

union action

VOICE OF AFT 2121



City College for all

Defending student access & workers' rights

4-5



San Francisco
Community College
Federation of Teachers

AFT Local 2121
311 Miramar Avenue
San Francisco, CA 94112

Tel: 415.585.2121
Fax: 415.585.4305
www.aft2121.org

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By Alisa Messer

The City College our students deserve

thousands of hours to make significant improvements to the college and address the ACCJC's recommendations. Smart, transparent changes will help us make more efficient use of resources and have less damaging impacts on students and the workers who serve them. Monumental work has been done in an impossibly short time frame, and though there are few on campus who agree with all of the changes represented in the report, its completion and submission is a major milestone. Let's remind each other and our friends in the community to exhale and to keep breathing; the College is not expected to hear a verdict from the Accrediting Commission until summer.

State Chancellor Brice Harris cautioned the college's supporters against thinking that City College is "too big to fail," but the real issue is that City College is too important to lose.

Is this an accreditation crisis? Yes—and no. City College's accreditation process should be used to improve the quality of education, not to diminish educational choices for students, impose austerity, or undermine collective bargaining. It has become eminently clear that there is much more at stake than whether or not we retain our accreditation. Don't take that the wrong way, however: retaining our accreditation is critical. There

are additional costs to consider about the path our current administration has chosen: the costs to the quality of education we offer, the costs to students who rely on CCSF but stand to lose the access and support they need to meet their educational goals, and the costs to those of us who do the work to make City College happen.

We believe San Francisco deserves a comprehensive community college with room for all. San Franciscans depend on City College. Many students, particularly our most marginalized populations who benefit greatly from higher education, have no other viable options. Our college is for part-time students, older students, first-generation and re-entry students, veterans, English language learners—everyone.

AFT 2121 believes that the college will retain accreditation and be improved by an authentic decision-making process that includes the voices of students, faculty and other workers, and the San Francisco community. In our commitment to this college, our own work, and the education our students deserve on many levels, we will continue defending CCSF legislatively and legally, through the collective bargaining process, with arms linked in the community and on the streets. (amesser@aft2121.org)

The unbalanced news coverage has been an incessant topic of conversation in our college community of late. CCSF has been deemed newsworthy as a "broken" institution on the "brink" of financial disaster, but very little is said about the quality teaching and learning that continue—sometimes heroically—throughout the college. Education is only news when somebody comes along and says, "You're doing it wrong." This destabilizing and demoralizing narrative speaks firmly to mixed-up priorities—as does our state's willingness to continue tax loopholes to corporations rather than restore funding for education, or San Francisco City Hall's willingness to charge our financially strapped college unnecessary fees even as the city subsidizes the America's Cup for as much as \$20 million.

Now that the March 15th "show cause" report has gone in to the ACCJC, we should all take a moment to breathe. Since July, hundreds of CCSF employees have spent

Assemblymember introduces measure for enhanced stabilization of college funding

This urgent measure for enhanced stabilization funding in the community colleges would allow CCSF to smooth out funding over next few years

Colleges receiving a severe accreditation sanction often suffer immediate softening of their enrollment. This leads to a potential funding loss, putting downward pressure on the college's ability to make adjustments and recover its full accreditation. A loss of funding at this critical time often leads to a precipitous cutback of course offerings and staff resources creating a self-perpetuating downward spiral limiting access to a key source of a community-based higher education.

Summary: AB 1199 would create a smoothing formula for enrollment-related funding losses for any community college that is under severe sanction from the accreditation agency and is also forecasting current year enrollment decline. Any such community college that experiences enroll-

ment decline over the subsequent year will be temporarily held harmless for loss of state funds for failing to achieve its enrollment target. This provision would be for one year only and available to colleges that have used up the stabilization window existing under current law.

Eligibility: Colleges eligible for this smoothing formula must meet the following conditions: (1) either be under a "probation" or "show cause" accreditation sanction; (2) be making satisfactory progress on developing and implementing an improvement plan as certified by the California Community Colleges Chancellor's office; and (3) have identified a new funding source sufficient to allow for a full repayment of funds equal to the amount owed as a result of falling short of the annual enrollment target -- this repayment is to be made in equal installments over the succeeding two years. The "certification" could only be provided after

presentation of a six-month accreditation compliance report from the college's Board of Trustees (BoT). This report signed by the local college chancellor and passed by the BoT must detail progress to date and contain a timetable for completion of a full and satisfactory accreditation response.

On the cover:

Hundreds of faculty, students, and community members packed Civic Center on March 14 to call on City Hall to take action to ensure that Prop A funds are used for education—as the voters intended. See pages 4-5 for more on what City College has lost and stands to lose during the crisis.

Photo: Alisa Messer

American Federation of Teachers Local 2121

311 Miramar Avenue
San Francisco, CA 94112
T: 415-585-2121
F: 415-585-4305
W: aft2121.org
E: aft@aft2121.org



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Assemblymember Paul Fong (middle) and CFT President Josh Pechthalt (3rd from right) and Secretary-Treasurer Jeff Freitas (back) joined AFT 2121 members and Associated Students Ocean President Shanell Williams at the February 28 press conference on the steps of City Hall.

District moves to impose fiscal austerity measures on faculty

By Chris Hanzo

To help the College through years of cuts in State funding, faculty have made sacrifice after sacrifice to help CCSF stay afloat. Beginning in 2009-10, compensation has been reduced and more of the cost of benefits has been shifted to employees to balance each year's budget. Aggregate faculty salary costs at CCSF have dropped from a high of \$106.8 million in 2008-09, to an estimated \$80 million in 2012-13.

In June 2012, when AFT agreed to over \$8 million in salary cuts and other savings through attrition, everyone agreed that CCSF's immediate future hinged on the outcome of the November election. We avoided a devastating \$10 million in cuts that would have resulted had Prop 30 not passed. Prop A, which San Franciscans passed despite the nega-

tive publicity regarding accreditation, actually brought in an additional \$14-16 million per year to CCSF.

Hopes that CCSF had turned the corner from painful cuts towards balanced budgets with new revenue were soon dashed by new Interim Chancellor Scott-Skillman. Soon after she took the helm in November, Prop A monies were withdrawn from a draft 2013-14 CCSF budget, thereby manufacturing a \$9-\$10 million gap. Next, she took aim at faculty pay, having determined the June 2013 AFT concessions weren't sufficient because of the *potential* threat of more cuts in State funding due to declining enrollment. Faced with AFT's refusal to agree to further wage cuts, the Interim Chancellor preemptively and unilaterally cut salaries another 4.4% for the year, or 9% effective January 2013. AFT immediately challenged this unilateral wage cut

by filing a grievance that is currently headed to binding arbitration under the auspices of the American Arbitration Association (AAA), and an unfair labor practice charge with the Public Employment Relations Board (PERB).

This massive hit to employees and programs at CCSF hasn't stopped the administration from demanding millions in contract takeaways to satisfy "accreditation requirements," presumably to further drive down personnel costs and fund a growing class of high-paid administrators, many of whom skirted normal hiring processes, and their consultants. The flow of money at CCSF, which had been shared among many employees when a more democratic College flourished, is now being diverted back to the elite and their priorities, e.g. fiscal reserves. (chanzo@aft2121.org)

AFT shows good faith bargaining on accreditation issues, personnel costs

By Chris Hanzo

District negotiators are demanding major contract takeaways in the name of making progress on meeting "accreditation requirements" by March 15. In its "Show Cause" accreditation report, ACCJC cited several issues pertaining to the faculty contract: student learning outcomes (SLO's), efficient use of staff and resources, future retiree health costs or "other post-employment benefit" (OPEB), and finally, the now-infamous 92% ratio of the General Fund that goes to District personnel costs. How has the Union responded?

AFT 2121 has consistently urged the College to make sensible changes to help CCSF retain accreditation. That is why we incorporated SLO practices in the "professionalism" category of the faculty evaluation despite some reservations. It is also why we were willing to transition to a more efficient system of pay, i.e. paying in arrears on a monthly basis. (AFT only withdrew its support for the transition this year when the District unilaterally imposed the retroactive 4.4% wage cut). Biweekly pay has not meshed well with the CalSTRS monthly reporting system, causing all manner of reporting problems for faculty as well as District payroll staff. Also, to the extent that the biweekly system paid employees in advance of work performed, it of-

ten led to messy under- and overpayments to faculty.

AFT 2121 has also shown willingness to address future retiree health costs, which is critical given the unrelenting rise in the cost of health care and insurance. Our interest is in ensuring retiree health benefits not only for current retirees, but also for faculty who retire in the future. Actuarial projections show that paying for these costs will swallow an ever-increasing percentage of the District budget unless some of these future costs can be insured or "pre-funded" by monies placed in a separate trust set up strictly for this purpose. The District has been slow to engage AFT over this question and just recently brought forth for the first time a conceptual proposal whereby both employer and employee would contribute a percentage of salary into a retiree health benefit trust fund. AFT has enlisted the help of an actuary to independently assess the District's own actuarial study. The District has now provided our actuary with at least some of the census data needed for a more detailed assessment of retiree health costs, which hopefully will lead to more productive discussions.

Finally, there is the issue of personnel costs as a large percentage of community colleges' Unrestricted General Fund (UGF) budgets. Keep in mind that districts spend millions

in capital outlay budgets for buildings and their construction through bond measures. These are separate from UGF as are other grant-funded programs or projects. Education is a highly labor-intensive endeavor as it relies in the main on people to serve our students and to maintain these services.

As State funding cuts continued, CCSF tried to hold on to its educational mission. Non-personnel costs suffered and the percentage of personnel costs rose to 92% of UGF in 2011-12. Both the State Chancellor's fiscal monitoring team (FCMAT) and ACCJC seized on this figure, decrying the "overstaffing" of the college. The new administrative regime has downsized CCSF rapidly, laying off scores of classified employees, dozens hundreds of faculty onto unemployment, and driving up class size and workloads. The District has been extremely slow to show the impact of this downsizing on the budget; only recently did it provide a detailed budget forecast for the current year. It shows a dramatic reduction in faculty costs, both in salaries and benefits. Faculty head count was down to 1,519 on the Feb. 8 payroll, the lowest in decades. No doubt the "92%" figure has gone down; but the question is this: who will ultimately pay the price? (chanzo@aft2121.org)

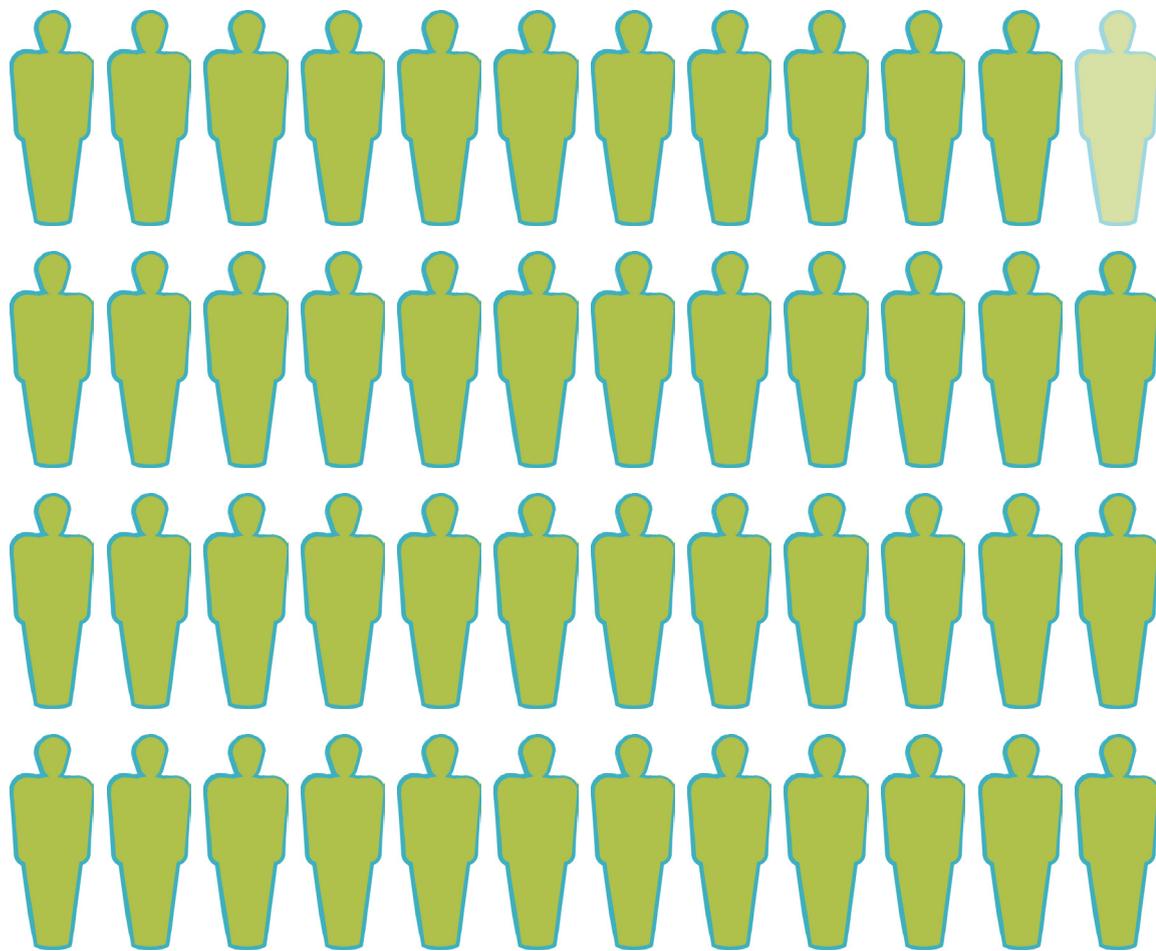
A Fair Contract: AFT negotiation demands

- 18-month contract through June 2014
- Restore the January 2013, unilaterally imposed wage cut of 9%
- Rescind the unilateral 5% ongoing cut effective 7/1/13
- Provide a 2% increase for faculty as of July 2013 as well as COLA (if provided in state budget)
- Restore the missing step for faculty who remain off-schedule
- Pickup healthcare increases for 1/1/13
- Work with AFT to create an effective, innovative plan regarding faculty retiree health
- Restore Prop A moneys to the budget for intended uses
- Provide timely, accurate information to the Union and stop the Unfair Labor Practices

What does CCSF stand to lose?

In the face of current threats to CCSF, it may be hard to remember when our college was functioning at its peak in terms of the numbers of students served and faculty employed. In 2008-09, we hit 102,801 individual students, our highest enrollment, a year after the *New York Times* cited City College as one of the model community colleges in the country. Quality and quantity do bear a relationship: the fewer students we serve, and the less faculty and staff we have to do the work, the less likely it is that our diverse communities will have access to quality, affordable education. The principles AFT is defending speak to accessible, quality public higher education—keeping community in our college, supporting and sustaining workers, defending access and equity for students and the needs of our communities. If numbers tell a story, it's critical that we rebuild what we've lost, instead of bleeding more resources from our starved educational system. Let's give educational opportunities and jobs back to those who love and serve City College and San Francisco's higher education needs. Our communities depend on CCSF to enrich, renew, and improve lives, strengthen the economy, and empower our collective future. We want a 100,000 student college with access for San Francisco and the Bay Area's deserving students.

5 years ago, CCSF employed **803** FT faculty and **1023** part-timers. The college is now down to **768** full-time and **824** part-time faculty. That's a loss of **234** faculty members! (And 30 years ago? we had 650 full-timers and 840 part-timers.)



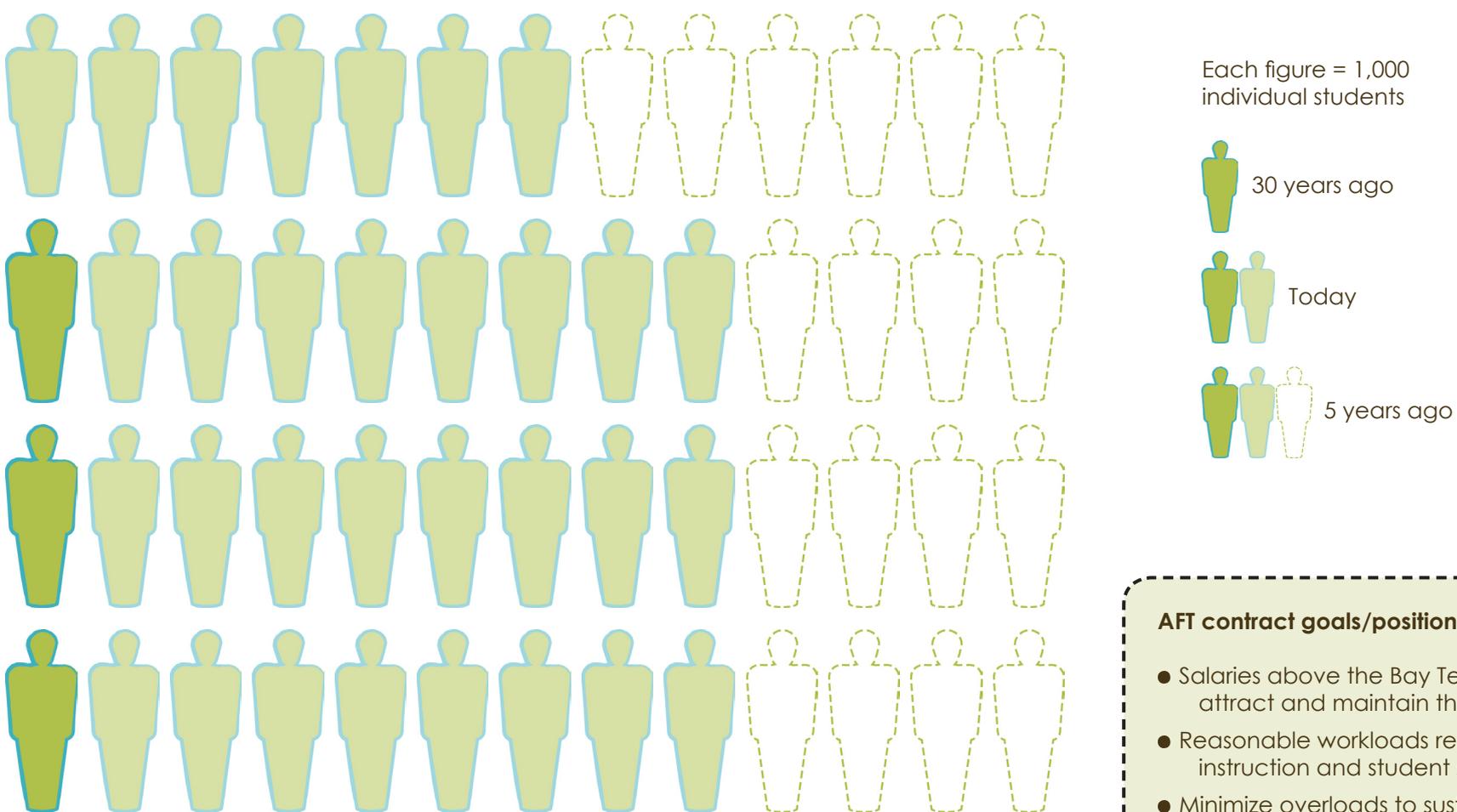
New CCSF regime threatens quality of education

District negotiators continue to demand extensive takeaways of faculty compensation and rights that would lower compensation and work standards to well below those in other community colleges. AFT continues to resist these changes as both unwarranted and unfair and questions why accreditation is being used as a stick to damage not only the livelihoods of the faculty at CCSF, but the teaching and learning environment of our students. The quality of education itself is at risk.

In the decades-long union effort to improve and professionalize the faculty by raising the status of contingent faculty who are vulnerable to exploitation as part-timers, and by growing the core of full-time faculty, the most important outcome was the improvement in the quality of education in our community college. Part-timers were integrated

into the College as never before, acquiring a measure of job security with reemployment rights, and a greater respect that came with paid office hours, pro rata pay, health benefits for many, and involvement in the professional life of the College. Many upgraded to full-time status, increasing the full-time faculty core and their commitment to the College, which in turn breathed life into curriculum development, contact with students, and campus life. These improvements unified our ranks and garnered public and institutional support for reform, including pay equity, more full-time jobs, greater access to and effort in educating students. A comparison between District and AFT negotiations positions illustrates how the new attack on faculty work life would undermine the quality of education at CCSF.

CCSF enrollment, combining credit and noncredit and other programs, peaked 5 years ago at over **100,000** students; this year, it appears to have dropped closer to **82,000** students. 30 years ago, the college served about **58,000** students. Are we rolling back educational opportunity? How many will we close our doors to **next?**



District contract "takeaways"

- Establish permanent 5% cut in all salaries.
- Cut pro rata pay an additional 10%.
- Shift more of health care cost to faculty.
- Prorate part-time faculty health coverage.
- Cut all sabbatical pay to 50% of salary.
- Eliminate tenure review pay.
- Eliminate part-time faculty reemployment rights.
- Cut overload pay by an additional 10% and lift restrictions on assigning overloads.
- Eliminate class size minimums.

District takeaways
vs.
AFT principles

AFT contract goals/positions

- Salaries above the Bay Ten median help attract and maintain the best faculty.
- Reasonable workloads result in better instruction and student services.
- Minimize overloads to sustain faculty health and performance and provide equity in pay.
- Sabbaticals provide professional development and improve the curriculum and College.
- Pay equity and reemployment rights attract high quality, experienced part-time faculty with long-term commitment to our students and the college.
- Unfettered managerial power to cancel classes hurts students and teachers.
- Reemployment rights protect against arbitrary treatment in making assignments.
- All faculty deserve affordable health coverage, including part-timers.
- Fair treatment builds trust and loyalty to the College.

Multi-year cuts, austerity measures led to layoffs

By Li Miao Lovett

The faculty layoffs effective spring 2013 translate into a tremendous loss of part-time instructors and counselors, some of whom have served City College for decades. It's important to distinguish the various factors at play: well before the accreditation crisis, state funding reductions forced the college to operate on a much leaner budget. With matriculation funds slashed by over 50% in 2008-09, counseling departments eliminated overload, out-of-load teaching, and retiree hours. These strategies saved over \$418,000 the following year; layoffs were seen as a last measure. Yet the budget scenario continued to worsen, and by spring 2012 there was nothing left to cut from counseling departments—except for the part-timers. When the axe finally fell, it landed hard this spring. We lost the expertise of counselors who understand the needs of our student population; these students may be the first in their families to attend college, working adult or reentry students, or those struggling with basic skills courses

and a complex educational system.

The part-time counselors we contacted declined to be interviewed, but they spoke of their shock and dismay upon learning of the layoffs. These additional losses mean longer wait times for students to be seen—on top of the 6700 counseling hours already reduced due to matriculation cuts years back. The Chinatown campus had to cut back on evening counseling, orientations on job training, and ESL transition, according to Eva Cheng, a counselor who worked closely with students on the Prop A campaign. Peter Stoffers, a John Adams counselor, brought up the personal impacts: “One of the strengths of our student services is that you have a choice of counselors. When we lose the part-timers, students who have a preference to see that counselor have to give up that relationship.”

The ESL department laid off two dozen part-time faculty in the process of consolidating sections. This was one of the most significant departmental losses on the instructional side. The Scott-Skillman team has used the accreditation crisis to

lob drastic changes onto the college while disregarding input from affected faculty, staff, or students. (In fact, one of their current demands is the discretion to cancel sections with over 20 students for the purposes of consolidation.) Unlike the counseling faculty and classified staff layoffs, there was hardly any public mention of the instructional cutbacks.

While assignments for part-time instructors have always been contingent on their classes making the cut, our interview with ESL instructor Danny Halford reveals how tenuous his faculty role has become. He continues to teach as a substitute but is unable to take part in professional activities that ultimately benefit the college and the students. Currently the district wants more concessions—painful ones on top of those already in place—from both full- and part-time faculty. The college may save money short-term, but what are the long-term costs? In the words of one laid-off faculty member who preferred to remain unnamed, “They’re destroying people’s lives.”

(editor@aft2121.org)



Profile: Danny Halford, ESL instructor

How many years have you worked at City College, and what were your roles?

Seven years. In addition to teaching noncredit ESL, I've served on the Noncredit Curriculum Committee for 5.5 years, including 3.5 years as chair or co-chair; I've facilitated workshops; I was very active fighting the Student “Success” Task Force proposals and campaigning for Yes on A and 30 and No on 32.

How do you think students benefited from your approach to teaching?

I assume my contributions have been similar to those of most of my colleagues: I believe in each student's ability to succeed. I teach learning strategies. In my Literacy and Level 3-4 Writing classes I created most of my own worksheets and other activities.

What are City College students and your department losing through your absence?

Actually, I'm not absent. I'm living from subbing as best I can. What's missing now is mainly my work on the Noncredit Curriculum Committee; I volunteered to continue, but ESL department chair Greg Keech said I can't because I don't have a job. Also, as a sub I have no opportunity to guide the same students consistently throughout the semester.

Were the layoffs surprising, or did you see it coming, given all the changes taking place?

Greg Keech wrote each of us a very kind letter on December 6. There was no surprise; I knew it was coming—but it was still very upsetting.

Do you know how many part-timers were let go from your department?

Yes, 24.

What kinds of challenges are you facing now that you have lost your assignment at City College? Is COBRA helpful?

When I woke up on Monday, January 14th, I thought, “Oh God, the new semester begins today, but I have nowhere to go, and nobody needs me.” I got a call to sub at Civic Center that first day, and I took it as a sign that I would be needed after all. I feel much better when I'm in the classroom. But living from subbing is not easy. I have to be up at 6:30am every morning to be ready for phone calls that may or may not come.

Also, the EDD has been giving me a lot of trouble; they refused to believe I was laid off.

COBRA is NOT helpful. If you take the whole package, it costs over \$500 a month. The dental package is only \$86 a month, but if you don't take the dental package while you're laid off, you'll get only 70% of normal dental insurance coverage when you're rehired. I call that blackmail.

Do you think there's a reasonable chance of your coming back to City College again?

Yes, I do. Greg Keech, our chair, and Robin Mackey, the John Adams ESL coordinator, have both expressed optimism about all of us getting rehired in August. I think it's because so many full-timers are retiring.

What's your greatest hope for City College?

That we survive the current hostile takeover of our school, and maintain it as the great community college it has always been. I found [former Interim Chancellor] Fisher's mantra “We can't be all things to all people” very offensive. We can be, and we are, all things to all people, which is why the people of San Francisco love us so, why they voted YES on Proposition A, and why they are joining us now to stop all attempts at downsizing, privatizing and union busting. We are part of a national struggle to defend public education, and we will win because we must.



Corporate interests in public education Private agendas, public dollars

By Li Miao Lovett

You may have been surprised to learn at the September 2012 Flex Day that the University of Phoenix was the second largest institution that received transfer students in California. As it turns out, on the national level, University of Phoenix enrolled the greatest number of college students based on 2011 DOE data. Another for-profit, Ashford University, ranked a distant second. Thanks to legislative changes and aggressive marketing efforts on their part, for-profit colleges have brought in nontraditional students—black and

Private eyes on the K-12 prize

In K-12 education, the corporate “reform” agenda for education is leading to the closure of hundreds of public schools. Diane Ravitch, an insider turned critic, has been sounding the alarm about the influx of charter schools, which are privately run but taxpayer funded. The wave of school closures announced recently in major urban school districts is heartrending. In January, the New York Times reported that the Philadelphia K-12 system plans to close 37 schools, one-sixth of their total. In Washington D.C., where former Chancellor Michelle Rhee notoriously rose to fame for firing staff, one in ten schools is being closed. Communities are fighting back; a coalition called Action United has filed a civil rights lawsuit to stop school closures

primarily affecting African Americans and Latinos in 18 cities. The district of Washington D.C., along with New Orleans, are top fans of charter schools. DC’s chancellor Kaya Henderson is a protege of Rhee, who in 2008 predicted savings from school closures that never materialized. In these charter-heavy districts, private companies like KIPP benefit greatly, where their schools cherry pick students while taking kids off the rosters once the funds roll in. Rhee’s nonprofit Students First recently issued state-by-state “report cards,” trumpeting an anti-union stance that blames the teachers. The *New York Times* quoted chief deputy superintendent Richard Zeigler as saying that California’s F grade was a “badge of honor.”

brown, older, low-income, veterans—in droves, while reaping most of their profits from federal student aid. It has paid off, primarily for the colleges—not the students. More than 25% of the 3200 so-called career colleges garner 85% of their profits from federal taxpayer dollars. That’s the case for University of Phoenix’s parent company, the Apollo Group. But students are often left out to dry; completion rates beyond short certificate programs are abysmal, and students stuck with massive debt end up with this albatross around their neck for the rest of their lives.

While Dr. Robert Pacheco presented the University of Phoenix case on Flex Day in terms of success strategies that our community colleges can model, the fact is that these for-profits are maximizing their profits at everyone else’s expense.

The problem isn’t just that there’s a finite pie of resources to go around. The for-profit enterprises want an even greater market share beyond the slice of K-12 and higher education they’ve captured to date. Their political allies and foundations like Lumina put forth siren calls for “reform” of public education. From 1998 to 2008, enrollment at for-profit colleges tripled; today, they serve nearly 3 million students. And that’s not because they’ve outperformed the public institutions. In fact, a study conducted by the nonpartisan National Bureau of Economic Research indicated that at the six-year mark, those who attended for-profits actually earned less than graduates of public colleges and universities. Even if City College learns how to work “smarter,” it won’t keep up with the machinations of an industry that rakes in 30 billion dollars annually, that bankrolls lobbyists who are cozy with the officials they influence.

Public institutions, on the other hand, have been reeling from multi-year declines in fiscal resources, even as trends in state (eg. CA’s Student Success Act) and federal legislation are increasingly linking funding to outcomes. Last year, the US Chamber of Commerce issued a scathing report card on public postsecondary institutions called “Leaders and Laggards,” while remaining silent on the for-profits. In fact, the federal committee that authorizes accrediting agencies like ACCJC, known as the National Advisory Committee on Institutional Quality, has as its vice chair a former executive at the US Chamber of Commerce.

The shrill cries from the private sector that public education has failed are nothing new; however, the tactics used by corporate interests and their nonprofit shells are many pronged. The Lumina Foundation was set up in 2000 with \$770 million in corporate profits from the Student Loan Marketing Association. California Competes appears to do the bidding of its funders, which include Lumina and the Gates Foundation. The nonprofit filed a legal challenge last year against our community college’s Academic Senates, calling shared governance “dysfunctional.” In January, State Chancellor Brice Harris rebuffed these claims and defended shared governance as “good public policy.” Lumina has moved into the policy arena; it has a four-point plan to remake public education in the corporate image, so that colleges can push out more degree holders using business efficiencies

and tying funding to performance.

Meanwhile, the for-profit colleges showed their lobbying prowess when the Obama administration proposed tougher restrictions on federal aid after public investigations revealed the unsavory practices that they used to lure in students. An army of lobbyists cried doomsday on behalf of industry, and more than two dozen meetings were held with White House and Department of Education officials. Their efforts paid off and the federal aid rules issued in 2012 were watered down. Dr. Jose Cruz, vice president of the Education Trust, said that the new rules are “little more than an a la carte menu of ways these institutions can game the system.”

A two-year investigation launched by Senator Tom Harkin detailed the methods used by these schools to fill their own coffers while draining taxpayer dollars. The 2012 report noted that degrees and certificate programs at the for-profits cost four times what their public counterparts did. Their CEO’s netted an average pay of \$7.3 million. The Apollo Group received \$1.2 billion in Pell grants in 2010-11, even though two-thirds of its associate degree students failed to attain their goals. SF Weekly did an exposé last year on for-profit conglomerates around the country you may have never heard of—Bridgepoint Education, Education Management Corporation (EDMC), ITT Tech—describing the lurid recruitment strategies used to prey on students’ hopes and fears. Veterans are one of the prime targets, since their GI Bill benefits don’t count into the maximum 90% of revenues that for-profit colleges are allowed to obtain from Title IV federal student aid.

Are private entities seeking to displace public higher education? The answer isn’t always so simple. It’s interesting to note that University of Phoenix, in its latest quest to bolster declining enrollments, is building over 100 partnerships with community colleges nationwide. These profiteers are capitalizing on the work that our community colleges do in preparing students for transfer and the workforce. We must remain vigilant to safeguard public education, especially for the most vulnerable of students for whom education isn’t just about getting ahead—it’s often a matter of survival.

(editor@aft2121.org)

For links to articles and reports cited, see online version of *Union Action* at aft2121.org.

Part-timer and payroll issues resolved

Part-timers' benefits reinstated

A number of part-timers with loads qualifying them for benefits were listed as being ineligible this semester. Both the members themselves and AFT 2121 notified Angie Morgan in Benefits (Yes-she is back!), and she rapidly made corrections to the list so that these faculty would retain their benefits. If you are someone who was overlooked in this process, please notify Gus (ggoldstein@aft2121.org) or Nancy (nmackowsky@aft2121.org) at their email addresses as soon as possible.

Payroll snafu

After numerous complaints by part-timers that their step had been lowered on their paystub, Louella Enriquez in Payroll determined that there had been a glitch in the system. The pay, however, was correct, at least insofar as the step was concerned. Although the paystub stated the wrong step, the employee was paid at the correct step. If you find that your pay does not compute ac-

ording to the latest information on the aft2121 website, let Nancy or Gus know as soon as possible.

New process for payroll problems

A lot of pay complaints are still being worked on. The union is becoming more systematic in its approach to bringing the problem to the District's attention. Nancy Mackowsky has headed up the design of a form for payroll problems to be reported. When implemented, the form will go directly to both Payroll and AFT2121. This will streamline the grievance process. (Please note that not everything discussed in "grievance meeting" is a formal grievance. We often do need to bring a problem to the attention of the Employee Relations Manager, Mickey Branca, in order to get action from the District to solve it. We say we will bring a matter to "grievance," but this is not the same as filing a formal grievance. No formal grievance will ever be filed on your behalf without your consent.)

AFT Calendar

Tuesday, April 8
Executive Board Meeting
Union office
3:00-5:00 pm

Tuesday, April 23
Delegate Assembly
SEC, Room 303
3:00-5:00 pm

Friday, April 26
Part-timers Committee Meeting
Ocean, MUB 150
3:00-5:00 pm

Tuesday, May 7
Executive Board Meeting
Union office
3:00-5:00 pm

Tuesday, May 14
Delegate Assembly
Ocean, MUB 251
3:00-5:00 pm

Consider transferring your sick leave!

Part-timers who have not been rehired: You have a limited amount of time to transfer your unused sick leave to another institution; the amount of time depends on the policy of the receiving institution. We recommend doing this.

If you do not transfer it, CCSF's current policy is that so long as you continue in the STRS system by teaching somewhere that is a part of the system until retirement, CCSF will report your sick leave to STRS. However, STRS wants one unified sick leave statement, and if the college to which you transfer will not accept a transfer of sick leave from CCSF after too long a time, you may still risk losing credit for it, making it unavailable to use as service credit when you retire.

If you are later reemployed by City College, you can transfer all your accumulated sick leave back to CCSF if you leave the other institution. Or if you remain employed by both, then upon retirement, you will consolidate your sick leave into one account to be submitted to STRS for service credit.

Problem with your paycheck? Missing hours? Help your Union help you

There have recently been many different payroll problems reported to AFT 2121. The Union has developed a form for submitting complaints to the Payroll Department and the Union simultaneously. We will use the form to track individual problems as well as to find patterns that can be dealt with on a larger scale.

If your paycheck is reduced due to missing hours, take the following steps before submitting the form. This will speed up the process, since the problem may be due to delays or errors at the Department level or in the Office of Instruction in filing the necessary paperwork with the Payroll Department.

First, start with your department chair or coordinator. Ask for a copy of the paperwork they submitted for the hours that you have not been paid to be sure it is accurate and was submitted properly. If it was not, request that the department chair submit the accurate paperwork immediately. If it was already

submitted, request that your chair follow up with the Office of Instruction to be sure they submitted it to the Payroll Department so that you can be paid. Your department chair should request that the Office of Instruction notify both you and your chair immediately to report that the paperwork has been submitted to Payroll. It may be necessary for you to get the name of the contact person at the Office of Instruction from your chair so you can follow up if you do not hear from the Office of Instruction in a timely manner.

If the paperwork is found to have cleared the Office of Instruction, then the problem does lie in Payroll. At that juncture, contact us at AFT 2121 to let us know that you are having a problem getting paid. We will forward you the form to be submitted to both Payroll and the Union that will capture important data to help us track and resolve payroll problems. As we have stated in other articles, it may be possible for you to request an off-cycle check.

