses.

UC officials also are working on another site that would provide more accountability information.

The system recently released a report that outlines about 100 criteria the campuses could use in measuring their performances. A final version is expected in the spring.

The state Legislature is considering a bill that would establish uniform education goals for the state's UC, CSU and community college systems. In addition, the bill would require the three systems to track data to make sure they are meeting those goals.
COMPRESSED CALENDAR QUESTION
This issue was raised by Mark Newton, Past president FA, AFT 6157 and Chief Negotiator of San Jose/ Evergreen Community College District when Compressed Calendar was approved.

San Jose/Evergreen Community College District went to a compressed calendar about 8 years ago. The students and most of the faculty love the compressed calendar just because of the extra weeks off. According to our district's administration (which at that time did not wish to give any credit to faculty initiatives), there was approximately a 4% bump in enrollment (probably an overstatement in the end). I do believe it helped student retention a bit. Probably the most significant change has been the conversion to a de facto four-day per week schedule; most classes are MW or Tu/Th now. Some creative scheduling has made Friday morning classes and Fri/Sat classes - but not to the extent we should have developed them.

(Ecologically, the four-day week is also wonderful.)

I can think of three major problems with the compressed calendar, which I am listing in order of my perceived seriousness. 1) The 16 weeks are now so manic, and people are reluctant to come in on Friday, that it is very difficult to get faculty participation or attendance at any meetings, including Union activities which take place on Fridays. 2) Scheduling non-instructional faculty became quite difficult, as our contract illustrates. And 3) faculty in math, science and accounting were particularly upset about adjusting their course work to the reduced schedule; cries of "pedagogically unsound" and "I need to see my students five days a week" were loudly cried. I myself had no problem adjusting majors and non-majors biology classes to the new calendar. I believe that this has now mellowed.

In general the 16 week calendar although sometimes a challenge with coming right up against the Winter Holidays has worked successfully on our colleges.

OHLONE'S NEWARK CENTER: THE FIRST LEED PLATINUM CAMPUS IN THE WORLD
Green Technology Interview with Leta Stagnaro, Oct 10, 2008 by Racquel Palmese

The Newark Center for Health Sciences and Technology at Ohlone College has been awarded the highest green building rating, LEED Platinum, by the U.S. Green Building Council, making it the first college campus in the world to attain the certification. As associate vice president, Leta Stagnaro oversees all campus operations and has been part of the building project team. In a Q & A with Green Technology Magazine, she shares her thoughts on the challenges and rewards - in terms of energy savings and an engaged and environmentally focused student body - of a green campus.

Congratulations on the Newark Center's LEED Platinum designation. You are reportedly the greenest campus in the world right now.

We do claim that. I have yet to find another. There are colleges that have buildings with the Platinum designation, but we have yet to find a complete campus that is green to this level. The Newark Center for Health Sciences and Technology campus is four wings, all under one roof, and the whole thing is Platinum, and that is our campus.

Would you give us an overview of the Newark Center for Health Sciences and Technology - its size and scope?

The building itself is about 140,000 square feet and serves close to 3,000 students a semester. The campus...
opened in January 08 and was certified LEED Platinum in August, so it's all really new. We just started our Environmental Studies program, and we moved all our health science programs over here - Registered Nursing, Respiratory Therapy and our Physical Therapist Assistant Program. We also have an array of general education courses here - English, History, Psychology, Geography - things like that.

We're working towards a more thematic approach across the curriculum, embedding environmental issues into the curriculum. This semester we have a couple of learning communities where you'll have a history class and an environmental class working together on the same themes. Or an English and environmental class.

Teaching about environmental issues within a context of what's going on throughout the world is important. In health sciences, for example, more and more hospitals now are realizing how they impact the environment. They're looking at things like getting rid of waste - are there more environmentally friendly products out there that are biodegradable? Can they cut down on the massive amounts of electricity they use? Indoor air quality is a huge issue at hospitals. We are beginning to embed these issues into our health sciences courses.

The name of your college also includes Technology. What sorts of technology are you teaching?

We have technology courses, and we also have technology embedded into our classrooms, which are actually called learning spaces. All have projectors and ports, where faculty can plug in their laptops and/or they can use the USB drive on the room's built-in computer. We have wireless technology throughout the campus. We can make any room into a mobile lab, because we have laptop computers in carts so faculty that want to use computers as part of their teaching tools can do that by rolling a couple of carts into a class.

We're looking at emerging technologies and nanotechnologies also. We have a full array of biotechnology classes here. We're in the early stages of teaching green technology. We have our first solar technology classes this semester. For us, a lot of it is being in Silicon Valley. There's a lot going on in this area with technology related to green - solar, wind and some biofuels exploration.

Were you involved in this building project from the beginning?

I was. I was assigned originally as the dean of the project and my position has evolved into associate vice president. I was involved even prior to the first beam being put into the ground. Ohlone planned the building and the campus culture to focus around sustainability, which is a big piece of what we are working to create here.

What do you mean by the "campus culture?"

One of the goals of the campus is not only to provide an eco-friendly environment, but a place where students can feel like they are part of what's going on. They had input from the start. The building concept was centered around the students. We had a couple of prototype learning spaces that we had created on our Fremont campus, and we used those as a way to generate ideas and to ask students what they wanted, what works for them, what helps facilitate the learning processes. And we asked faculty what tools they need to help with creating a more twenty-first century learning environment.

Most community colleges were built forty or fifty years ago under a different mindset of what teaching and learning needed to be at the time. Our society was different. Now we're more a knowledge society,
more a creative, innovative society where people
work differently than they did back then.

We're trying to create that same type of learning
space, something that's flexible and can be adapted to
anything that the faculty and students might want to
do in that space. If they want to create more of a
boardroom type atmosphere, they can do that because
the furniture is all on wheels. The tables fold up, and
you can move them out of the way. We're no longer in
a fixed learning environment; we no longer have a
tablet arm desk where the student really is more in a
fixed position, where they're facing forward
basically. Now you have a much different learning
space where students can work in teams and can
recreate the rooms to adapt to what the learning
assignment might be. The hallways look spacious
instead of tunnels connecting classrooms. They're
called informal learning spaces and each wing has
them. These can be used as an extension of the
learning space, or as a place where students can
gather before or after class, where they can continue
on the learning process within their peer groups, not
necessarily facilitated by faculty.

**Does the building lend itself to being a teaching
tool?**

It does. There's a giant window on the second floor
where you can see the enthalpy wheels working (two
10-foot diameter wheels, fresh-air energy recapture
systems, that save up to 25 percent of costs for
cooling and heating)

Throughout the building we have ways to point out
the recycled parts; for example a display that shows
the insulation, which is made from blue jeans. The
geothermal coils for heating are displayed. For the
community it's a great place to come and see what a
green building is all about.

**Is the community involved in the college?**

Yes, very much so. We just recently had an event for
the International Interior Design Association. We
have a group coming over from the high school for an
advisory group meeting on green technology. Some
of the local high schools that we work with are in the
initial stages of developing a program focusing on
green technology. One of the things we're just starting
to explore with the K-12 system is having field trips,
so a class can come over here and spend a day on the
campus and learn about what's going on here from the
perspective of the green building, and also what
college is all about.

**How did your building project come together?**

The entire building structure was funded through a
$150 million bond. We had a capital campaign where
we've raised close to $5 million so far to be able to
equip the campus the way we have. What shifted us
to focus to green building was when Dr. Treadway
became our college president and asked us to step
back and really look at what we were doing with this
new campus. After all, how often do you get to build
a new campus? Very seldom. We reflected on what it
was we wanted to achieve here.

Our college is named after the Ohlone Indians, which
inhabited the Bay Area. With Dr. Treadway, we went
back to our roots looking at the Ohlones and how
they lived on the land. We wondered what they would
want to do in our situation, where all of a sudden you
have an opportunity to build something new. How
would they build it to protect the earth and the
environment?

Some of this was also affected by the dot com
situation. We were flourishing with students, and all
of a sudden we had the dot com bust. We had to
reassess our enrollment and assess what was
happening around us. Those two pieces played a key
role in reframing what we wanted to do with this
campus.

**Was building to the Platinum level more expensive
than it would have been without the rating?**

We've had this question asked so many times, and we
try to look at it. But how do you really compare it to
something that you don't know? One thing I've
learned is when you're building a new building like we did and you focus in on building it green from the beginning, it's a lot more cost effective than if you're remodeling and doing it afterwards.

Did we pay a little bit extra? Yes, we did up front. But in the long run, if it provides a healthier learning environment or if it provides a healthier work environment, how do you put a value on absenteeism or productivity?

For me the main reward is the students and how they interact with the building, how they enjoy the environment. So often, students get turned off to learning because it's not necessarily a fun or an inviting place to come. That is something we looked at here and had a whole shift in thinking about the paradigm of where we need to go with education.

Are you also saving money with the solar and geothermal?

Absolutely. Look at the cost of oil now and the cost of electricity going up and up. In essence, what these renewable energy sources do is provide stability to some of the operating costs. You put more money out up front, but in the long run, you save. Look at the length of time that a campus is in existence. We're not going to leave after 5 or 10 years; we'll be here for 50, 60, 70 years.

We haven't even been in here a year yet, but the initial six months are showing that we're actually more efficient than the energy model projected. There are still things that we are learning, but what's great is that the faculty, the staff and the facilities folks really have taken ownership of the building. When the students aren't here, we don't have all the lights on. We're smart about what we have working and not working as far as the energy areas go.

In six months, according to the architects and project manager, our actual use is about 63 percent of Title 24 standards. The energy model showed that we were going to be at 82 percent. So we're running about another 20 percent more efficient than the model originally estimated.

What were some of the challenges you faced during planning or construction?

That's a great question, because we were all learning together about what's out there in terms of green building - the materials that are available, the different technologies that we could choose from. The team is really critical, and we had a great team of people. The architects, Perkins + Will, really understood what we wanted to do and helped us in many different ways. They brought us suggestions, and we bounced ideas back and forth. Then, Turner Construction was the same way. We thought we were going to hit (LEED) Gold, and we did. Then we started reassessing some of the points and added additional solar to the roof; instead of just doing two of the wings we decided to do all four. By then we were only a few points away from Platinum, and everybody was trying to figure out what we could do to get there. It really became a goal of not only the college but the architect, the construction company and everyone who was working with us to achieve the highest level.

What were the final strokes that put you over the top?

We set aside an acre of land for a restoration project. We added some task lighting. We added carpool stalls for students in parking areas. We worked with our local bus service to make sure we had the proper routes. We actually added another route. We're currently building our Student Services Center on the Fremont Campus, and right now we're in the same situation. We have enough points for (LEED) Silver, and we're only three or four points away from Gold, so we're looking at what we can do.

Part of that is setting aside some land that you're not going to build on, or you look at how you can be more efficient inside the building with how you operate it. Some of the points that you think you're
far away from are actually achievable. It's really becoming more aware of what the process involves.

Is this having an impact on other colleges or school districts?

Absolutely. Our K-12 system, the Newark Unified School District, may have an opportunity build a new elementary or junior high school, and they now want to build that green. Showing that it can be done is a huge step, not just amongst the community colleges, but amongst educational facilities in general. This can be done. De Anza college has a LEED Platinum building (Kirsch Center for Environmental Studies), and Butte College (Butte-Glenn Community College District) has done a lot of great things as well. We learn from each other. It's not a competition, but a sharing of knowledge for bettering the environment and how we live, teach and learn together.

When you look back to the roots of our country, at the way the Indians lived on the land, they got it right. In so many ways, we lost sight of what we should be focusing on. I think now we're kind of going back in time to recapture that.

NEW COLLEGE MAJOR: HOMELAND SECURITY
By Kathleen Burge
Boston Globe

Parker Moore was in sixth grade when the planes flew into buildings on a brilliantly sunny September morning, and he remembers well what happened next: The police and fire departments were virtually unable to communicate with each other as they rushed to help.

"I definitely had a problem with that," said Moore, 18.

The Sept. 11, 2001, terrorist attacks and the rescue blunders fortified Moore's desire to work in public service. This year, he became certified as an emergency medical technician, or EMT. When he started looking at colleges near his home in Bow, N.H., he was drawn to the field of criminal justice - until he learned about a new program at Daniel Webster College in Nashua.

"I heard about homeland security and I realized it was sort of a calling for me," he said.

Moore is one of 35 students who began the college's new major in homeland security this fall. The students will spend the next few years taking classes with anxiety-producing names: Acute Stress Management, Sociology of Disasters and Ideology, Conflict and Terror. And when they graduate with a bachelor of science degree, they will join a growing number of young workers eager to confront some of the most perplexing problems of the 21st century.

Before the 9/11 attacks, a few programs in higher education focused on terrorism. But after the Department of Homeland Security was created - President Bush established the initial office weeks after the attacks - programs began proliferating to train students to work in both the public and the private sectors.

"It's about the fastest-growing area in academia," said Stanley Supinski, director of the partnership program at the Naval Postgraduate School Center for Homeland Defense and Security in Monterey, Calif.
Now, about 300 schools have homeland security programs. About a third are certificate programs, often for mid-career workers returning to school. The rest are split fairly evenly into master's, bachelor's, and associate's programs, Supinski said.

Many students enter the field because the job prospects for graduates are promising. The US Department of Labor has predicted that the number of jobs in security management will grow more rapidly than those in any other field. Aside from the obvious employers, such as the Department of Homeland Security and other federal and state agencies, businesses are increasingly hiring people to manage their own security issues, from how to recover after a terrorist attack or flood to how to keep computers secure.

The University of Massachusetts at Lowell launched a certificate program in Security Management and Homeland Security in 2004. The program, within the criminal justice department, is designed for people already working in public safety, business, and information technology.

Steven P. Lab, director of the criminal justice program at Bowling Green State University, has been an outspoken critic of the trend toward homeland security majors in higher education. "It's a hodgepodge of topics that have already existed on college campuses for the most part," he said. "And they've strung them together in a meaningless whole called homeland security."

Lab argues that students seeking careers related to homeland security issues would be more likely to get jobs if they specialize in specific areas that interest them, such as Middle Eastern Studies or biology. Otherwise, he said, "none of these people are going to be marketable when they go out into the workforce."

But Daniel M. Rattner, a visiting scholar in the criminal justice department at Northeastern University, argues that the nation's security requires better communication and collaboration, especially between government and businesses that control critical infrastructure such as power, water, and food. College students who study homeland security - not just terrorism but disease, natural disasters, and other emergencies - will be better equipped to help the country prevent tragedies, he said.

"Having students that are interested in better understanding these topics and who are educated in the subject matter of how best to prevent and address these issues is a very smart curriculum to pursue," he said.

Michael Fishbein, provost at Daniel Webster, was the force behind his school's new major. He began thinking about the need for a different kind of education soon after 9/11, when he believed the government paid too little attention to comprehending terrorism.

"That was our motive," Fishbein said. "To educate students, you have to understand the nature of the threat."

So Fishbein created a program at Daniel Webster that he hopes will fill that void. Since the school already had programs in aviation and computer science, he and other officials decided to focus the homeland security major on those areas. Daniel Webster's program takes an "all hazards" approach to homeland security, which means that students will learn about confronting all kinds of disasters - natural and manmade.

"Many people confuse homeland security with terrorism," Fishbein said. "Terrorism is one element of homeland security."

Students majoring in homeland security will be required to spend a year concentrating in a specific geographical area, or learning a language. Daniel Webster, which has about 750 undergraduates, does not teach languages, but is thinking about adding one - possibly Arabic. Students can also study languages at other local colleges through an education consortium.
The homeland security majors are required to complete an internship in the field. And later this semester, the students will conduct a security audit of the Daniel Webster campus, which lies beside an airport. In two years, midway through their course of study, they'll do it again.

The college hired a former Air Force officer, Rick Johnson, as the lead faculty member in the new program. This fall, Johnson, who also worked in homeland security jobs for private companies, is teaching Introduction to Homeland Security. Johnson and Fishbein made clear early on to the new majors what the program would not be.

"They thought this was going to be terrorist-hunting," Johnson said. "It's nothing like that."

So far, no one has left the program.

Joseph Brittelli, a freshman from Bangor, came to Daniel Webster on a ROTC scholarship, and expects he will eventually spend some time overseas. The program, he hopes, will help him better understand his experiences. And he's eager to become part of a new field of study.

"The thought of being able to blaze a trail to help other people come to this profession is really exciting to me," he said.

On a recent afternoon, Fishbein, whose background is in social psychology, was teaching a class called Ideology, Conflict and Terror. His students, mostly young men, were discussing Sayyid Qutb, an Egyptian intellectual whose writings later provided the ideological foundation for Al Qaeda.

Fishbein told his students that Qutb, a leader of the fundamentalist Muslim Brotherhood, believed Islam was incompatible with other religions.

"And that says what for the future?" Fishbein asked.

"That there is no future, other than Islam, at least in his mind," said one student.

The class goes on to discuss the writings of Qutb, who was executed in Egypt in 1966. "We reap the whirlwind," Fishbein said, "a half a century later."

**OBAMA ON HIGHER ED**

By Scott Jaschik
Inside Higher Ed, November 5, 2008

Many higher education leaders had hoped to see college issues, or education generally, emerge as a major issue in the 2008 race. That never quite happened. And with the war in Iraq and the collapse of the economy, that may not be surprising. But over the course of two years leading up to his election, Sen. Barack Obama has given many policy addresses and issued many proposals about education that may guide his work in office - at least after he deals with the economy, Iraq and Afghanistan. Here are some of the highlights:

**Loan programs:** Obama responded to a scandal last spring about student loan programs by proposing a series of reforms. In a May 2007 proposal, he called for eliminating subsidies to lenders and pushing all borrowing into the direct lending program. He said that eliminating subsidies would allow for a significant boost in support for Pell Grants. At around the same time Obama made his proposal, similar ideas were unveiled by Hillary Clinton and John Edwards, who were at that time emerging as top competitors in the race for the Democratic nomination. In part because all of the leading candidates were more sympathetic to direct lending than to the guaranteed loan program, and the Republicans at the time were largely ignoring higher education issues, there was little sustained debate about these proposals.

**Access to higher education:** While Obama started with a focus on loan programs, he went on to issue
more detailed proposals on college access, saying repeatedly that he worried about the challenges families faced paying for college. Included in his college access plans:

A fully refundable tax credit to cover the first $4,000 in college costs - enough for two years of community college tuition in most cases - for everyone. The only requirement would be 100 hours of public service a year; this could be performed in the summer or between semesters.

Simplification of federal aid applications. (There has been some progress on this issue, which attracts bipartisan support, since Obama spoke on it and prior to the election.)

A pledge to keep Pell Grant maximums rising at the level of inflation or higher if possible.

**Community colleges:** Obama has proposed a new grant program that would provide funds to community colleges to conduct more thorough analysis of the types of skills and technical education that are in high demand from students and local businesses; to create new associate of arts degree programs that cater to emerging careers; and to reward institutions that graduate more students and also increase their numbers of transfer students to four-year institutions.

**Science and technology:** During the campaign, the president-elect repeatedly linked investments in science and technology to improvements in the economy, and he made a number of specific proposals. Obama has called for expanded financing of federal research programs, with special efforts for those academic scientists starting their careers; the creation of new programs to improve math and science education and to attract more students to them - with special efforts to recruit minority and female students to fields where they have been underrepresented; and special efforts to promote research and education related to climate change and health care. Obama has backed stem cell research and opposed Bush administration limits on such funds.

Further, he has pledged to "restore the basic principle that government decisions should be based on the best-available, scientifically valid evidence and not on the ideological predispositions of agency officials or political appointees." A more philosophical outline of Obama's views on the link between education, science and economic competitiveness may be found in his speech in June at Kettering University.

**Affirmative action:** Obama has repeatedly said that affirmative action should not be eliminated, but he has suggested a combination of class and race as factors. In a 2007 interview with ABC, asked if his daughters will deserve affirmative action when they apply to college, he said that they "should probably be treated by any admissions officer as folks who are pretty advantaged." Further, in Obama's Philadelphia speech on race, he noted with sympathy the frustrations of some while people "when they hear that an African American is getting an advantage in landing a good job or a spot in a good college because of an injustice that they themselves never committed."

But in that speech, as in others, Obama has also repeatedly stressed that the economic and educational gaps between some minority individuals and others are real and need attention.

While presidential candidates prepare policies on issues such as education and research, they also end up speaking on other higher education issues when they are asked surprise questions on the campaign trail or in debates, or when they happen to be campaigning in an area that is focused on a particular issue. In these situations, Obama has:

1. Called for colleges to lift bans on Reserve Officers Training Corps programs. Obama opposes the military's discriminatory policies against gay people - the source of much campus opposition to ROTC. But in an appearance at Columbia University in September, he said that "the notion that young people here at Columbia or anywhere, in any university, aren't offered the choice, the option of participating in military service, I think is a mistake."
2. Criticized the cost of college textbooks and professors who assign their own books. In an appearance in Texas, he said: "Books are a big scam.... I taught law at the University of Chicago for 10 years, and one of the biggest scams is law professors write their own text books and then assign it to their students. They make a mint. It's a huge racket."

3. Backed the right to attend community college for those without legal status to be in the United States. Obama spoke on this issue in North Carolina, where this has been the subject of much debate. In an interview, he said: "For us to deny them access to community college, even though they've never lived in Mexico, at least as far as they can tell ... is to deny that this is how we've always built this country up."

DE ANZA WINS 2008 INNOVATION OF THE YEAR AWARD

By: Quan Luong
La Voz Weekly Online

De Anza College’s Sustainability Management Plan won the 2008 "Innovation of the Year Award" from the League of Innovation in the Community College. The sustainability plan was awarded based on its quality, cost effectiveness and timeliness. The De Anza Environmental Advisory Committee along with the greater college community collaborated to design the management plan, which was adopted in 2007. The plan, thought to be the first of its kind among California Community Colleges, is meant to place De Anza on track to becoming the first sustainable California community college campus. Emphasis is placed on multiple aspects of the human impact on the environment. It doesn't limit the scope of environmental thinking to just human impact on air, land and water. Significance is also placed on community vibrancy, environmental stewardship, social equity and financial responsibility. According to the De Anza Web site, the Sustainability Management Plan will fulfill three different points for the campus:

Help identify and catalog all of its environmental risks and opportunities, not just those regulated by law; set a frame for prioritizing those risks and opportunities; and help to systematically apply greater management to the risks and impacts it deems most important, with the goal of reducing them to the minimum extent practical.

Since the introduction of the sustainability initiative, De Anza has fulfilled significant environmental efforts and accomplishments. In Fall 2008, De Anza's Kirsch Center won the 2008 Leadership in Energy and Environmental Design award. "We're the first community college in the nation to win this award," said Executive Director of the Kirsch Center Pat Cornely. Other accomplishments include the non-smoking policy on De Anza campus, the Environmental Studies Department becoming the first endowed chair in Environmental Studies in the California Community College system, the campus wide recycling program, and the Cheeseman Environmental Study Area, which is also the first of its kind in the California Community College system. De Anza College is also committed to using green, renewable materials in all new and renovated campus buildings. The renovation of the multicultural center in 2009 will use recycled materials and paint free of volatile organic compounds materials.
What Has The Union Done For You Lately?

1. Prior to January 2009, faculty who took a sabbatical were required to buy a bond in order to guarantee the district that if he/she did not return from the sabbatical, the bond would reimburse the district for the cost of the faculty member's salary for the duration of the sabbatical. This represented a cost of about $400 to the faculty member with all potential benefits going to the district. In 2005, the district agreed with the UFO that since all faculty members always returned from a sabbatical, there was no need for this bond. This bond purchase since then has been eliminated.

2. Increase lab pay rate for all science faculty.
   In the negotiations completed in January 2008, the lecture-lab load ratio was changed. Prior to 2008, a full-time lecture load was 15 units and this was considered equivalent to 22 lab units. This was changed to 15-21.

3. According to our Chief Negotiator, Bennett Oppenheim, for a period time last year, Ohlone College had the highest paid full time faculty salaries (includes medical benefits) in the bay area.

4. Outstanding faculty relationships between the Union and Faculty Senate. Many of the faculty that serve in the Faculty Senate also are members of the UFO Executive Board.

5. The UFO and Faculty Senate President's enjoys a open door policy with every administrator on campus.

6. The overall of the culture of the college is very collegial, friendly and supportive to all students, staff and faculty. The college administration encourages most decisions and policies to be faculty driven.

7. UFO contracts are streamlined to provide the administration the latitude to respond to current conditions and changes effectively and quickly.

We want to hear from you.
Please send your comments and feedback regarding this newsletter to the editor at aganguly@ohlone.edu

This newsletter is a publication of the United Faculty of Ohlone