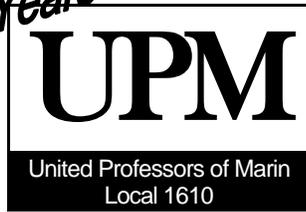


37 Years Strong!



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Volume XXXVI No. 11, November 2011

# Union Press

## Ponderings of the President by Ira Lansing

There is an interesting atmosphere that seems to have descended on the campus. Yes, there is a sense of calm, quite appropriate after 5 years of internal dissension and strife with a non-responsive administration. Couple this with probationary status by WASC and a need to produce a mountain of documents and it is easy to see that by comparison “nothing” is going on. However, the serenity really seems to be the result of weariness, an exhaustion that comes after so many years of hostility. Faculty seem content to just let things move forward, wishfully of their own accord, one might imagine. This withdrawal can be seen in the lack of participation on many of the committees that both the Academic Senate and the United Professors of Marin staff as part of the on-going functioning of the College of Marin. Yet despite these vacancies and the general atmosphere, there are most certainly pressing issues for many us. All of us exist in microcosms, with issues that are of the utmost importance to us.

For example, if you teach a distance education class, then you are well aware of the switch and transition to the Moodle learning management system (who thought up that name?). When all on line classes become integrated with Moodle this coming spring semester, who will provide you and your students with the help that may be needed? You may also be concerned about the apparent lack of a plan to provide long-term support and development for distance education in general. What training can be counted on, who will provide it, how will it be decided which classes and by whom are taught on line? These matters are all of very great concern, unless you don’t happen to teach, or want to teach, an on line course.

Another microcosm exists within possibly the largest single group of part-time instructors in the District—the non-credit ESL instructors who teach on campus with a semester-based schedule (as opposed to a quarter system like most of the other non-credit, continuing education classes).

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For years these faculty members were paid at the hourly rate of other non-credit instructors who engaged in enrichment or seminar types of courses, even though the non-credit ESL classroom work was virtually identical to that of a credit instructor. UPM was successful in negotiating a rate of pay for this group of part-timers that was prorated on the credit salary schedule, albeit at a lower percentage than credit part-timers (80% versus 95%). This differential itself is an issue for non-credit ESL faculty, but the problem becomes even more serious if these same people choose to teach the same classes during the summer. Because of an omission in the Contract, summer work for non-credit ESL reverts to the hourly non-credit rate of pay. These matters are all of very great concern, unless you don't happen to be a non-credit ESL instructor.

If you are credit Nursing instructor, you have your microcosm. Part of your regular assignments may consist of teaching your students in a clinical situation, most often a hospital in the Bay Area. Virtually every one of these hospitals requires their own employees to be drug tested as a condition of employment. Some of these hospitals want to extend this requirement to College of Marin employees (i.e., Nursing Department faculty) who work with students in the hospital. Drug testing of College of Marin teachers is a matter of very great concern, unless you don't happen to be a Nursing instructor.

These three examples are just a few of the issues in which UPM is currently actively involved by negotiating sidebars or proposing contract language for long-term solutions. As faculty at the College of Marin, as members of the United Professors of Marin, we must remember that even though we "don't happen to be...", we accomplish close to nothing if we allow ourselves to forget the bigger picture that encompasses us all. If we are not supportive of issues that exist in other microcosms, we can expect little support from the whole on matters that are of personal importance. It is one of the jobs of any Union to represent its members equitably, but representation does not always mean success. Success comes most readily when the members consistently stand together and give support, even when they individually may not be affected. It takes time, it takes energy, it requires involvement; things that many of us don't have or choose not to do. And that is your prerogative. But do not forget that, while UPM will most definitely work on your microcosmic concern, the degree of success depends on the efforts of many more than just you or me.

So what can you do right here and now? You know the answer to that: stay in touch, stay informed and stay involved.

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## The UPM/MCCCD 2010-2011 Contract is now available

Copies of the UPM contract are now available in the Human Resources office in hard copy and CD. An electronic copy can also be found on the Human Resources website @ <http://www.marin.edu/HR/agreements.html>

# Raoul Teilhet Scholarship

California Federation of Teachers

AFT, AFL-CIO



## About the scholarship awards

The scholarships were established in honor of former CFT President Raoul Teilhet, the charismatic leader of the union during the 1970s when California education employees won collective bargaining.

Scholarships of \$3000 are awarded to students entering or attending a four-year university; \$1000 scholarships are awarded to students entering or attending a two-year school. The awards are based on academic achievement, financial need, special talents and skills, participation in extra-curricular activities, and a 500-word essay on a social issue about which the applicant feels strongly.

## Who is eligible to apply

Scholarships are available to graduating high school seniors and continuing college students who are children or dependents of CFT members in good standing, or children of deceased CFT members. High school seniors who received a Raoul Teilhet Scholarship are not eligible to apply for a continuing college scholarship.

## How to obtain an application

To download a scholarship application, go to [www.cft.org](http://www.cft.org) and click on Scholarships. To obtain a photocopy of the application, contact your local union. To have an application mailed to you, phone the CFT Costa Mesa Field Office.

**HIGH SCHOOL APPLICATIONS MUST BE POSTMARKED BY JANUARY 10, 2012**

**COLLEGE APPLICATIONS MUST BE POSTMARKED BY JULY 1, 2012**

## UPM Committees and Staff

2011-2012

<p><b>PRESIDENT</b> Ira Lansing</p> <p><b>BARGAINING TEAM</b> Paul Christensen (Chief Negotiator) Theo Fung, Arthur Lutz, Michele Martinisi, Patty O'Keefe, Laurie Ordin</p> <p><b>UPM-PAC</b> Arthur Lutz, Laurie Ordin, Co-Chairs</p> <p><b>GRIEVANCE OFFICER</b> John Sutherland</p> <p><b>TREASURER</b> Theo Fung</p> <p><b>BUDGET MONITOR</b> Deborah Graham</p> <p><b>BAY 10 REPRESENTATIVE</b> Open</p> <p><b>CCC REPRESENTATIVE</b> Open</p>	<p><b>NORTH BAY LABOR COUNCIL REP</b> Open</p> <p><b>PROFESSIONAL AFFAIRS COMMITTEE</b> Patty O'Keefe, Chris Schultz</p> <p><b>WORKLOAD COMMITTEE</b> Carl Cox, Michele Martinisi</p> <p><b>HEALTH AND SAFETY COMMITTEE</b> George Adams, Chris Schultz</p> <p><b>PROFESSIONAL STANDARDS COMMITTEE</b> Bonnie Borenstein, Arthur Lutz</p>	<p><b>SABBATICAL LEAVE COMMITTEE</b> Michele Martinisi, Patty O'Keefe (Chair), Walter Turner</p> <p><b>CRA TRUST</b> Sarah Brewster, Judy Coombes, Ed Essick (Chair), Ira Lansing, Laurie Ordin</p> <p><b>UPM EXECUTIVE COMMITTEE</b> Ira Lansing, Paul Christensen, Bonnie Borenstein, Carl Cox, Deborah Graham, Arthur Lutz, Michele Martinisi, Laurie Ordin, John Sutherland</p> <p><b>WEB MASTER</b> Mike Ransom</p> <p><b>UNION PRESS EDITOR</b> John Sutherland</p> <p><b>EXECUTIVE SECRETARY</b> Teresa Capaldo</p> <p><b>PART-TIME REPRESENTATIVE</b> Open</p>

## CONNECTING THE DOTS

News and Opinion  
by Arthur Lutz

### BLIND EYES

In 1801, the British fleet commanded by Admiral Hyde Parker sailed to the waters off Copenhagen to destroy the ships of Denmark, Norway and Sweden that had been interfering with England's domination of shipping lanes. Vice-Admiral Horatio Nelson was second in command.

Nelson led the main attack but his nine ships were soon out-maneuvered and in danger of capture, at which point Admiral Parker, from his command ship some distance away, sent orders by signal-flag for Nelson to withdraw.

When Nelson was told of Parker's message, he turned to his flag captain and said, "*You know Foley, I only have one eye so I have the right to be blind sometimes.*" And then, holding his telescope up to his blind eye, he said "*I really do not see Parker's signal to withdraw.*"

And so the expression "**turning a blind eye**" was born.

'Turning a blind eye' means refusing to acknowledge the reality of a situation in spite of substantial supporting evidence; usually in order to pursue predetermined policies. In American jurisprudence it's called

"*willful ignorance.*" George Bush's attack on Iraq is an example.

But there are many other examples of governments (and people) who turn blind eyes to evidence in order to pursue predetermined courses of action.

Even here at College of Marin we have an instance where our own government – our Board of Trustees – turned a blind eye to the evidence presented by our faculty that our new *Fine Arts Building* would be inadequate, unsatisfactory and would not serve the needs of students. Yet despite these warnings, the Board predetermined to build it. And now, millions of dollars later, the Board has finally agreed that our faculty's judgments were correct and they are intending to hire "*forensic attorneys*" to analyze the building's deficiencies, assess liability, and possibly sue for damages [as reported by President Coon at his 11/2 campus forum].

Given the refusal of our trustees to heed the prior warnings and the expertise of our faculty, shouldn't we wonder whether our new *Science Center* will also suffer from these same deficiencies?

And what about our *New Academic Center*? And the new *Child Study Center*? Will Board members be putting the telescopes up to their *blind eye* when they approve the designs for these buildings?

*Continued on 5*

Let's hope that Dr. Coon, who (unlike some of our trustees) is not afflicted with construction mania, will be able to convince the Board to re-focus their sights on the instructional needs of our college and abandon their continuing blind infatuation with demolition and tower building.

Maybe if our trustees were required to read the following eye chart, it would help improve their vision:

E  
D U  
C A T  
E  
D O N  
'T  
E X C  
A  
V A T  
E  
!

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## Sabbatical Leave Guidelines

As we approach the end of 2011, many of you will be considering applying for sabbatical for the coming semesters. Below are important sabbatical application guidelines that will expedite the often-intricate application process. For complete information, consult Article 5 and Forms 5.6.7 a&b in the CBA.

### F 5.6.2 (b)

#### **Marin Community College District GUIDELINES FOR SABBATICAL APPLICATIONS**

The following guidelines are meant to facilitate the process of applying for a sabbatical leave. By following the guidelines, applicants can be sure of providing the Sabbatical Leave Committee with the kind of information which the Committee needs before it can make a fair and reasonable judgment concerning the quality of the application. However, applicants do not need to follow the specific format of these guidelines. The points dealt with here may be addressed in any order and in any structure or style.

The Contract lists three kinds of sabbatical leave: **I. Formal study, II. Independent study, III. Travel.**

### **I. FORMAL STUDY**

- A. General purpose:** How will your proposed plan of study relate to the overall District picture? (Are you required to create new services? Are you anticipating a change in your assignment? Are you doing this to update the knowledge in your field? To learn new techniques? etc.)
- B. Specific purposes:** Which services that you now provide or expect to provide will be improved by your proposed course of study, and in what ways?
- C. Content:** In which courses do you intend to enroll? Is there any reason to believe that you might not get into those courses, and in that case, what alternative courses would you undertake?
- D. Institution:** At which college or university will you enroll? Why did you select that institution? Are you assured of admission? If you are not admitted, which would be your alternative?
- E. Schedule:** Provide a schedule of activities, if possible, an approximation if an exact schedule cannot be provided. (The Committee suggests that you be realistic with your time!)
- F. Conclusion:** If you have not already done so in sections A and B above, state what product, if any, will result from your project, what the value of your project will be to the District, your students and yourself. State how and when you will share your newly acquired information/data/experiences/insights with your colleagues.

*Continued on 6*

## II. INDEPENDENT STUDY

**A. General purpose:** How will your proposed plan of study relate to the overall District picture? (Are you required to create new services? Are you anticipating a change in your assignment? Are you doing this to update the knowledge in your field? To learn new techniques, etc?)

**B. Specific purposes:** Which services that you now provide or expect to provide will be improved by your proposed course of study, and in what ways?

**C. Justification of Independent Study:** Why have you chosen to pursue this project independently rather than in an institutional context?

**D. Content:** What exactly are your proposed activities? If your proposal involves reading, provide a bibliography, if possible. If you will visit other institutions, sites, or individuals, list them and their location. If your project involves research, what method will you use to gather your data?

**E. Schedule:** Provide a schedule of activities, if possible, and an approximation if an exact schedule cannot be provided. (The Committee suggests that you be realistic with your time!)

**F. Conclusion:** If you have not already done so in sections A and B above, state what product, if any, will result from your project, what the value of your project will be to the District, your students and yourself. State how and when you will share your newly acquired information/data/experiences/insights with your colleagues.

## III. TRAVEL

**A. General purpose:** How will your proposed plan of study relate to the overall District picture? (Are you required to create new services? Are you anticipating a change in your assignment? Are you doing this to update the knowledge in your field? To learn new techniques, etc?)

**B. Specific purposes:** Which services that you now provide or expect to provide will be improved by your proposed course of study, and in what ways?

**C. Justification of Travel Component:** Why does your proposal require travel? Show that the information/material/data/experiences you seek are best obtained through travel.

**Content:**

1. **Itinerary:** Make this as complete as possible. State where you will be and when you will be there.
2. **Plan of study or research:** The contract states that a travel proposal "will normally be approved" only if it involves a plan of study or research. Therefore (unless this has been explained in sections A and B above) say what your plan of study or research will be and how it will relate to your travel. In case of research what method will you use to gather your data?

**E. Conclusion:** If you have not already done so in sections A and B above, state what product, if any, will result from your project, what the value of your project will be to the District, your students and yourself. State who and when you will share your newly acquired information/data/experiences/insights with your colleagues.

## OCCUPY CoM!

On Tuesday, November 22, the CoM Environmental Action Club and Occupy Marin held a rally and general assembly on the CoM campus. Among others, biology professor Joe Mueller spoke on the aims and ideologies of the movement.

The UPM Executive Council Supports the Economic and Social Justice Principles of the OCCUPY MOVEMENT



## 2012 CFT Convention Call for Delegates

Women in Education Award  
Ben Rust Award  
Communications Awards

The California Federation of Teachers has announced its 2012 Convention will be held at the Fairmont San Jose April 13-15, 2012.

If you are interested in serving as a UPM delegate to this convention, please contact the UPM office for more information.

## ETCUM Hiring Rights

Given the hiring excitement these days at CoM, we often overlook the little things in our Contract that could make a huge difference to our future. That said, if you or an ETCUM you know applied for a full-time position but did not get called for an interview, please note the following Article carefully. If you believe the District did not follow the Contract, please contact the UPM office immediately.

### Right to Interview

#### **6.16 Temporary Credit Unit Member: Advancement to Interview**

Temporary credit unit members in all disciplines and non-credit ESL unit members, with a minimum of five (5) years of employment (a total of ten (10) semesters or fifteen (15) quarters) within the MCCD, shall be automatically advanced to the interview stage of the hiring process for all permanent positions for which they apply and are minimally qualified. (2010-2013 CBA)

## Keep in Touch with Your Union News

Visit the UPM website for the most recent newsletters, union announcements and more.

**[www.unitedprofessorsofmarin.org](http://www.unitedprofessorsofmarin.org)**



### Letters to the Editor

Feel free to voice your comments and/or opinions concerning any Union related article or issue. Letters should be signed, but names will be withheld upon request.

Please direct your letters to [john.sutherland@marin.edu](mailto:john.sutherland@marin.edu)

## UPM Membership Application

I hereby apply for membership in the United Professors of Marin, AFT Local 1610

Date: \_\_\_\_\_ Email: \_\_\_\_\_

Name \_\_\_\_\_ SS #: \_\_\_\_\_

Address: \_\_\_\_\_ Department: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Campus Ext.: \_\_\_\_\_

**Check the appropriate category:**

\_\_\_\_ I am a permanent credit or non-credit employee or leave replacement.

\_\_\_\_ I am a temporary non-credit employee on the quarter system.

\_\_\_\_ I am a temporary credit or non-credit employee on the semester system.

Return to UPM Kentfield campus mailbox or UPM Office, Science Center 136

## United Professors of Marin UPM-PAC Payroll Deduction Form

The UPM-PAC (Political Action Committee) provides financial support to candidates and measures that support or benefit education in Marin County and the College of Marin in particular. If you would like to support the UPM-PAC with a monthly contribution, small or large, please fill out the form below and send it to the Payroll Office.

To: Payroll, College of Marin

Date: \_\_\_\_\_

I hereby authorize the Marin Community College to deduct from my earnings the sum of \_\_\_\_\_ beginning in the month of \_\_\_\_\_, \_\_\_\_\_ (year), and each month thereafter, and to remit this sum to the United Professors of Marin PAC #990958 until I revoke this authorization in writing.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

Zip: \_\_\_\_\_

SSN: \_\_\_\_\_