

UNION NEWS



March 2005

THREE PRONGED ATTACK ON COMMUNITY COLLEGES

BY DEAN MURAKAMI

I'm sure most of you have read or heard about many of the changes being proposed by Governor Schwarzenegger. This is the most systematic attack on education by the Governor, who is using his budget proposal, legislation, and the initiative process simultaneously to get his agenda approved. Here are a few examples of what he is proposing:



1. RETIREMENT.

In coordination with President Bush's plan to privatize Social Security, the Governor has proposed to do the same thing by moving STRS/PERS from defined benefit to defined contribution plans. The Governor is using his budget proposal, legislation (ACA 5 & ACAXI 1), and an initiative (The Fair and Fiscally Responsible Public Employees Retirement Act) to make sure the defined contribution plan is passed

2. PROP 98 CHANGES.

The Governor wants to suspend Prop 98 and not make up the owed money by removing Test 3, the maintenance factor. During lean fiscal periods, the government can provide less than what is minimally guaranteed by Prop 98, but the deficit must

made up over a maximum 15-year period. In this way, K-14 schools and community colleges will maintain a certain percentage of the budget. This has worked well since Prop 98 has been instituted. Schwarzenegger would like to have the reduction in K-14 spending in lean times, and even be subject to an automatic 10% cut, but never make up the difference. In this way, the Governor would never owe the \$2 billion borrowed previously, and allow the K-14 appropriation to become an ever decreasing percentage of the overall budget. Currently community colleges would lose approximately \$450 million annually without any addi-

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UNION NEWS



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PRESIDENT'S REPORT — A PERIOD OF TRANSITION

BY DEAN MURAKAMI

It is an interesting time in Los Rios when we have simultaneous searches for a new American River College president and Sacramento City College president. Such a transition would be catastrophic for many districts, yet at Los Rios we work together to move on as best we can. That is not to say that this transition has not had its controversies or bumps in the road, but it is the strong organizational structure of Los Rios that makes it greater than any individuals in administration, faculty, or staff.

An additional transition was my becoming LRCFT President this year. Working with and following in the footsteps of Michael Crowley, Linda Cullings Harten, Richard Guches, and Dennis Smith imposes a heavy responsibility. I want to thank Dennis Smith for his organizational skills, attention to detail, budget knowledge, and impeccable integrity that has served the LRCFT so well the last six years. Dennis has moved to Chief Negotiator, is a CFT Vice President and FACCC President. He has a very busy schedule, but will continue to be an active LRCFT Executive Board member as well as Chief Negotiator and will help me out tremendously.

Since I joined the LRCFT, it has developed in many different areas: 1. Improved working relationship with the District since the IBA process was instituted. 2. Become a more active participant with CFT & FACCC. 3. Greater involvement in the state legislature with the student marches, student letters, and testimony at the Assembly Higher Ed Committee and Senate Education Committee.

MY VISION OF LRCFT'S FUTURE

The fundamental goal of LRCFT will remain negotiating and enforcing the contract. It is the most important document that protects our working conditions and allows us the freedom to use our best professional judgment and skills to best serve student needs. We must never waiver in that being the primary focus of LRCFT.

The LRCFT will have greater participation in CFT and FACCC. There are a number of valuable committees and positions in those organizations that serve the needs of faculty at a statewide level. In addition, many of the

decisions by CFT and FACCC can have a direct impact on our contract and budget. We must raise our visibility in the State Legislature when the Governor, legislation, and initiatives affect so much of our budget, retirement, and working conditions. We need to establish a direct relationship with our Assembly and Senate representatives and need to be prepared to testify at the State Capitol when any decision can adversely affect Los Rios. We must make legislators understand the primary goals of community colleges, and the vital role Los Rios plays in the community and our economic future. Lastly, we need to make the community surrounding Los Rios more aware of the importance of Los Rios, the high quality of education we offer, and the services we offer the community.

With your help, the LRCFT Executive Board can make progress toward these goals. There remain some open positions on the LRCFT Executive Board. Filling them would reduce the workload of the other Board members. We have an experienced and hard working Negotiations Team of which I am proud to be a member. However, we need more members to participate in CFT and FACCC. Volunteers need not be from the Executive Board. If you are interested, please let me know.

In addition, with so much proposed legislation, initiatives, and the Governor's budget that so adversely affects all of us in Los Rios, we need people to help us organize a campaign to oppose these attempts to undermine education and our livelihoods. If you have any interest in participating, please contact any member on the Board; we need your help! ■

GRIEVANCES, ETC

BY ROBERT PERRONE

Since this column last appeared several semesters ago, grievances involving the peer review process have predominated. Let's take a look at some of the issues raised in these disputes, which have not been confined to any one campus.

• A TENDENCY TO INCLUDE PERIODS NOT UNDER REVIEW

Although the actual evaluation and its various elements take place during one semester, the period under review consists of all semesters since the previous review. With that said, some Peer Review Teams (PRT), for tenured, tenure track and adjunct faculty, have included information from semesters well outside of that parameter. This is especially true of tenure track faculty PRTs. For example, one review of a tenure track faculty cited comments from someone who had attended a workshop presented by the reviewee in the previous fall semester. Since the review was being carried out in the fall of 2002, information gleaned from the previous fall semester was not within the period under review, that period being the spring and fall 2002 semesters.

• SUBTLE AND NOT SO SUBTLE RETALIATION FOR SEEKING THE ASSISTANCE OF THE LRCFT

It is not uncommon for faculty, whatever their status, to have questions about the review process. Some reviewers take umbrage when a faculty member consults with his/her union representative, considering it either an act of intimidation or an intrusion by some "outside" entity. For example, one faculty member had questions about the right of the PRT to request information regarding grade distributions in classes he was teaching. To get clarity and determine his rights, the instructor consulted the Union's Campus President. Subsequently, in responding to the PRT's request for the grading information, the instructor informed the PRT that, upon the advice of the Union's Campus President, he would not provide the requested information. In justifying its less than satisfactory rating in two different categories, the PRT cited the actions of the faculty member in consulting with the Union to clarify rights under the contract.

• TOO OFTEN REQUESTING ADDITIONAL DOCUMENTATION OR MORE FROM A SELF-STUDY THAN IS REQUIRED

Self-studies are required to be no longer than four pages in length. (Appendix E) Additionally, there is some information that the PRT clearly does not need, since that may touch on issues that should not be considered in the review process or do not constitute one of the criterion on which faculty are rated. In addition to the example cited above of the request for grading information, another tenure track PRT, at the mid semester meeting asked for additional responses to some recommendations. The responses required an additional four pages in the self-study and 120 pages of attachments.

• MISUNDERSTANDING THE ROLE OF THE STUDENT QUESTIONNAIRE

The role of the student questionnaire is to offer a different perspective of the reviewee, that of the target audience. The comments and grades provided by the students are to be cited in the review only when those comments or grades support the observations of the PRT members. Conversely, PRT members should avoid making observations about the perceptions of students that cannot be supported by any student questionnaires. For example, one PRT wrote in the Recommendation section of the review, "Workstation observations revealed a current student perception (expressed through their lack of attention and note taking)...." Since the PRT had not cited any student questionnaire ratings or comments, the team members had no valid, empirical method of gauging any individual student's perceptions.

• FAILURE TO JUSTIFY EVERY LESS THAN SATISFACTORY RATING OR OFFER CLEAR SUGGESTIONS FOR IMPROVEMENT

This is one of the most common mistakes made. The most effective method I have found for complying with this requirement is to number each recommendation, not 1, 2, 3 etc., but with the corresponding number of the less than satisfactory rating. For example, if the reviewee were given a Needs Improvement for criterion I2 ("Maintains current knowledge...."), then the recom-

mendation would be numbered with a 12. That may seem rather mechanical but it will help the reviewers address the precise area in which the less than satisfactory rating was given, and it will provide clarity to the reviewee, so that there will be no doubt as to the intent of the PRT.

• INCLUDING ISSUES IN THE REVIEW THAT HAD NOT PREVIOUSLY BEEN RAISED WITH THE REVIEWEE

A basic principle of any evaluation process is that there be no surprises, that information included in the evaluation be comprised of direct observations of the reviewee's performance or, if negative behavior will be cited in the review, that behavior should have been brought to the reviewee's attention previously. For example, if the PRT is going to cite the reviewee for not keeping regular office hours or of having arrived late for classes, that information should already been shared with the reviewee, so as to provide the reviewee an opportunity to change that behavior before being reviewed.

• FAILURE TO OBSERVE AN ENTIRE CLASS

Think about it. The average classroom instructor typically teaches 15 hours per week for 17 weeks (one week for finals), two semesters each year. That's 510 hours per year. PRT members are asked to observe at least three classes for each tenured or tenure track faculty member. That usually means three hours of observations, which amounts to a little more than one-half percent of the total classroom teaching time of our average instructor. On this flimsy basis you are asked to make judgments as to the effectiveness of someone's teaching, a judgment that often has profound effects on the reviewee. Yet, many PRT members see fit to spend much less than the total class time observing the reviewee. In doing this, you do a disservice to your colleagues, the students and the educational program. This applies to the administrators on the PRTs as well as the faculty. Often times, a complete picture of student engagement with the instructor and the lecture cannot be had without observing student actions when a class has ended. Do the students try to continue the discussion with the instructor after class? Do they pose

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Grievances, continued from page 3
additional questions to the instructor after class? This is even more important when the class being observed is an oversize class, when there may not have been enough time for students to get all their questions and concerns addressed during the class.

• **SOLICITING INPUT FROM THOSE OUTSIDE THE REVIEW PROCESS AND/OR USING ANONYMOUS COMMENTS**

In a desperate attempt to support less than satisfactory ratings, some PRTs are willing to use unattributed comments from faculty, students, and classified employees. Since no anonymous materials can be entered into an individual's personnel file, using these unattributed comments may eventually lead to the review being invalidated.

• **VIOLATIONS OF CONFIDENTIALITY**

Only tenure track faculty PRTs can be privy to previous evaluations. PRTs for tenured faculty may not review previous evaluations, except for the recommendations. Reviewing the entire evaluation amounts to an invasion of privacy, since those evaluations have become part of the reviewee's permanent personnel file. If you have information that indicates your personnel file has been opened to someone other than those authorized to view it, please speak with a Union representative.

• **VIOLATIONS OF ACADEMIC FREEDOM**

Remember that each faculty member has the "right and principle [sic] responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment...." (Article 17, Academic Freedom) PRT members too often are willing to violate the professional autonomy of the reviewee by challenging the methods of in-

struction. I have seen PRTs recommend that the reviewee adopt other methods of instruction than lecture, even when the Form 4 (Course Outline) has described the method of instruction as lecture/demonstration.

• **UNNECESSARY DEFERENCE TO THE ADMINISTRATOR ON THE TEAM**

The tendency, district-wide, to defer to the administrator on the PRT puzzles me. There is no justification for it in the language of the contract. Yet, there it is, a PRT where the dean or other administrator has been designated as the "chair" of the PRT. This confers a degree of status and authority on the administrator that the negotiators, at least on the Union side, never intended. This perceived authority can and does translate into preparing the written commentary in the evaluation recommendations from a point of view that may be at odds with that of the faculty on the PRT. I cannot be too emphatic—the dean or other administrator on the PRT is not in charge; is not the "chair"; his/her opinion carries no more weight than the faculty members of the PRT.

The peer review process, particularly for tenure track faculty, is long and arduous. The burden is just as heavy on the reviewers as on the instructor being reviewed. Reviewers are asked to arrive at judgments that may have a profound impact on the lives of their colleagues. This is a weighty responsibility that is carried out with skill and grace by the overwhelming majority of PRT members.

I have offered these thoughts to help avoid some common pitfalls of that process. ■

CHIEF NEGOTIATOR'S REPORT

By DENNIS SMITH

"I feel like we are all dressed up for a dance and there may be no one to dance with." This was the feeling that one member of the LRCFT negotiating team shared after a particularly long "getting ready" meeting of our group. The comment above is reflective of a growing sense of unease among the LRCFT team that this round of negotiations may prove less fruitful than those of the past. Maybe it is just difficult to believe that we can continue to have as much collaborative success as we have in the past. Let's believe.

HOW MANY OF US WOULD BE WILLING TO FORGO A PORTION OF ANY POTENTIAL SALARY IMPROVEMENTS NOW IN EXCHANGE FOR IMPROVEMENTS OF AND INCREASED ACCESS TO POST RETIREMENT MEDICAL BENEFITS LATER?

According to the negotiating issues forums and survey, the top issue (80% with 467 faculty responding) among faculty for this round is improvement of and increased access to post retirement medical benefits. Currently, faculty who are vested (10 or 15 years of service depending on hire date) and who retire at age fifty-five may receive a \$161 monthly contribution toward a medical insurance premium for themselves only. All of this payment is made from money that is outside of the salary formula known as the "bucket" and currently costs about \$1.4 million annually for existing retirees and is projected to triple in the next 20 years. Finally, the District's unfunded liability for the provision of these benefits is currently estimated to total over \$32 million.

Currently, the out of pocket cost for Los Rios retirees over age 65 with Medicare ranges from \$81.84 to \$203.86 per month. For those under 65, the range is \$176.17 to \$243.09 per month. The contribution is for medical premiums only and not other health needs such as dental or vision; spouses and domestic partners of retirees receive zero contribution toward their medical premiums, and some retirees have no ac-

cess to the District contribution at all. Here comes a very difficult question. How many of us would be willing to forgo a portion of any potential salary improvements now in exchange for improvements of and increased access to post retirement medical benefits later? There were other survey items that were ranked as a priority issue by more than two thirds of the respondents.

Classroom security and safety were expressed clearly (75%) as issues of extreme concern to many of our members. Student behavior guidelines, appropriate security responses, administrative investigation practices, and faculty rights are all part of the preliminary conversations. Also in progress are discussions of issues related to educational quality (72%) and continuous improvement such as strengthening the faculty voice in scheduling of classes, assignment of personnel, workweek flexibility, professional development, and the appropriateness of facilities and equipment needed to teach.

In the last round of negotiations, the policy and regulation language for faculty Department Chairs was migrated to the contract. We also successfully negotiated an improvement in the compensation sufficient to provide for reassign time for the largest departments. Three years later, many faculty (70%) tell us that clarification of the Department Chair overall responsibilities and improvement in the compensation for the smaller departments is a priority for this round. We hear you and will do all we can.

Those issues discussed above are at the top of the priority list but there are other important topics in the works. Some

of the items are carried over from long ago and some are relatively new. One of the old issues is provision of contract protections to faculty on a year round basis. We are very close to reaching an agreement. Another long term project is a continuation of negotiations regarding an alternative academic calendar for Los Rios. Some of the middle-aged issues that we are working on include: adjunct faculty ancillary activities and compensation, adjunct faculty job security, strengthening faculty expectations of computer privacy, LRCFT voice in technology decisions, and completion of the performance review guidelines for online classes.

I know that I began this article by sharing a sense of doubt that has crept into this year's negotiations process. Not to worry. We (the LRCFT and the LRCCD teams) have always approached each multi-year contract negotiation from a "glass half full" perspective and it just may be that we will come away from this round with full glasses of lemonade. ■



SCC nursing faculty making a presentation to the Union and District negotiating teams on the issue of workload creep.

tional reductions. These changes in Prop 98 are proposed in Schwarzenegger's budget, in legislation (ACAXI 4), and through an initiative (The California Deficit Prevention Act). The California Teachers Association's (CTA) \$2 billion backroom deal with the Governor made Prop 98 vulnerable to the types of changes he is proposing. That deal encouraged the Governor to suspend Prop 98 again to help balance the budget and now he is refusing to make-up the \$2 billion as promised and will not make-up the additional proposed deficit. The CTA deal also gave the public the impression that K-12 and the community colleges were so overflowing with money that they could just give away \$2 billion, supporting the Governor's position that Prop 98 should be amended.

3. AUTOMATIC BUDGET REDUCTIONS.

The Governor wants to either directly control budget reductions or make them automatic, circumventing the legislative process. This is part of his Budget Proposal, through legislation (ACAXI 4, SCA 2, SCA 5) and initiatives (The California Deficit Prevention Act, California Spending Limit Restoration Act, California Live Within Our Means Act)

4. STRS SHIFT.

The Governor has proposed shifting the state 2% STRS contribution to local school and community college districts. Districts will negotiate how the 2% can be paid from salaries, a combination of district funds and salaries, or decide to not make the contribution at all. For Los Rios that means we have to pay an extra \$2 million, and negotiate how much will come from our faculty bucket.

5. CHARTER SCHOOLS FOR COMMUNITY COLLEGES.

There is legislation (AB 39) and an initiative (Fairness for Public Charter Schools Act) to start 10 charter schools in community colleges.

6. PRIORITIZING OUR MISSION.

Proposed legislation (AB 23) will, if passed, prioritize the mission of community colleges and limit the use of our budget for those needs. Additionally, the college would only

be able to fulfill other missions like remedial instruction, ESL, and noncredit instruction if there were additional funds. In other words, our ESL program and many of our reading and writing programs would be severely affected by such legislation.

7. STUDENT RIGHTS.

This proposed legislation (SB 5) purports to be a Student Bill of Rights. It is more like an attack on our academic freedom. If passed, it would require faculty to teach "the spectrum of scholarly viewpoints on the subjects examined in their courses..." According to SB 5, any special interest group can sue, if they see a course not presenting their viewpoint or issue. As a result we can have any outside special interest group become a part of changing and/or developing the curriculum of our courses.

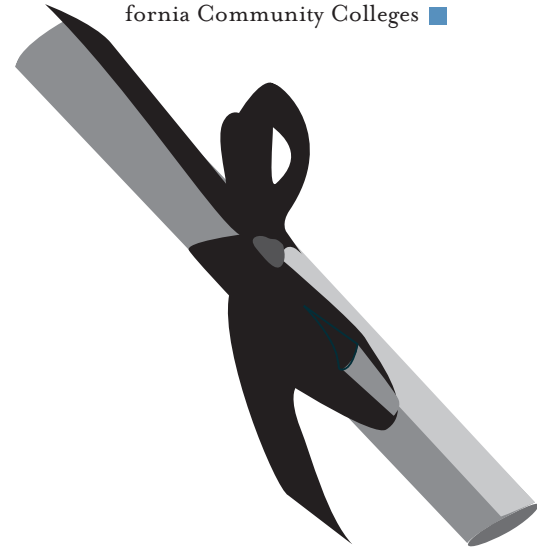
8. LIMIT THE OPPOSITION.

The Governor wants to eliminate any opposition by removing its funding. Two initiatives backed by the Governor would effectively remove most political funding from all unions, the primary voices of opposition to his agenda (The Public Employees' Right to Approve Use of Union Dues for Political Action Campaign, Public Employee Voluntary Political Contribution Act of 2005). These initiatives would make the accounting process so onerous for unions that use funds for political campaigns, that they could no longer pose a significant political voice of opposition to the Governor. Of course he has not proposed a limit on the funds that corporations or other business entities can use for political purposes.

I have not mentioned the merit pay system that is being proposed for our K-12 colleagues. The Governor's use of his budget proposal, legislation, and initiatives simultaneously seems to be a nationally organized strategy with the Bush administration. Many educators from other states have reported similar types of plan. The Governor assumes that by attacking on all three fronts that the faculty organizations like CTA, CFT and FACCC will not be able to mount enough opposition, because they don't have the funds. The Governor has raised over \$28 million already and has vowed to raise

over \$50 million for this effort, while at this time CFT and FACCC are trying to rally the forces to defeat the Governor's agenda. There is no way that LRCFT cannot be part of this battle, it is our responsibility to CFT and FACCC. We don't have much money in our PAFC fund, but we are here in Sacramento and can go to the Capitol and fight for our rights as educators. We in Los Rios can be and should be the lead union in California that makes our position known at the Capitol, and lead the way for all community college faculty. As a first step, we will meet with our local state representatives in a social event to educate them about the mission of community colleges, the success of our students, and the role Los Rios plays in the community. It is by establishing a good relationship with our local state representatives that Los Rios and all community colleges can be treated fairly in the budget and legislative process. The fight is bigger than ever before, and it may become even bigger next year. That is why we are asking for your help. Be a part of our legislative campaign, contribute to our PAFC fund, and/or become a part of our Executive Board. We need to work together more than ever.

- AB- Assembly Bill
- ACA- Assembly Constitutional Amendment
- ACAXI- Assembly Constitutional Amendment Extraordinary Session
- SB- Senate Bill
- SCA- Senate Constitutional Amendment
- CFT- California Federation of Teachers
- FACCC- Faculty Association of the California Community Colleges ■



THE AFT OCCUPATIONAL LIABILITY PLAN—ANSWERS TO IMPORTANT QUESTIONS

BY ROBERT PERRONE

AFT's Occupational Liability Plan is comprised of two parts. The first part provides up to \$1 million per member for bodily injury, property damage and personal injury coverage. The policy provides coverage for most of the claims involving educational employment activities. A \$3 million aggregate applies per claim.

The second part, a special Legal Action Trust, provides reimbursement protection for other exposures. All individual AFT members in good standing are covered under the AFT Occupational Liability Plan for their educational employment activities.

Q. Is protection under the policy limited only to incidents that occur within the college or college grounds?

A. No. The policy also provides benefits for other professional pursuits such as college athletics in which the student may be injured and the coach is charged with negligence. Student injuries in a college-sponsored laboratory experiment, in an occupational shop setting, while on class field trips or in other supervised activities are covered under the policy portion of the AFT Occupational Liability Plan.

Q. Is a faculty member covered if accused of having failed to educate his or her student?

A. Yes. The insured member is protected under the Legal Action Trust for any inadvertent act or omission—including "failure to educate."

Q. Are criminal cases covered?

A. The policy does not cover criminal liability. However, the Legal Action Trust reimburses defense costs for covered claims in two ways:

1. Up to \$35,000 of reimbursement for covered claims arising out of employment activities where the member is completely exonerated.
2. Up to \$5,000 reimbursement where the member is unable to gain complete exoneration of charges.

Q. What if a final judgment is entered against an insured member?

A. The policy will pay the judgment up to \$1 million per member and up to \$3 million aggregate for each claim.

Q. Does the Plan provide legal expenses for loss of tenure suits, faculty grievance cases, etc.?

A. No. AFT maintains a defense fund and defense procedure that best answers this need. AFT believes that the local union should maintain control in these instances.

Q. What are the exclusions or limitations to the Plan?

A. The Plan does not provide protection for punitive damages in excess of \$5,000. The Plan does not provide protection for personal business pursuits, automobiles, boats, aircraft exposures and other standard exclusions related to occupational liability.

All benefits (except death benefits) apply when the AFT member has no other insurance available to him/her. If other insurance is available, then the AFT Plan provides excess benefits beyond the amount covered by other insurance. ■

HIDING BEHIND ANONYMITY

BY DENNIS SMITH

A few cowardly bullies have been stealing LRCCD supplies to tell lies, defame character, and spew hate in a series of anonymous letters sent by U.S. mail to increasing numbers of unlucky recipients. The unhappy author(s) spare no one and a person who may be praised in an early letter is suddenly part of an evil conspiracy in later letters. The evil conspiracy includes: me, the Chancellor, some of the Board of Trustees, the LRCFT, all lesbians, the Sacramento City College administration, some people at Cosumnes River College, targeted SCC Business Division faculty, most feminists, the SCC Academic Senate, LRCFT elected officials, and other assorted faculty and administrators.

Personally, I don't like having lies told about me, I don't like being called names, I don't like the unwelcome attention from my peers, and most of all, I despise people who would hide their identity and do these things in anonymous letters. Like many of the others who have been slandered by the secret letter writers, I am characterized as a key player in a top down conspiracy of institutionalized racism in the LRCCD. Racism does exist. It is not, however, an institutional policy at any college in the Los Rios Community College District. I certainly don't think I am a racist and I know that I'm not part of any conspiracy.

Referenced in most every anonymous letter, is an article published in the LRCFT Union News about the under-representation of African American males in the LRCCD administration. The article opined that racism must exist given the representation statistics and even pointed to a particular hiring opportunity as evidence. Now, the LRCFT and I are on the "amoral" bad list because the union pointed out a problem and I did nothing about it. There is irony and possibly some form of karma at work here.

The reason the LRCFT is giving any attention at all to anonymous letter writers is that many of our members believe that their work environment is becoming hostile and that the LRCCD should intervene. Faculty are attacked in print as bad teachers, faculty leaders are charged with conflicts of interest, lies are told about personnel issues, e-mail sent within the LRCCD system is published, faculty are slandered as racists, lesbians are singled out, and women are stereotyped. The letters continue and they are sent to more people each time. The LRCFT supports all LRCCD efforts to stop these letters and to restore a professional working environment. ■

UNION PLANS EDUCATIONAL LEGISLATIVE EVENT

BY ROBERT PERRONE

As part of its new governmental relations direction to bring local voice in the effort to educate public policy makers and union leaders on issues of importance to community college faculty, the LRCFT will host a legislative reception and dinner on March 29 at the Sheraton Grand Hotel on J Street. Invitees include local Assembly members and state senators, both Republicans and Democrats.

Representatives from the LRCFT will sit at each table so as to have dialog with our guests on the mission of community colleges, the role that Los Rios plays in transfer, workforce development, basic skills, the quality of our programs and graduates, and its integral role in the community. By establishing a dialog and relationship with our local legislators, LRCFT will make follow-up appointments to discuss issues such as academic freedom, student fees, student success, retirement, accountability, tenure, faculty recruitment, and other matters.

Los Rios faculty, in spite of working in the Capitol and the second largest community college district in the state, have for too long lacked an organized and focused voice in the halls of the State Legislature. The goal is to develop effective governmental relationships and, as much as possible, a unified voice on issues that will have a profound effect on the members of the Union.

**Check out our new Web site design at
www.lrcft.org**