

PRESIDENT'S LETTER

Results of AFT Faculty Survey

Faculty views on SLOs are mixed

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

Greetings, as we head into the final lap before semester break. I would



like to start by expressing my thanks to the many faculty members who responded to the SLO poll. Faculty who

responded, as you will see below, gave thoughtful, creative and heart felt answers to our poll question:

“Please describe your experience and your current opinion regarding the implementation of student learning outcomes (SLOs) in your department and in your college.

Based on your experience, do you view SLOs as a positive or negative contribution to our educational goals and curriculum?”

It was so enlightening to read faculty responses that I have asked Eric Brenner to post the entire body of comments on the AFT website (aft1493.org) for all to review. Let me also take this opportunity to express a very big “thank you” to Eric for his work in setting up the poll and managing the responses. For me, this whole experience underscores the importance of collegial dialogue regarding vital issues that affect our role and responsibilities as teachers. AFT will continue to conduct such polls in the future to better appreciate the overall perspective of our faculty.

While the SLO poll was not scientific, the very high number of responses, 101 total responses, would tend to suggest that the findings are highly likely to characterize the experience of our faculty as a whole. The clear overall outcome is that there appears to be an ab-

solute lack of consensus regarding SLOs. It is clear that the SLO movement in our District has not won over the hearts and minds of our faculty. Coding the responses into categories yielded the following results:

- Faculty who have an overall positive view of SLOs = 36

- Faculty who have an overall negative view of SLOs = 38

- Faculty who are ambivalent about SLOs = 20

- Faculty with no opinion, who are neutral, don't care or didn't express a personal view = 7

The common themes that emerged in faculty comments provide excellent food for thought about this important topic. In some cases, the same themes were viewed as supporting a positive or negative view of SLOs depending on the author's perspective.

Positive views

Common themes of those who viewed SLOs positively included: 1) SLOs have created positive collegial dialogue; 2) SLOs will lead to better learning outcomes; 3) standardization is good; 4) SLOs provide a valuable degree of quality control. The following comments were typical of those with a positive perspective:

I think SLO's are a lot of work but a great process. All the start up stuff with those endless exercises about discerning the difference between a goal, an outcome, etc. seemed pointless, but once our department started working together on changing the outlines, that got interesting, and I think some of the most important work we've done in years.

SLO's are a valuable tool to measure what we want students to learn and know as a result of taking and completing a course. Additionally, SLO's provide a means to make adjustments when student learning is in crisis.

Although I initially resisted, I think SLOs actually have been a great experience, prompting meaningful dialogue with members of our department. We have such a hard time making sure that faculty who cannot come to department meetings teach to the course outline. So I think anything that prompts faculty in a department to discuss standards and curriculum is a good idea.

Negative themes

Common themes of those who viewed SLOs negatively included: 1) Workload—too much work; 2) SLOs are redundant, we are already doing this; 3) SLOs are just another fad, the current buzzword;

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New Construction Planning Department

Is the District “empire building”?

by Ernie Rodriguez, AFT 1493 President

In August 2006, our Board of Trustees quietly approved formation of the new Construction Planning Department. In September, I was invited to meet with Vice Chancellor Harry Joel who explained that the rationale for creating the new department was that the Swinerton Company, overseers of planning and implementation for the first Bond measure, wanted too much money to perform the same function for the second Bond. The Chancellor then decided it would be more cost effective to create an in-house department to be funded primarily out of Bond money.

Will positions continue after bond money ends?

Vice Chancellor Joel explained that part of the reason for asking me to meet was concern that AFT would see this move, which required adding six new District Office positions, as “empire building.” The Vice Chancellor also stated that a number of these positions would perform functions other than Bond implementation and that the portion of salaries involved in non-Bond related activities could not, therefore, come from Bond money. When asked if these positions would be terminated following implementation of the second Bond in mid-2012, the Vice Chancellor stated that he was not sure but that discontinuing these positions, at that time, was certainly an option.

AFT asks more questions

Following this meeting, as some faculty began to express concern about the creation of this new department, your Union Executive Committee asked that I forward a number of questions to the District Office to seek clarification of the number of positions being created and the cost, out of general fund money, to support the portion of these positions involved in non-Bond funded activities. Specifically, the following information was requested:

1. A full delineation of the new District Office positions being created to staff this department including salaries for these positions and a breakout of how much funding of salaries will come directly from the Bond and how much will come from the District general fund or other funding sources.
2. A detailed description of both Bond related and non-Bond related duties for each of these new positions, including the percentage of time for each position that will be exclusively devoted to Bond oversight and implementation duties and the percentage of time to be devoted to non-Bond related duties.

In addition, the Executive Committee voted unanimously to recommend that these positions be terminated immediately upon completion of Bond 2 implementation.

9 to 12 positions being created

In response to the above questions, Vice Chancellor Joel forwarded the following information. The actual total number of positions, for this new department, will range between 9 and 12. The Vice Chancellor also delineated job titles for each position but did not provide a description of duties. He also stated that it is impossible to know, for each position, how much time will be devoted to non-Bond related duties. Joel explained, “With respect to the percentage of salaries that will be charged to the Bond, we don’t know yet. We will be doing quarterly reviews of staff time spent working on bond related projects. At such time when we have a better handle on this, we will let you know.”

How much will come from general funds?

It is the intent of Union leadership to continue to pursue clarification of the funding for this new department including how much, apart from Bond money, this new department might be

AFT files Unfair Labor Practice charge as CSM part-time librarians are given variable hours instead of semester-long assignments

by John Kirk, AFT 1493 Chief Grievance Officer

The union and the district settled the grievance involving the part-time instructor who was not offered any classes after she had failed two students. The district agreed to a substantial monetary settlement in exchange for her resignation.

Part-time seniority case goes to arbitration

The other part-time seniority case was not settled and went to arbitration on Nov.9th. This case involved a part-timer who was not rehired even though he had significantly greater seniority (11 years) and a significantly greater academic background (a Master's degree vs. a Bachelor's degree). The arbitration hearing lasted an entire day. The State-appointed arbitrator, Carol Vendrillo, heard testimony from a number of witnesses. The District was represented by John Beirs from the County Counsel's office and the union lawyer, Martin Fassler, represented the grievant. After the transcript of the hearing is printed, the lawyers have a few weeks to prepare their final arguments. The arbitrator then has 30 days to render her decision.

New grievance & Unfair Labor Practice charge at CSM Library

A new grievance was filed on behalf of a number of adjunct librarians.

costing the District during a time when we badly need to add new full time faculty positions. It is clear from data the Union has received, that lack of hiring to replace retired full time faculty is resulting in a significant overall reduction in the total number of full time faculty positions. In other words, it appears that retiring faculty are not being replaced in adequate numbers. While it seems reasonable to save money

ians. Since the three colleges have been opened, it has been the past practice of the district to give part-time librarians a contract for the entire semester with fixed days and hours, e.g. MWF 8am-2pm or Tu 8-2 and F 10-3). Right before the beginning of the Fall 2006 semester, part-time librarians at CSM were informed that they would be "assigned as needed." They were told that their hours would be variable – change during the semester from week to week. They were told that their total hours might be increased or cut depending on their availability. With a fixed schedule the librarians were able to arrange their other part time jobs, arrange other activities (one of the individuals is a member of two symphony orchestras and must commit to practices and performance schedules), and arrange their personal life. With a variable schedule at CSM, they can no longer make other commitments without making themselves less available at CSM. This is the same issue that many Wal-Mart employees have objected to, and Red Cross nurses just went out on strike over the issue of variable hours. The CSM administration has turned down the grievance. The union has filed an appeal to the Chancellor.

Because this new system is such a radical departure from past practice, the union filed an Unfair Labor Practice charge against the district for unilaterally changing hours of employment

previously paid to Swinerton, it would be unacceptable to divert a significant amount of general fund dollars to this new department. This truly would be empire building. Given the significant number of positions involved, the total amount of District general fund dollars needed to pay salaries could be significant, even if these positions are discontinued when the Bond implementation process ends in mid-2012. •

which is a mandatory subject for collective bargaining. Under the law the district must negotiate with the union any change in Hours of Employment. In this case, the college acted unilaterally. The Public Employment Relations Board is investigating the charge.

Professional Development Funding Clarified

The union and the district have come to an agreement clarifying the language in §13.3.4 of the contract. That section spells out how much uncommitted money can be carried over from one year to the next.

Old Language

4.4.4 *Uncommitted monies in a fiscal year can be carried over to the next fiscal year. This will not reduce the following year's allocation for that college. No more than one third (1/3) of the funds can be carried over from year to year.*

New Language

4.4.4 *Ending balance funds in a fiscal year can be carried over to the next fiscal year. This fund carryover will not reduce the following year's allocation for that college. The full amount of uncommitted funds can be carried over, however no more than one-third 1/3 of each fiscal year's campus allocation can be carried over from year to year as uncommitted.*

Evidently the district has been inconsistent in its application of the old section. The new language makes it clear that the full amount of uncommitted funds should be carried over to the following year (unless those funds exceed 1/3 of the year's allocation). The union has sent a set of questions to the district administration in an attempt to ensure that the contractual amount of money due the Professional Development committees on each campus is credited to their account. •

Faculty express wide range of views on SLOs in AFT survey

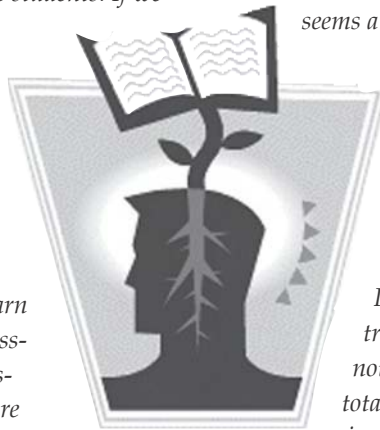
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4) standardization is bad; 5) SLOs represent an inappropriate, authority driven attempt to control what happens in the classroom; 6) SLOs are a way of blaming faculty for the learning problems of students; 7) SLOs are a way of blaming faculty for a failure to provide adequate resources to effectively educate students; 8) SLOs are not practical / will not work and there is no evidence they will lead to better learning outcomes. The following comments were typical of those who saw SLOs negatively.

...there is an elephant in the room nobody wants to acknowledge publicly: the increasing lack of preparedness of college students to do what used to be considered college-level work. ... The SLO movement is based on the assumption that the professor is responsible for the success of the students. If we only spend more time on pedagogy and use the latest technology, all will be solved. Wrong!

I think SLOs are a first step towards a standardized exit exam and I am against them and against standardizing assessments. I feel that for a large portion of our CC population CC is their last chance to learn critical thinking and that standardized assessments will destroy that option. Administrators keep asking for proof that students are achieving the course objectives, and I have always said, Yes, they are called grades; I am sure you have heard of them. This is just more ridiculous extra work AND an attempt to take control over our classrooms. I feel that a unified effort on the part of unions and academic senates is the best way to make sure this doesn't get any worse.

I do not have a positive view of SLOs. It is taking a phenomenal amount of coordinating and faculty time to essentially arrive at where we were with learner objectives, etc. I am very conscientious about my syllabus and curriculum and do not feel this contributes to this process. I am also concerned that the national shift to rely on SLOs as an evaluative tool will be tied to federally mandated assessments (like SAT 9 and No Child Left Behind) and therefore funding of college institutions. The Bush administration has a Think Tank working on this right now and recently gave an update on their work/recommendations. Their initial "findings" are to require more "accountability of the community colleges" which of course will be tied to funding and further government influence in curriculum content. Thanks for asking — this is potentially a very serious issue.



Ambivalent feelings expressed

Faculty who felt ambivalent about SLOs made comments such as:

Our department has been developing the SLOs and have implemented an assessment of one SLO this semester. It has been good to meet as a department and discuss what we want students to learn.....It is also a time consuming project on one hand; on the other hand once the structure is created for one class it can be almost a cut and paste job to complete the rest. Thus it has the scent of more busy work.... In sum I think SLOs are a positive opportunity to learn about how we teach and what students learn. The structure and implementation of SLOs does pose significant concerns however.

While in principle the idea of SLO's is great, in practice it seems a lot of time and effort will be needed to implement the process. Like most assessment procedures, this one seems very much attached to "political" agendas rather than academic goals. The specter of "accountability" seems too self evident. However, if properly applied, the process could prove very beneficial to all.

I believe there are both positive and negative contributions to the use of SLO's in our teaching. I do not feel that SLOs are totally awful (unnecessary) or totally great (essential). Positives:-Increased discussion of teaching techniques and philosophy between faculty – Increased discussion of faculty expectations of student performance – Increased openness and transparency in educational process. Negatives: - The drafting and implementation of SLOs and their assessment plans are long, time-consuming processes. Faculty are already maxed out with regular teaching preparation and committee work. Therefore, if SLO implementation is to be required, then faculty should be compensated by extra pay or release time from teaching duties.

I am so impressed by the range of responses and vitality of faculty dialogue that I plan to ask my fellow AFT leaders to work with me to host a series of faculty forums, one on each campus, early in the spring term. Hopefully, SLO coordinators can attend and we can continue this important dialogue in person. As we can see both with the war in Iraq and in Vietnam, a large endeavor, requiring significant time, energy and resources is probably doomed to failure if there is not a consensus among the general population to support the effort. Faculty do have power when it comes to development and implementation of SLOs. While WASC may

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Faculty views on SLOs

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require institutions of higher learning to develop SLOs, our faculty, as individuals, are not required by our Union contract to automatically participate in this process. Part time faculty are certainly not required to do other than teach their courses. Since faculty in all categories expressed very significant concerns about workload demands at a time when fewer full time faculty are being hired to replace those who retire, it seems a critical decision each faculty member must make about how to best utilize their valuable time. As instructors we are evaluated on our teaching and while we are all asked to serve on committees, and most want to be part of the larger college process, we have some significant degree of choice about where we put our time and energy.

Potential rigidity and loss of control

At the national level, articles continue to be published that document efforts to utilize “outputs” such as SLOs to evaluate, accredit and fund colleges and universities. Many, including myself, feel grave concern, about the abrogation of academic freedom and the potential rigidity and control involved in attempting to standardize higher education outcomes. To quote from one such article by Roy Vestrich, entitled, “The Academy Under Siege: Threats to Teaching and Learning in American Higher Education” appearing in the March 2006 AFT Higher Education Journal:

For faculty, such a notion of uniform methods and outcomes is anathema to our understanding of student learning and instructional autonomy, and the call for uniformity raises significant questions about the range and scope of academic freedom and the very definitions of knowledge. This view of homogeneous and interchangeable instruction is widely seen by faculty to be founded in the limited experience of academic managers and their misinformed beliefs about the nature of pedagogy, learning and the profession. A colleague and I frequently refer to this troubling notion of education as the mere transference of neatly packaged modules of information that can be stacked up free of human interference as the “Lego Block Theory of Teaching and Learning.”

In another article entitled “Shared Governance in the California Community Colleges”, Linda Collins, former ASCCC President and Los Medanos College faculty member writes,

Nationwide, attacks on public education have been accompanied by the rise of new managerial ideologies that devalue the academy and promote corporate models. AB1725 reforms were implemented at the same time that these larger counterforces were gathering momentum. In Management Fads in Higher Education: Where They Come From, What They Do, Why They Fail, Robert Birnbaum, a professor of higher education and former university administrator, identifies fads such as manage-

ment by objective (MBO), total quality management (TQM), continuous quality improvement (CQI), and business process re-engineering (BPR), all of which have been visited upon community colleges.

It is not an accident that these corporate-style reforms have taken square aim at faculty governance—a form of power sharing that is not available to faculty at most private proprietary institutions. Many people agree that the reformers intend to dismantle faculty governance. As Terry O’Banion, one of the chief gurus of the “change” movement puts it, we need to overthrow the “traditional architecture of higher education.” After all, once we replace concern for “process” with a focus on “product,” the means to achieving the desired product no longer really matter. If it can be made without investing in the deliberative processes of governance, so much the better.

Even more objectionable than the movement’s disregard for faculty governance is its devaluation of the educational experience. If the aim is to produce “student learning outcomes,” the process of inquiry, the joys of discovery, and the relationships between faculty members and students are not of much consequence in their own right. In the end, O’Banion and his supporters offer an instrumentalist (and reductionist) approach to knowledge.

Spellings wants outcomes-based evaluations for colleges

As referred to by one of our previously quoted faculty, the national Commission on the Future of Higher Education is currently being pressured by Margaret Spellings, Secretary of Education and author of the “No Child Left Behind” legislation, to utilize the accreditation process to force institutions of higher learning to be evaluated, regulated and accredited almost exclusively on the basis of “outcome” measures such as SLOs. (See the article by Burton Bollag entitled, “Spellings Wants to Use Accreditation as a Cudgel” in *The Chronicle of Higher Education* issue dated November 24, 2006.)

Despite my misgivings about SLOs, I certainly do not want to be seen as trying to tell my colleagues what they should or should not think or do. Rather, in opening this dialogue, my hope is to allow faculty a forum to express their views about a process which has been presented in a top down fashion. We as faculty were not really asked how we felt about undertaking the development of SLOs. My hope is also to encourage faculty to be more conscious of both the pros and cons associated with SLO development and implementation. I, for one, have been enriched by this dialogue

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Meet Anne Stafford, new CSM Representative to the AFT 1493 Executive Committee

by Anne Stafford,
AFT 1493 Exec. Committee Rep.

I stumbled into the California Community College system in 1979 after a rather inauspicious high school career. Let's just say that I had more important things to do than go to class. To this day, I feel I owe Diablo Valley College, and all of my instructors there, a huge debt of gratitude. It was there that I learned the best field of study is the one that excites you; it was there that my interest in the labor movement was first piqued, through an introduction to writers like Howard Zinn, Rebecca Harding Davis, and Charlotte Perkins Gilman; and it was there that I eventually came to the conclusion that I wanted to teach at a community college. From DVC, I transferred to UC Berkeley, where I majored in Humanities, and, after a year and a half of waiting tables to pay for my first trip to Europe, I got my M. A. at San Francisco State in English Literature, along with a Certificate in Teaching Composition.

In 1990, while I was still doing my graduate work, I began teaching English Composition at SFSU as a part-time lecturer. Once I had graduated, I was able to piece together a full-time teaching load of five classes between

the English Department and the College of Business, while still being classified as a part-time lecturer. During my ten years at SFSU, I learned all too well, through personal experience and



Anne Stafford

the experience of others, the value of having a strong union to represent faculty, especially part-time faculty. Early in my teaching career, I became active in the CFA (California Faculty Association); in my last two years there I had begun training as a member of the Faculty Rights Panel. I also served as a lecturer representative on the English Composition Committee, which, among other things, set policies that determined working conditions of

part-time faculty at SFSU. Though not serving in any official capacity in AFT 1493 until this year, since coming to CSM in 2000, I have attended campus forums, occasionally attended retreats, and have stayed well informed about union business. This year I decided it was time to get more actively involved in sharing the responsibility for making our union the best it can be. It IS my union, so I got involved.

In addition to my interest in the union, I am committed to advancing Integrative Learning at CSM. In this arena I taught in a Learning Community with Jeremy Ball for two years; I taught English 100 as part of our Learning Community confluence model, "The Tragedy of the Commons" in Spring 2006 and will teach it again next semester; and I will teach in our new confluence model, "What the Fork?" in Fall 2007. In conjunction with my direct involvement in Learning Communities, I am currently part of the Writing Across the Curriculum coaching team.

I am excited about the opportunity I now have to represent my CSM colleagues on the Executive Committee of AFT 1493. I hope faculty will let me know when they have concerns, questions or ideas about how our union does, and can, represent all of us. •

President's Letter: Faculty views on SLOs

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and by the varying perspectives of my faculty colleagues. Again, I encourage you to visit the AFT website and read the many interesting comments and draw your own conclusions.

In closing, let me suggest that we all start to look beyond the immediate horizon of final exams and start to focus, with great reverence and anticipation, on one of the best aspects of our academic calendar, semester break, a time to celebrate, renew and regroup.

Let me wish you all the very best in the coming holiday season. I definitely intend to make the most of the semester break by taking time to enjoy family and friends. I also plan to take a little time to head south of the border to recharge my batteries and allow everything to settle back into its' proper place. After all, we must maintain our cosmic perspective. The San Mateo Community College District is, truly, only a small part of a much larger universe of possibilities. •

**To read all of the
faculty comments
on SLOs,
go to
the AFT 1493
website:
aft1493.org
and click on:
Faculty Surveys**

AFT 1493 Executive Committee endorses resolution in support of striking teachers in Oaxaca, Mexico

Oaxacan teachers have been on strike since May and have been joined by a citizen's movement fighting against repressive state authorities

The Executive Committee of AFT Local 1493 recently passed the following "Resolution in Solidarity with the People of Oaxaca" without any dissenting votes. A slightly modified version of this resolution was passed in mid-November by both the San Francisco Labor Council, AFL-CIO, and the Los Angeles Labor Council, AFL-CIO. AFT Local 1021, which represents about 11,000 members of United Teachers of Los Angeles, also recently passed this resolution and AFT Local 4400, representing faculty at Cabrillo College, passed a modified version of this resolution on December 4. The CFT leadership has indicated its general support of the resolution.

As a result of the educational work undertaken by various AFT locals around the country, greater numbers of American unions appreciate the importance of supporting the just demands of the Mexican teachers movement in alliance with the Popular Assembly of the Peoples of Oaxaca.

Resolution in Solidarity with the People of Oaxaca

Whereas, 70,000 teachers in the State of Oaxaca, Mexico -- organized in Section 22 of the National Teachers Union (SNTE) -- went on strike in May 2006 demanding that all teachers across the State receive wage increases and wage parity, and that all school children be provided with shoes, breakfast and uniforms to go to school; and

Whereas, in June 2006, the government of the State of Oaxaca, led by Governor Ulises Ruiz Ortiz, unleashed the first brutal attack against the strike encampments set up by teachers and their supporters; death squads working with state authorities assassinated striking teachers; and

Whereas, the people of Oaxaca -- through their labor, community, political, religious and indigenous organizations -- then rallied behind the teachers and formed a Popular Assembly of the Peoples of Oaxaca (APPO) to urge the authorities to meet the strikers' just and legitimate demands, and, with the Teachers, to demand the resignation of Governor Ruiz. At that point it became not only a teachers' strike, but a powerful people's strike for justice and against violent repression; and



Striking teachers rally in Oaxaca

Whereas, on October 29, 2006, the Federal government of President Vicente Fox sent in 4500 special troops to tear down the barricades and many of the encampments that the Teachers and people of Oaxaca had created to defend their strike; and

Whereas, Mexicans across the political spectrum have commented on the not-so-behind-the-scenes role of the U.S. Embassy. The Bush-appointed U.S. Ambassador Tony Garza stated on October 28 that the Fox administration had delayed too long, and needed to send in Federal troops to Oaxaca. An hour later Fox announced his decision to send in troops, which he implemented the following day; and

Whereas, over the first six months of struggle in Oaxaca, more than 20 people have been killed, including a north American video journalist, and hundreds wounded by troops, police and paramilitary forces. Hundreds have been "disappeared" (many of them feared dead). And many hundreds of union and community activists have been jailed. Yet the popular forces in their hundreds of thousands have continued to march.

Therefore Be It Resolved, that the San Mateo Community College Federation of Teachers, AFT Local 1493, joins with labor and democratic rights organizations in Mexico and around the world in urging the federal and state governments in Mexico to seek every avenue to a peaceful solution to the conflict in Oaxaca; and

Be it Further Resolved, that we urge the Mexican authorities to settle the conflict by meeting the legitimate demands put forward by the teachers and the Popular Assembly of the Peoples of Oaxaca, including: (1) Immediate withdrawal of all troops and paramilitary units from the city and state of Oaxaca, (2) Stop the repression and state-sponsored killings, (3) Removal from office of Governor Ulises Ruiz Ortiz, instigator of the reign of terror, (4) Release all detainees and political prisoners, and (5) Governor Ruiz and others responsible must be brought to justice.

Be it Finally Resolved, that we forward these demands to the San Mateo Labor Council, the CFT and AFT, the California Labor Federation, AFL-CIO and Change to Win Federation, urging them to embrace these demands and to act in solidarity with the teachers and popular movement of Oaxaca. •

Update on CSM Building 36 and Skyline Building 7

by John Kirk, AFT 1493 Chief Grievance Officer

CSM Building 36

After learning that a number of faculty members became ill when they began the semester in the new science building at CSM, the union filed a complaint with the Occupational Safety and Health Administration Cal/OSHA. The complaint was filed on August 29, 2006. The original complaint stated:

A number of faculty members whose offices and classrooms are located in the new science building on the campus of the college of San Mateo (building 36) have experienced health-related problems during the first two weeks of classes. At least six individuals have come down with illnesses such as, laryngitis and conjunctivitis, from breathing the air in the building.

The union also contacted the CSM administration to find out what was being done to mitigate the problem. Diane Martinez, Facilities Manager, organized a meeting on Sept. 6, 2006, concerning the heating and ventilation systems in building 36. At that meeting

Ms. Martinez explained that there were many glitches in the ventilation system which were causing air quality problems, a power outage had caused the computer program which controlled the air system to malfunction, there was excessive construction dust from some last minute construction activity in the building, and the cleaning firm which had been hired from the outside had done a poor job. She promised that the District would hire a private firm, the Denali Group, to monitor the air quality in the building and would give the building a thorough cleaning.

OSHA industrial hygienist, Paul Guiriba, conducted an investigation in late September and on Oct. 2 put monitoring devices on a number of faculty members to detect toxic fumes in the labs and in the building itself and took some breathing zone samples. As of last week those results are not yet in. The administration finally got around to giving the building an industrial cleaning on Oct. 3-5, almost one month after promising to do so. The Denali Group conducted its tests on Oct. 9th.

Skyline Building 7

During the last eight years, there were three incidents of brain tumors in the Science building at Skyline (Building 7). All three individuals were faculty members who had offices in the same corridor near the Anatomy lab on the first floor of the building within about 50 feet of the Hazardous waste closet.

The union filed a complaint with OSHA requesting an investigation of the working conditions in building 7. The union was concerned that some of the toxic fumes might be circulating in the building because of a leak, poor ventilation or unsafe chemical handling procedures. OSHA senior industrial hygienist, Scott McAllister, is conducting an investigation at Skyline. He is measuring toxics in the air and he is looking at the safety procedures used at Skyline-how chemicals are handled, chemical hygiene, chemical safety and exposure levels for faculty and staff. When the OSHA reports are completed, we will update the faculty. •

Scholarships available to union families

Raoul Teilhet Scholarship Program

The CFT offers \$3000 and \$1000 scholarships to high school seniors and continuing college students who are dependents of CFT members in good standing. To learn more and to download a scholarship application, go to www.cft.org.

High school applications must be postmarked by January 10, 2007.

College applications must be postmarked by July 1, 2007

Union Plus Scholarship Program

Union Plus and AFT offer scholarships of \$500 to \$4000 to union members (and their spouses and dependents) who have one year of continuous union membership. To learn more, go to www.unionplus.org and click on Education Services.



California Labor Federation Scholarships

The CLF awards numerous \$2000 scholarships to graduating high school seniors who are dependents of members of AFL-CIO labor unions in California. To learn more, go to www.calaborfed.org.

Robert G. Porter Scholarship Program

The AFT awards four \$8000 scholarships to high school seniors who are dependents of AFT members, as well as 20 continuing education grants of \$1000 to AFT members. To learn more, go to www.aft.org.