

PRESIDENT'S LETTER

Under-prepared students creating conditions for "America's Perfect Storm"

by Ernie Rodriguez, AFT 1493 President

Dear Faculty Colleagues:

Well, here we are again. As my memories of warm, sunny Mexican days and the whales of Baja start to fade, it is hard to believe that we are already entering the heart of the spring term. I hope you all had a nourishing semester break and are having a great start to the new semester. Already there are many issues to challenge AFT in the second half of the 06-07 academic year.



Thank You to SLOAC Coordinators

I would like to start by expressing my appreciation to Sandra Comerford, Karen Wong and Ray Lapuz, for their thoughtful response to the AFT SLO survey results (see last issue of the *Advocate*). The full text of the SLOAC Coordinators' article is presented on page 4 of this issue for your consideration as part of the ongoing SLO dialogue. Our SLOAC Coordinators are to be commended for their hard work and faculty leadership.

"America's Perfect Storm"

As we all continue to contemplate whether SLO's are part of the solution or part of the problem, it is clear that public education in America is facing a severe crisis. This crisis appears to be even more immediate than global warming and threatens to radically undermine our future individual and social well-being. For more on this please go to the ets.org website and read the Educational Testing Service's latest research report entitled "America's

Perfect Storm". This report does an excellent job of providing hard data documenting this crisis, as well as interpreting the significance of the data that is presented.

Using a scale ranging from 1 to 5, the study identifies a score of 3 or higher as representing the literacy and basic skills level necessary to participate in society and compete effectively for meaningful employment. The truly startling finding is that 52% of our adult population currently falls below level 3, with data showing that this trend will accelerate dramatically in the near future (from 70 million adults below level 3 in 1992 to 119 million adults below this level in 2030). While all groups fare poorly, data related to ethnic/racial disparities is dramatic and distressing. While 42% of white adults fall below level 3, 82% of Latino adults, 77% of African-American adults and 61% of Asian adults currently fall below the level 3 marker for effective literacy. Combined with other trends, this study predicts that, unless there is immediate and effective attention paid to this problem, the United States will soon experience almost total elimination of the middle class, a very large illiterate or semi-literate lower class competing for limited low end jobs and an inadequate supply of educated, literate workers to fill the high end job growth needs of the coming decades.

As we instructors know, and other recent reports have validated, our institutions of higher education,

including our California community colleges are failing to produce adequate graduation and transfer rates, particularly among students of color. We all know the experience of working with wonderful students who are woefully under-prepared and who often fail to succeed in our courses despite our best efforts. As the ETS report states, all of this portends a looming perfect storm which, for the most part, is currently being ignored. Pretty scary stuff.

AFT pressing District on part time office hour pay

As the *Advocate* goes to press there are significant new developments regarding the part time office hour pay issue. As readers might be aware from past *AFT E-News* and *Advocate* articles, the last AFT contract negotiated with our District required that our part time faculty be paid for office hours. Based on communication from District administrators, it was anticipated that this hard won major new salary benefit for our over 700 part time faculty would be paid in or near the month of January. Despite the fact that the contract was ratified by our Board of Trustees in September of 2006, District administration protested that due to conversion from County Office of Education payroll to in-house District payroll, it would take until around January 2007 to generate part time office hour retro pay and

continued on page 2

INSIDE THIS ISSUE

- 3 Arbitration on part time seniority decided
- 4 SLOAC Coordinators respond to faculty concerns
- 6 District fined for health and safety violations
- 7 AFT 1493 Executive Committee endorses CFT Pres. candidate
- 8 Join AFT 1493 COPE to help influence Board elections
- 8 Skyline faculty: Come to AFT's grievance training

**San Mateo Community College
Federation of Teachers
AFT Local 1493, AFL-CIO**
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
(650) 574-6491
aft1493.org

Editor

Eric Brenner, Skyline, x4177

Editorial Board

Eric Brenner, Skyline, x4177
Dan Kaplan, x6491

President

Ernie Rodriguez, CSM, x6640

Co-Vice Presidents

Katharine Harer, Skyline, x4412
Teeka James, CSM, x6390

Secretary

Alma Cervantes, Skyline, x4368

Treasurer

Dave Danielson, CSM, x6376

Chapter Chairs

Chip Chandler, Skyline, x4286
Rick Hough, Skyline, x4193
Yaping Li, CSM, x6338
Ron Brown, CSM, x6691
Monica Malamud, Cañada, x3442

Executive Committee Reps.

Nina Floro, Skyline, x4414
Karen Olesen, Cañada, x3415
Anne Stafford, CSM, x6348

Part-timer Reps.

Victoria Clinton, Cañada, x3392
Sandi Raeber, CSM, x6665
Joan Connors, Skyline, x7301x19468
Dietra Prater Slack, Sky., x7301x19216

Chief Grievance Officer

John Kirk, CSM, x6386

Chief Negotiator

Joaquin Rivera, Skyline, x4159

Executive Secretary

Dan Kaplan, x6491
kaplan@smccd.net



President's Letter

continued from the previous page

to set up new regular part time office hour monthly pay. Recently, District administration revised that timeline and indicated that it may take as long as until the end of June for Part Time Faculty to start receiving regular office hour pay. Your AFT Executive Committee, including senior Union leadership, unanimously feel that this further delay is excessive and unreasonable.

Consultation with our Union attorney leads AFT leadership to believe that the District is in violation of laws requiring timely pay for services rendered. On Friday, February 9, a committee of Union leaders including our Chief Negotiator, our Part Time Faculty negotiating team representative, our Chief Grievance Officer, one of our Campus Chairs, our Union Staff person, and myself, met with a committee of District Office administrators. After considerable discussion, Union leadership offered a proposal to resolve the current impasse. As we go to press, District administration, while rejecting the Union proposal, is indicating some willingness to expedite retroactive office hour pay for part timers. We have been told that the District will issue a retro check during the first week of March. Our Chief Negotiator, Joaquin Rivera, is currently working to obtain clarification from the District. Once AFT obtains more definitive information, our Union Executive Committee will need to decide if this response is adequate. AFT will keep faculty informed about this vital issue. Enough is enough, part time faculty deserve to be paid for their work and their devoted service to the San Mateo Community College District. A potential delay of almost a full academic year after ratification of the contract is unacceptable, unethical and we believe, clearly illegal.

Concurrent enrollment task force still not set up

At an informal lunch meeting, District Vice Chancellor, Jing Luan shared that conversations with high

Ed. note: *The following letter, one of many sent to AFT President Ernie Rodriguez, is representative of the feelings of most part-time faculty who have still not received office hour pay that has been owed to them by the District since last Fall.*

Mr. Rodriguez,

If paying part-timers for work rendered last year were "a priority" for the district, they would cut the checks and send them out tomorrow. "Wait and be patient until summer"? What a priority list they have! Do they realize that without that pay we actually got a pay cut? Do they realize that people who were relying on that money are now in trouble (not of their own making)? Whether or not you receive emails from everyone, there is a lot of talk out there about it and a lot of bad feelings about the lack of respect we are given for the job we do so well. Sincerely, (just another "add-junk" employee),

Paulette Callahan, CSM

school districts regarding concurrent enrollment possibilities are continuing. He stated that current District thinking about expanding concurrent enrollment is that, in all likelihood, an expanded version of the current model will be used for all high school districts except San Mateo. For the San Mateo District, attention is being given to some kind of hybrid model where their faculty will teach their classes but for college credit. The Vice Chancellor reiterated his commitment to a task force committee that will ultimately review and recommend a design for any expansion of concurrent enrollment. It appears that District planning for expanded concurrent enrollment is moving ahead even without this task force having been formed. There are many unresolved, union-related issues that will be important to address before any such plan can be endorsed by AFT. Stay tuned for further developments.

continued on next page

Arbitrator says District did not follow part-time seniority contract rules, but denies compensation to grievant

by John Kirk, AFT 1493 Chief Grievance Officer

A part-time instructor came to the union in October of 2005 with a seniority problem. He had been teaching at the College of San Mateo since 1989. The program he was in had been put on hiatus in 2003, but the College reinstated a few classes for the fall of 2005. He was unaware that classes in his department had been reinstated. He was more than qualified to teach two of the classes, but the division dean hired a much less senior part-timer. When he learned that he had been skipped over, he asked to meet with the dean to find out why. He was told that since he had not taught for three semesters, his name had been removed from the seniority list and he would have to reapply for a position. The union informed the dean that a part-

timer only loses seniority if he hasn't taught for **more than three semesters**. In addition, when a program is reduced because of financial exigencies, the contract specifically states: **"A part-time teacher whose assignment is reduced under this section will not lose his/her seniority or accumulated sick leave."**

The union filed a grievance on November 8, 2005, asserting that the instructor was fully competent to teach the two survey classes, and as the most senior member of the department, he should have been assigned to teach the courses. As a remedy, he should be paid back pay equal to the amount he would have earned had he been assigned to the two classes.

The college president turned the grievance down arguing that the

less senior instructor was "a better choice." The union appealed the grievance to the chancellor, who also rejected the grievance on similar grounds—the hiring of the less senior instructor was "warranted because of program need and his skills and abilities."

Our contract requires the administration to weigh seniority, qualifications and program need when hiring part-time instructors. A past arbitration in our district had established the principle that when the dean considers two individuals, she must weigh seniority and qualifications. If there is a significant difference in seniority and a small difference in qualifications, then seniority must be followed. If there is a small difference in seniority and a

continued on page 5

President's Letter

continued from the previous page

District gives clarification on construction planning

After considerable back and forth discussion, District administration has sent the Union a memo providing details addressing AFT concerns about the new Construction Planning Department. Union leadership was concerned about two key issues related to creation of this new District office department. The Union's first concern had to do with the creation of the many new positions related to this department. As of the start of spring term, nine new District Office positions had been created. The Union sought assurance that these positions would be terminated at the end of the Bond implementation period. The second Union related concern, had to do with expenditure of general fund dollars to support these new positions. District administration had previously indicated that a portion

of some of these new positions would be funded from general fund dollars.

The recently received memo, written by Vice Chancellor Harry Joel, now clarifies that all positions related to the new Construction Planning Department will be terminated at the end of the bond implementation period. This memo also states that, while a "nominal" amount of money will come from the general fund to support a small portion of two positions, District administration will regularly report expenditures to the District Shared Governance Budget Subcommittee for review. District administrators feel that it is currently impossible to identify the amount of time needed from these two positions for non-Bond related activities so it is impossible to specify exactly the percentage of salary that will need to come from the general fund but that this amount should be small. Since AFT has a regular representative on the budget sub committee it will be possible to track expenditure of general

fund dollars to ensure that excessive amounts of money are not being taken from other critical budget needs. Since the stated intent of this new department is to fund only Bond related implementation activities out of Bond income, expenditure of dollars from the general fund should be extremely limited. Your union Executive Committee became concerned about this issue when District administration initially provided only vague information regarding this new department. The new memo is much more detailed and goes a long way toward helping resolve AFT concerns. The AFT will regularly monitor general fund expenditures for this new department to ensure that the memo's stated commitments are realized.

As we devote ourselves to the work of this new semester, we can take comfort in the reality that, unlike fall, spring brings a week of respite and the promise of our own warm summer days over the horizon. Best wishes for a productive and pleasant spring term. □

SLOAC coordinators respond to faculty concerns and emphasize faculty's central role in the SLOAC process

By Sandra Stefani Comerford (CSM Coordinator), Ray Lapuz (Canada Coordinator), & Karen Wong (Skyline Coordinator)

We applaud our Union President, Ernie Rodriguez, for initiating a discussion on the Student Learning Outcomes Assessment Cycle (SLOAC) initiative, and we read with great interest the feedback garnered through the subsequent poll. Believe us: *we share your concerns*. We're well aware of how the accountability movement (better known through its euphemism "No Child Left Behind") has raised some serious concerns, such as standardizing instruction to the point of inhibiting faculty from what they do best: teaching. So concerned are we SLOAC coordinators that we chose to get involved with shaping and implementing a process on our respective campuses, so as to veer away from accountability and instead, toward assessment that seeks to optimize learning. Yet we are motivated not so much from fear than the belief that assessment is a viable means to engage in the reflective practice that is central to being an effective teacher.

In this article, we'd like to take the opportunity to respond to recurring issues that were raised (in italicized quotes below, as cited from the December 2006 *Advocate*):

1) "SLOs represent an inappropriate, authority driven attempt to control what happens in the classroom."

Granted, the new accreditation standards have provided the impetus, but they provide a great deal of flexibility in how to implement the process. Fortunately our college administrations took the necessary first step of appointing a faculty coordinator for each campus, working in consensus with each campus' Academic Senate. Before beginning to lay the groundwork for the SLOAC, each campus articulated its philosophy about the purposes of assessment that was signed by its respective leaders. Common to all three campus' philosophies are that assessment be used as a means for continuous educational improvement, that the process be faculty driven and honor principles of academic freedom, and that the resultant data guide curriculum reform, planning, and development.

CSM and Skyline College also established steering committees consisting of staff from across their campuses to determine how to integrate the SLOAC into existing processes,

and all three coordinators are working closely with their Senate's Curriculum Committees. The purpose of these efforts is to foster dialogue amongst all stakeholders and create a process that is of use to faculty and staff.

Also important to note is the faculty's central role in the cycle: articulating SLOs, identifying and implementing the best means to assess, and interpreting and determining the implications of the data. As such, the faculty is vested in the process.

2) "Workload—too much work..." / "We are already doing this."

A number of faculty, both those who held positive views of SLOs and those who were skeptical of them, mentioned the issue of time required to generate and assess SLOs. A few succinctly wrote, "It's a waste of our time." But others discussed this issue in greater depth. Most faculty members who have participated in articulating SLOs within their departments have found the dialogue most valuable; however, a thoughtful process to articulate them and their eventual assessment are time consuming activities, activities added to our already overloaded schedules.

We cannot simply eliminate work related to the assessment cycle—the articulation, assessment and resulting changes—without jeopardizing our accreditation status, for the Western Association of Schools and Colleges (WASC) requires measurement of student learning. Thus, we are required to do this work. This point was acknowledged in many responses. Even for those that thought the process was worth the time, the following two responses capture the fundamental concern of time:

"Overall it's a good idea, but it takes a lot of time away from the ordinary teaching duties of the classroom. I might advocate having a few people in each department who really want to work on it to get some release times to work on SLOs."

"I believe there are both positive and negative contributions to the use of SLOs in our teaching.... The drafting and implementing of SLOs and their assessment plans are long, time-consuming processes. Faculty are already totally 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."



More time related to the work of SLOs should not make us less effective in the classroom. If assessing SLOs is to be ongoing, then it is imperative that workload issues are addressed, and as such, we turn to our union and welcome them to address any compensation.

3) “There is no evidence SLOs will lead to better learning outcomes.”

If done correctly, the SLOAC process can be a valuable tool for improving teaching and learning. As faculty, we are well versed in the process of evaluating student work based on our articulated objectives. This evaluation process gives a sense of finality or closure to the student’s performance in each course. How does the SLOAC differ? Instead of being confined to the individual classroom, with the individual students receiving a grade and accompanying evaluation, the SLOAC is a compilation of data from multiple classes to get a big picture of how students are faring at each level.

Moreover, the assessment of SLOs differs in that it is not the “end of the story.” SLOAC is a cyclical process that engages the faculty in an ongoing dialogue about what they feel is important within their teaching and learning environments. It also discloses valuable information and direction to students, providing concrete goals and benchmarks for the learning process. The SLOAC process provides hard data, both quantitative and qualitative, which can assist faculty as we continually challenge our own teaching methods and models. As much as the SLOAC process gives us a means to pinpoint what needs improvement, it also gives us a means to validate what’s working.

4) “SLOs are a way of blaming faculty for the learning problems of students.”/ “SLOs are a way of blaming faculty for a failure to provide adequate resources to effectively educate students.”

The myth that faculty will somehow be held accountable to student success in a literal way is unfounded. The utilization of SLOs in the classroom works as a tool for communication between the faculty and students, but does not ensure student participation or success. While student progress, in a general sense, is a key component in the development and evaluation of SLOs, it does not guarantee a direct correlation between the two. Besides, we cannot account for all of the factors that determine a student’s success. But at least we can assess the factors that we do control, factors such as curriculum, pedagogy, and evaluative criteria. Through the implementation of the SLO and Assessment Cycle both the teacher and the student are responsible for the success of the learning process.

Clearly all of these issues are complex and will require continued vigilance and input on all of our parts. We thank

those of you who are actively participating in this initiative and willing to put it to the test. Meanwhile, as your Coordinators, and in consultation with colleagues, we will continue to work hard to shape and implement a process that is of value to our respective campuses, to provide training and assistance, and to advocate for faculty and staff resources.

Assessment can work to suit your needs, but only if you’re involved on some level. Quite simply, our campuses cannot successfully implement the SLOAC without your participation, whether on the steering committees, at campus forums, and/ or at workshops. We welcome your involvement; meanwhile, please do not hesitate to call us if your department needs assistance, and/ or if you have any concerns or advice.

Cañada SLOAC website: <http://www.smccd.net/accounts/canslo/>

CSM SLOAC website: <http://www.smccd.net/accounts/csmsloac/>

Skyline SLOAC website: <http://www.smccd.net/accounts/skysloac/>

Grievance Report

continued from page 3

significant difference in qualification, then seniority can be bypassed. Since in this particular case the dean did not even consider the more senior instructor (the dean admitted removing his name from the seniority list), the administration clearly had violated the contract.

Because of the importance of the case for the welfare of all other part-time faculty members, the AFT Executive committee voted to take the case to arbitration. The arbitration took place on November 9, 2006. The arbitrator’s decision was dated February 2, 2007.

The arbitrator concluded that the District failed to properly apply Article 19 (Part-time employment) of the collective bargaining agreement. The dean “gave no consideration to (his) seniority at the time she made her decision and did not compare his experience and qualifications to those of (the less senior) instructor...”

The arbitrator continued with her remedy: **“To remedy this violation, all future teaching assignment and retention decisions must be accomplished in a manner that ensures deliberate application of the contractual requirements.”**

And then the arbitrator dropped a bombshell. In an unbelievable contortion of illogical obfuscation, the arbitrator denied any compensation to the grievant. The arbitrator argued that if the district had followed the contract, they could have selected the less senior instructor based on his alleged superior abilities. □

HEALTH AND SAFETY REPORT

District is fined by OSHA after health and safety violations found at Skyline and CSM

by John Kirk, AFT 1493 Chief Grievance Officer

Skyline Building 7

At the beginning of the fall semester, the union learned that many Skyline faculty in and around building 7 were concerned about their health. Over an eight-year period, three instructors who taught classes in that building had suffered brain tumors. Building 7 houses the hazardous waste closet where chemicals used in science classes are stored. The anatomy classes are also located in the building. The cadavers used in the anatomy classes are preserved in formaldehyde, which is a carcinogen. On August 29, 2006, the union filed a complaint with the Occupational Safety and Health Administration (Cal/OSHA) and requested an investigation of the brain tumors and of the ventilation system in the building.

In early September, the Chancellor promised the faculty that the District would hire a private firm of industrial hygienists (The Denali Group) to conduct air quality tests. The College contacted the Northern California Cancer Center to ascertain if the three brain tumors could be considered a "cancer cluster." On October 11, the Chancellor reported back to the faculty that an epidemiologist for the Northern California Cancer Center had written to the District on September 28: "Based on the information you provided, we do not believe that further investigation is warranted at this time, although it would be advisable to continue monitoring cancer occurrence among employees at Skyline Community College should new cases arise in the future."

On January 12, 2007, OSHA Senior Industrial Hygienist, Scott McAllister, published his report. The inspection resulted in a number of citations against Skyline College "involving chemical handling, use, programmatic administration, education and hazard assessment." **There were 14 separate citations with proposed penalties totaling \$22,500.**

One of the citations (item 7) read:

At the time of the inspection, the employer had failed to monitor employees' exposure to formaldehyde in areas such as, but not limited to, the anatomy classroom #7203 where human cadavers and animal organs preserved in formaldehyde are used in anatomy instruction. Proposed penalty \$1,500.

Another (item 11) read:

In Building 7, the employer failed to measure the ventilation employed to capture formaldehyde vapors from cadavers in the first floor anatomy classroom, in room



7123 hazardous waste storage area, and at the chemical fume hoods in rooms 7205 where general chemicals are handled. Proposed penalty \$600.

A more serious item (Citation 2 Item 1) found:

In building 7, room 7205, a frayed electrical power cord from the refrigerator containing highly volatile, flammable liquids was connected to the duplex electrical box beneath the adjacent chemical fume hood. Proposed penalty \$9,000.

And Citation 3 Item 1 stated:

In building 7, room 7205, where corrosive liquids are handled, the eyewash and shower components are separated and cannot be used concurrently as required by regulations. Proposed penalty \$9,000.

CSM Building 36

When the new science building opened at CSM this fall, a number of faculty and staff whose offices and classes were in the building became ill. The union filed a complaint with Cal/OSHA on August 29, 2006 and contacted the CSM administration to find out what was being done to mitigate the problem. The administration acknowledged that there were problems with the ventilation system and that the building had not been properly cleaned by an outside firm. On September 6th the District promised to clean the building properly and to call in a private firm to monitor the air quality (the Denali Group). A month went by after the Chancellor's promise before the building was cleaned on October 3-5th and then on October 9th the Denali Group sampled the air in the building.

The final report of the Denali Group stated:

1. The indoor air quality parameters in Building 36 were found to be well within the IAQ parameters established by ASHRAE for temperature, carbon dioxide and carbon monoxide. The measured relative humidity levels were above (greater than 60%) the ASHRAE guidelines on the 1st and 2nd floors, while 3rd floor was within guidelines.
2. The sample analytical results do not indicate the presence of any volatile organic chemicals or formaldehyde, which exceeded established CAL/OSHA PELs.
3. The measured indoor air quality parameters and

continued on next page

Health and Safety Report

continued from previous page

chemical concentrations represent an acceptable indoor air quality as defined by ASHRAE- "air in which there are no known contaminants at harmful concentrations as determined by cognizant authorities and with which a substantial majority (80% or more) of the people exposed do not express dissatisfaction."

4. The sample results for airborne mold spores indicated that the measured levels were very low at the time of sample collection.

While the Denali Group found only a problem of high humidity, the OSHA inspector found more serious problems. On January 12, 2007, OSHA Industrial Hygienist, Paul Guiriba, published his report. **The inspection resulted in a number of citations (12) and proposed penalties totaling \$7,200.**

One of the citations (item 2) read:

At building 36, College of San Mateo, an employee uses methylene chloride and/or formaldehyde which are a regulated carcinogen. The employee did not report in writing the use of carcinogen to ...OSHA. Proposed Penalty \$3,000.

Another (item 8) read:

State regulations require: (A) Each employer who has a workplace covered by this standard shall monitor employees to determine their exposure to formaldehyde. At the time of this inspection, the employer failed to monitor any employee for formaldehyde. Personal monitoring was not performed. Proposed penalty \$150.

Item 9 read:

At the time of this inspection, employees were exposed to formaldehyde from 0.11 parts per million to .30 parts per million. The employer did not communicate to every employee that has exposure the hazards associated with formaldehyde at the workplace. Proposed penalty \$150.

A more serious violation (Citation 2, Item 1) found:

The employer stored seven 5-gallon flammable liquids inside the storage room (in Building 36). The employer failed to provide the openings to other rooms or buildings of this storage room with non-combustible liquid-tight raised sills or ramps at least four inches in height. There was no open-grated trench inside this room which drains to a safe location. This room stored the following on the open shelves: 10 gallons Methyl Alcohol, 1- gallons Ethyl Alcohol. 10 gallons Propanal, 5 gallons Petroleum Ether. Proposed penalty \$2,700.

With the age of many of the buildings in the district, it is expected that safety issues will continue to occur. If you see any dangerous or unsafe conditions on the campus, you should contact the administration immediately. □

AFT 1493 Executive Committee endorses Marty Hittelman for CFT President

At the January 24, 2007 meeting of AFT Local 1493, the Executive Committee voted unanimously to endorse the candidacy of Marty Hittelman for President of the California Federation of Teachers. Various Executive Committee members gave testimonials on Hittelman's behalf describing his past service to our Local, and reviewing his past leadership roles in the state community college system and in the CFT.

Ernie Rodriguez, AFT 1493 President, also offered his personal endorsement to Hittelman's candidacy. After the EC vote, Rodriguez wrote to Hittelman: "It is my personal belief, as well as that of our Executive Committee, that you will provide outstanding leadership to CFT."

AFT Local 1493's leadership endorsed the candidacy of Marty Hittelman based on Hittelman's history and background and on the program that he is running on. Below are excerpts from some of the significant points of his program:

Progressive Agenda

Marty believes that the CFT should have a broad progressive agenda that leads in the fight for better working and living conditions for all Californians... ending the war in Iraq; protecting our environment so that we can live healthy lives; protecting a women's right to choose; enactment of a single payer universal health care system; providing the right to marry to all, independent of sexual preference; and a progressive tax system which invests in the future by building and supporting our educational institutions, libraries, parks, and other public infrastructure.

Leadership Experience

Marty Hittelman has a unique combination of experiences at the local, state, and national levels. He has the kind of experience needed to run a large organization like the CFT. As a member of the Los Angeles College Faculty Guild Local 1521, he has served his local as president, executive secretary-treasurer, executive secretary for grievance, negotiations team member, and wide range of other positions. He has served the CFT as senior vice president; president, vice president, and secretary of the Community College Council; and numerous other positions. He has served the national AFT as a member of the AFT Higher Education Program and Policy Council. The Higher Education PPC develops AFT positions and programs for the approximately 160,000 higher education employees it represents. He has also worked on arguments and negotiating strategies to advance the union agenda. He would now like to apply that expertise to all divisions of the California Federation of Teachers. □

Help give faculty a voice in Board elections: Please join AFT 1493 COPE

In 1994, AFT 1493 formed a political action committee that is called AFT Local 1493 Committee on Political Education (AFT 1493 COPE). The purpose of our COPE chapter is to gather funds for elections that affect us all as faculty members. The Executive Committee of AFT Local 1493 also serves as the Executive Committee of AFT 1493 COPE, with the addition of any AFT COPE member who wishes to volunteer to serve. All faculty who have given money to the AFT COPE chapter are considered COPE members and have the right to vote on endorsements. Michael Brusin, CSM, has served as the AFT 1493 COPE treasurer from the time our COPE chapter was formed.

It is difficult for teachers to influence elections in our county, but it can be done -- with mailers, signs, and advertising -- all of which requires money! For this reason, at election time we frequently make expenditures from our COPE account for local Board candidates and/or statewide propositions and initiatives. Law prohibits us from using local COPE monies on federal issues and candidates.

Soon after the AFT 1493 COPE chapter was formed, our COPE funds enabled us to mount an aggressive campaign for our three endorsed Board candidates in the November, 1995 election. We were successful! Two of our three endorsed candidates were elected! In 1997, we helped elect a third faculty-friendly, COPE-endorsed candidate to the Board. In 1999, an incumbent, whom we had not previously endorsed, sought and received the endorsement of our COPE chapter, and was successfully elected. Since that time, the AFT 1493 COPE chapter has endorsed all of the candidates who have successfully campaigned for a seat on the San Mateo Community College Board of Trustees.

Please help AFT 1493 COPE to continue to be successful in future campaigns. Join with us by making a rela-

tively painless, monthly contribution to our AFT1493 COPE account. We suggest the following guidelines in helping you determine how much to give:

- \$2-\$5/month-----VIP Club**
(especially for part-timers)
- \$6-\$10/month----Fat Cat Club**
(recommended minimum for full-timers)
- \$11-\$20/month---Big Juicer Club**
- \$21+ -----Right Stuff Club**

If you are not yet an AFT 1493 COPE member, please consider joining AFT Local 1493 COPE today! It is most effective to make COPE contributions through payroll deduction on a monthly basis. The San Francisco Bay Area Educators Credit Union handles our members' COPE payroll deductions. For information on this excellent credit union (which was put together for faculty who are members of AFT Local 2121 at City College of San Francisco, and our own AFT Local 1493), please go to AFT Local 1493's website: aft1493.org.

To join AFT 1493 COPE through payroll deduction, you need to fill out the San Francisco Bay Area Educators Credit Union deduction form and the AFT 1493 COPE authorization form. Both of these forms are available by calling the AFT office at 574-6491.

Cash contributions also entitle faculty to full membership in AFT 1493 COPE, but we strongly encourage AFT 1493 COPE members who have made financial contributions to our COPE fund in the past, to switch to monthly payroll deduction via the Credit Union. If that is not possible for you at this time, please forward your financial contribution to the AFT office at CSM, 15-131. When determining the amount of your contribution, we hope you will consider the fact that your colleagues who are paying via the Credit Union are contributing an annual figure that is

Skyline Grievance Training Workshop

Skyline faculty,

Are you interested in learning about:

- the contract that all faculty work under?
- how the Grievance process works?

If so, then come to a presentation on grievances by John Kirk, AFT's Chief Grievance Officer in our district for over 30 years!

What: Grievance Training Workshop conducted by AFT 1493

When: Wednesday, Feb. 28, from 2 - 4 p.m.

Where: Bldg. 6, Rm. 6203

Why:

AFT 1493 wants to form a Grievance Committee at each campus. The Skyline Grievance Committee will consist of those who attend the workshop and express an interest in being on the committee. John Kirk, AFT Chief Grievance Officer, will begin mentoring all Grievance Committee members during the Spring 2007 semester.

10 times their monthly deduction. Please be generous!

Please help faculty have a say in Board elections by joining AFT Local 1493 COPE today! Elections to the San Mateo Community College Board of Trustees occur in odd numbered years, which means that there will be candidates running for the Board this year. Wouldn't it be nice if they were faculty friendly? Help AFT 1493 COPE make sure that this happens. □