

EVALUATION OF ADMINISTRATORS

AFT survey of deans & managers leads to District commitment to continue practice at all colleges

Many of you have told us that you were grateful to have the opportunity to evaluate your deans and managers last spring. Here's some history and a report on the All-District Faculty Survey of Deans and Managers.

In response to complaints from faculty members across the district and across divisions about managers' lack of collaboration and faulty communication and decision-making, we asked the California Federation of Teachers (CFT) to help us design and administer a faculty survey. Up until now, CSM was the only one of the three colleges that regularly gave faculty the opportunity to evaluate their deans and managers.

A detailed survey & strong response rate

During the early part of the spring semester, the CFT researched and compiled sample survey questions, which we revised and refined to suit the needs of our district. The survey questionnaire was detailed and thorough, consisting of questions that rated deans and managers in a variety of different areas and contexts, and it included options for personal comments.

The Managers Survey was sent electronically to all part-time and full-time instructors on April 10, 2014. The response period ended on May 5, 2014.

A total of 286 faculty members participated, a very strong response rate that represents nearly one-third of all district faculty. Of those, 162 were full time tenured faculty, 23 were tenure-track and 98 were part time faculty. Three respondents chose not to identify their FT or PT status.

In June, we shared the results of the survey with Chancellor Galatolo, Eugene Whitlock, the new Vice-Chancellor for HR, and Harry Joel, the outgoing Vice-Chancellor for HR. Although the majority of the district's deans and managers received positive, or mixed, responses, Chancellor Galatolo expressed his concern about a small number that received very negative ratings. He said he was committed to meeting with college presidents and VPIs to address the most egregious problems.

Chancellor promises changes

Galatolo assured representatives of the union who attended this meeting that a number of changes would be instituted:

- "360 degree" evaluations of deans and managers by all full-time and part-time faculty will occur at all three colleges on a yearly basis

- Union leadership will be consulted and involved in this process
- All deans and managers will be shown the results of their individual evaluations
- Problem deans will be scrutinized and negative behavior will not be allowed to continue

As you know, faculty members are required to be thoroughly evaluated on a regular basis, and student surveys are an integral part of the evaluation process. In contrast, regular feedback from faculty has not been part of the evaluation process for deans and managers at two of our colleges. The result is that for many newer deans, an evaluation by their faculty has never occurred, and for senior deans, not for a very long time. Ideally, the evaluation process should be parallel. Now that the union has initiated a new procedure and the District has committed to continue it, this survey will have real "teeth"; it will be a regular and serious evaluation with serious consequences.

Thank you to all of you who took the time to participate.

Our 3.69% pay raise beats price increases

Everyone is probably aware that our salary increase for 2014-15 is 3.69%. The increase, which was negotiated with the District by the creative AFT negotiating team, was based on a percentage of the increased property values in San Mateo County. The calculation raised our pay almost a full percentage point above the 2.8% year over year increase in the Consumer Price Index in the Bay Area (as of April, 2014). This means that faculty are beginning to catch up with some of the lost purchasing power of all the years of no compensation increases. Kudos to the members of the AFT negotiating committee: Joaquin Rivera (Chair), Monica Malamud, Victoria Clinton and Sandi Raeber Dorsett.

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PART TIMERS

District responds to Advocate letter on failure to give fair treatment to current part-time faculty in hiring for full-time positions

by Barbara Christensen, SMCCCD Director of Community/Government Relations

The *Advocate* published a letter ["Full-time position open: In-house adjuncts need not apply" in May 2014 issue] written by an adjunct faculty member who was bitterly disappointed because she was not offered an interview for a full time position at Skyline College. This faculty member stated that it is "unfair and inequitable not to seriously consider our own before hiring an unknown faculty member."

First, I would like to point out that the hiring process for faculty is faculty driven; there are usually four or more faculty members and one dean on the committee that selects those to be interviewed and chooses the finalists to be forwarded to the hiring manager. Each of these committees is trained to and *does* seriously consider each applicant, granting interviews to those deemed to be the best qualified to join the faculty as a full time professor. The number of applicants for these positions is often well over 100, reflecting the extremely competitive applicant pool for these highly sought after positions at the District's Colleges.

Second, Title 5 of the Education Code mandates that the District cast as wide a net as possible for candidates when filling vacancies. Therefore, a policy that would guarantee a limited number of interview slots to selected applicants would violate the spirit, if not the explicit prohibitions, of Title 5.

The District's track record in hiring adjuncts is strong. In 2013-14, 70% of faculty hires came from adjunct faculty within our District. The percentages for 2012-13, 2011-12, 2010-11 and 2009-10 are 41%, 64%, 73% and 100% respectively. (In '09-'10, the one faculty hire came from the adjunct ranks.) Finally, I would like to note that every year many of our adjuncts are hired into tenure-track positions for other Districts and our District hires adjuncts from other Districts as well.

The District's goal has always been to hire the very best candidate for each vacant position and I believe we have been fortunate to have hired very talented faculty members over the past several years.

The Advocate

The Advocate provides a forum for faculty to express their views, opinions and analyses on topics and issues related to faculty rights and working conditions, as well as education theory and practice, and the impact of contemporary political and social issues on higher education.

Some entries are written and submitted individually, while others are collaborative efforts. All faculty are encouraged to contribute.

The Advocate's editorial staff, along with the entire AFT 1493 Executive Committee, works to ensure that statements of fact are accurate. We recognize, respect, and support the right of faculty to freely and openly share their views without the threat of censorship.

AFT 1493 discourages full-timers from taking on excessive overload

The following resolution was passed at the April 13, 2011 AFT 1493 Executive Committee meeting:

Whereas economic instability and budget cuts are affecting the employment status and livelihoods of part-time faculty in the SMCCCD,

Be it resolved, that the AFT 1493 Executive Committee recommend that full-time faculty members **seriously consider refraining from taking on excessive overload in situations where part-time faculty will be displaced from courses to which they would have otherwise been assigned.**

Flex = flexible: Flex days and part-time faculty

by Monica Malamud, AFT 1493 Secretary

Over the years, there have been many questions about how flex days apply for part-time faculty. The language in our contract was not very clear, so different people could interpret it differently. For the Fall 2009 semester, in response to a request from the Vice Presidents of Instruction, the AFT and the District negotiated an academic calendar which had a flex day scheduled in the middle of the semester for the first time. The number of questions regarding the interpretation of flex days for part-time faculty, especially those who work in the evening, increased significantly.

The AFT leadership actively engaged in communications with Harry Joel, then Vice-Chancellor of Human Resources and Employee Relations, which resulted in clarification of article 7.11.2 of the Collective Bargaining Agreement (aka “the Contract”). In an email sent to college presidents on March 4, 2009 Harry Joel wrote (emphasis added):

“We know that evening classes on March 11 will not be held due to this day (and evening) being a flex day. If an evening part time faculty member’s class is not held and he/she elects to participate in a flex day activity that day *or another day*, and a flex day participation from is submitted, he/she should be paid for the flex day.”

This interpretation is in line with Title 5 language on flex days. Article § 55720 (Operating under a Flexible Calendar), section (a) states (emphasis added):

[...] a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. *These activities may be conducted at any time during the fiscal year.* The time designated for these activities shall be known as “flexible time.”

So, even though certain days in the academic calendar are designated as “flex days” (as opposed to “instructional days”), the activities corresponding to those flex days can be carried out at any time during the fiscal year.

Although it was the mid-semester flex day which motivated this clarification, the conversations between Human Resources and Union representatives in spring 2009 resulted in unambiguous interpretation of the article 7.11.2 going forward. This was widely communicated to district faculty and administrators: in addition to the email sent by Harry Joel to the college presidents, Monica Malamud, then AFT 1493 president, sent an email to all faculty.

In order to reflect this shared understanding of flex days for part-time faculty in the AFT 1493 Contract, during negotiations sessions in the spring of 2013, the District negotiating team brought a proposal to the negotiating table. Joaquín Rivera and Brian Heid, AFT 1493 and the District’s Chief Negotiators respectively, signed the revised version of contract article 7.11.2, which went into effect immediately. The new language in 7.11.2 states that, in addition to participating in district- or college-sponsored flex activities, a part-time faculty member who is assigned to teach on a day of the week that has been designated as flex

“can elect to participate in a college-approved flex activity on an alternative day other than the College-designated flex day, show written verification of the activity, and receive regular pay for up to the normal student contact hours that the part-time faculty member is scheduled to teach on that day of the week.”

You can find a copy of the actual signed agreement on the AFT 1493 website (aft1493.org.)

Now our contract follows Ed. Code and clearly states the obvious: “flex” means “flexible”.

Decision in Vergara case overturns teacher rights; is being appealed

On June 10 of this year, an L.A. Superior court Judge in Vergara v. State of California declared five Education code protections unconstitutional, striking down California’s tenure, layoff, due process and seniority laws for K-12 teachers. It is a product of right-wing ideology, rather than Constitutional law and reasoning. The decision ignores the facts proved in the case, and disregards governing law. In rolling back the protections that allow teachers to educate their students and advocate for them without fear of arbitrary and capricious retaliation, the judge has set back a century of well-reasoned law.

The case was initiated last year by a group calling itself “Students Matter,” funded by David Welch, a conservative Silicon Valley millionaire. The lawsuit, hiding behind a group of students, alleges that teacher workplace rights-- tenure,

due process rights, and seniority rights during layoffs-- infringe on the constitutional right of students to an equal education.

The case is limited to K-12 public schools. Both the California Federation of Teachers (CFT) and the California Teachers Association (CTA) intervened in the case, and were active participants in a joint effort with the Governor and Attorney General. The court’s injunction, holding these important and long-standing State laws unconstitutional, has been stayed pending appeal. The CFT and CTA have filed an appeal.

A state Superior court decision has no precedential value and thus should not impact the community colleges. In addition, the tenure and due process laws for community colleges are significantly different than the K-12 statutes.

What is the purpose of our work?

Why a college education is much more than achieving a set of learning outcomes

by Chad Hanson, Professor of Sociology, Casper College



Chad Hanson

Every spring we conduct commencement ceremonies. At the end, students toss their mortar boards up in the air. They leave their seats to find their families. Then they hug relatives as new and different people. Graduating from a college is a milestone in our culture. When education is at its best, graduates are not the same as entering freshman. They leave as professionals. They add vitality to civic life.

To some degree, we all understand the broad, transformative purpose of education. Even so, in the past two decades, attempts to assess our work have focused, narrowly, on the short-term cognitive gains that students make, or fail to demonstrate, in courses and degree programs. On some level, as educators, we know that our goal is to help students build new identities—those of nurses, fire fighters, artists, scientists, technicians, citizens, etc. But recent efforts to evaluate our work have centered on one feature of education: cognitive learning.

In 1995, Robert Barr and John Tagg published, "From Teaching to Learning: A New Paradigm for Undergraduate Education." The article proved itself one of the most widely cited and influential writings of the time. The buzz around the essay grew so great, interest in learning took on the character of a movement. The drive caused many institutions to describe themselves as "learning colleges," expressly devoted to cognitive development. At the same time, and partially as a result, we also began to forsake our broader roles, in the lives of students, and the culture of the nation.

In order to convince us to reduce our conception of education to learning, Barr and Tagg questioned the historic values of academics. In the past, when we thought about "going to college," we pictured students engaged in an experience. That experience involved stretching out beyond home and work, searching for a new type of self, and then taking on the traits that we associate with educated people: dignity, thoughtfulness, idealism, etc. We used to see going to college as a rite of passage. Historically, staff and faculty thought of their work in terms of providing a cultural experience, but Barr and Tagg and their successors convinced many of us to

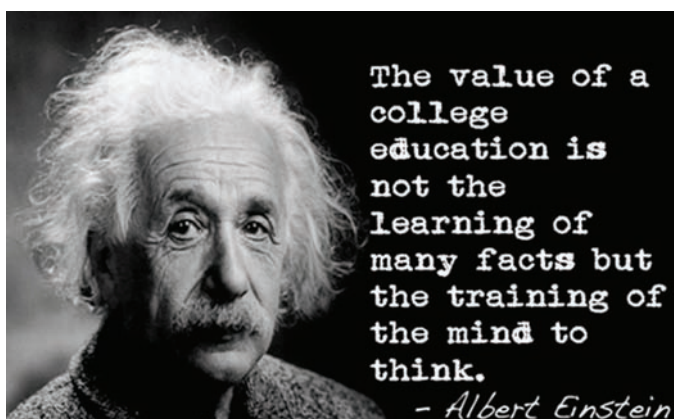
shrink our thoughts down to the point where we see education as a cognitive product, as opposed to a cultural process.

Short-term cognitive outcomes lend themselves to measurement, but the real purpose of schooling is to give students a chance to address questions, such as, "Who am I and what can I become?" In *Why Read*, Mark Edmundson added two more questions that students ought to ask, "What is this world in which I find myself? And, how can I change it for the better?" For centuries, the process of becoming educated served as a chance for students to form new ways of seeing themselves and relating to others.

Studies of knowledge acquisition cannot assess what it means to become a graduate of a college or university. The process of documenting learning does little to help us understand how our graduates present themselves in a work setting, as members of families, or while taking part in community events. We cannot describe a graduate's personal, civic, or professional identity by testing memory or skill. The

most meaningful outcomes of schooling relate to the traits that students develop.

Traits come about, and they endure, to the degree that they become a part of one's identity. The human identity or "self" is a story. We use narrative to build a sense of who we are. We are the life stories that we create and present



to people. The most crucial feature of a college education is that it offers students a chance to develop a new story—one that allows them to explain who they are, to themselves, and to those they know. In the long run, colleges become almaters: settings for key chapters of our stories. Those stories about who we are and where we are from turn into reservoirs that we revisit, time and again, for insight, direction, and counsel. More so than the bits of knowledge that we remember for tests and then soon forget, it is the memory of the college experience that gives students an avenue on which to maintain the traits that we associate with educated, i.e., curious, creative, analytical, and civic-minded people.

Learning is ubiquitous. It occurs all the time, everywhere, even online. Learning can take place while people watch TV. It happens when viewing a podcast. No one doubts that we learn through a range of methods, but the education-as-learning metaphor keeps us from asking big questions about what it means to attend and graduate from a postsecondary school.

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AFT 1493 is on Facebook: Join the conversation

Have you seen our AFT 1493 Facebook page lately?

We feature articles and posts on issues concerning:

- Higher education
- Adjunct rights
- Legislative and political issues in education
- Corporate education reform
- Labor news



Our Facebook page is a handy way to share Advocate articles with your friends, find out about events, and get the latest in education news.

Like and share the AFT 1493 Facebook page today. On a smartphone? Use the phone scanner to find our page on your mobile device.

[facebook.com/AFT1493](https://www.facebook.com/AFT1493)



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For example, students can learn online, but we rarely ask if you can become an educated person by visiting websites. Can you become an educated person by watching podcasts? The learning metaphor keeps us from raising such questions. Too often, we assume that our purpose is to produce learning, and we forget that our real charge is to create an environment where entering freshman become college graduates.

If we fail to tackle the common, but faulty, assumption that we are in the business of manufacturing, and learning is our product, schools will continue to change in consequential ways. For example, the learning-as-product metaphor provides the rationale for using adjunct faculty. Learning proponents argue, "Why invest in full-time teachers when *learning* is all that matters?" The learning-as-product mindset justifies MOOCs and online curricula. Digital learning advocates ask, "If you can learn online, why should students or the public pay to build or maintain campuses?" We often leave these questions unchallenged. Few of us have been willing to make the case that the role of a college is to provide a social environment where students can develop the traits that we attribute to educated citizens—past and present.

Barr and Tagg suggested, if we reduce education to learning, the enterprise could one day break free from the need for "live" teachers. But it takes campuses, faculty, and an educational experience to turn freshman into graduates. The process of becoming an educated person is a ritual and a rite of passage. In our culture, the process requires people, places, and memorable experiences. In the months and years ahead, faculty will do well to remind students, administrators, and the wider public that education involves more than learning, in a cognitive sense. To know the impact of our work, we will need methods other than those of educational

AFT 1493 awarded Strategic Campaign Initiative grant

by Katharine Harer, SCIO Lead Organizer & AFT 1493 Vice President

Katharine Harer (Skyline English/Co-VP) and Michelle Kern (CSM Art/CSM Part Time Rep) wrote and received a grant for the academic year 2014-15 from the California Federation of Teachers for a Strategic Campaign Initiative Organizing (SCIO) project. We were one of 19 locals statewide awarded an SCIO grant. The goals of the project are to increase union membership, promote faculty involvement and strengthen our political clout. Katharine is lead organizer and Michelle the part-time organizer.

In the first phase, Katharine and Michelle are revitalizing our membership materials, creating a *Welcome To The Union* tote bag stuffed with informative and accessible information, including our gorgeous new AFT 1493 T-shirt designed by Michelle! Once the new packet of materials is printed, we plan to visit as many new faculty hires as possible, full and part time, to introduce the union and meet our new colleagues.

SCIO project organizers are given strong support from the CFT. Katharine and Michelle attended a two-day training in early September led by statewide CFT organizers: Jessica Ulstad, Political Organizer, Sandra Weese, Organizing Director, and Laura Kurre, Training Director, along with other SCIO grant recipients to learn more about person-to-person organizing. On October 1, Training Director, Laura Kurre, will present a focused training session for our AFT 1493 Executive Committee to help all of us sharpen our organizing and outreach skills.

Keep an eye out for Katharine and Michelle, carrying bright red AFT 1493 bags and walking the paths of your campus. Wave us down and talk to us. We want to meet you!

psychology. We will need the perspectives and techniques of anthropologists, sociologists, political scientists, writers, philosophers, and historians, among others.

We live in an era where the importance of our work is no longer taken for granted. Therefore, we must communicate the value of teachers and campuses. To do so, we will need to stop shrinking our conception of the college experience down to cognitive learning—a stimulus and a response. The institution of higher education is not the same as a Skinner box. Even B.F. Skinner understood, "Education is what survives when what has been learned has been forgotten." At its best, higher education is a life-changing process. It is time to start taking stock and taking pride in our efforts toward that end.

Chad Hanson serves as chairman of the Department of Sociology & Social Work at Casper College. He is the author of The Community College and the Good Society, and the editor of In Search of Self: Exploring Student Identity Development. For more information, visit: www.chadhanson.org.

Building a strong local union—Advocacy in action

By Michelle Kern, CSM Part-Timer Rep.

California Federation of Teachers members from all over the state meet each year for week-long summer classes covering topics ranging from basic training for work in a local to developing broad, long-range strategies for strengthening a union while connecting to issues in the community. This summer, members met at Cal Poly Pomona for both labor training and thoughtful explorations of the issues that we presently face as union members and educators in California.

\$5 billion shift from California prisons to education and health and human services

CFT President Joshua Pechthalt, addressing the attendees on opening day, described some of the wins, and challenges, from the past year. One major point mentioned, from the plus column, is that CFT has been instrumental in negotiating for a shift of \$5 billion dollars in the California state budget from prisons and the rainy day fund, to Education and Health and Human Services.

Challenges still remain ahead though, including work to pass an accreditation reform bill, AB1942, to address the lack of transparency of the current accreditation process, crafted in the wake of the attempt to shutter City College of San Francisco by the ACCJC. On other political fronts, the union is also pressing the state legislature to pass a state oil extraction tax—California is one of the only states that does not levy this tax, and these funds would make more revenue available to education.

Pechthalt also introduced Dr. Jose Calderon, Professor Emeritus of Sociology and Chicano/a-Latino/a Studies at Pitzer College, a union and Chicano movement activist who was involved in the struggle for bilingual education and also accompanied Cesar Chavez in the arena of farmworker justice.

Dr. Calderon highlighted the wins achieved by building strong and broad coalitions in his community, where he saw his students being marginalized for being immigrants and struggling with learning with English as a second language. His students witnessed, and participated in, the Chavez movement and the pilgrimage marches organized by the farmworkers and allies. Inspired by the strength of this movement, the students organized and attained the first bilingual education program in the United States.

The creation and cultivation of democratic spaces for decision making is key in opposing the corporate reform of education, said Dr. Calderon, also adding that the movement to blame educators for societal ills has parallels in the rush to blame immigration as a source of problems. Dr. Calderon then ended by highlighting the need to solve economic issues to solve the problems in education and in

communities. Teachers have an organic connection to all of the communities which corporate reformers do not support, and have the potential to help grow large movements to oppose those corporate reform efforts.

Trainers Laura Kurre and Edith Sargon, in the “Building a Strong Local Union” class, led union members through five days of work focusing on how to find issues in the union and community that connect with people and how to create campaigns around those to win goals. Students included classified staff, K-12 teachers, and part-time teachers from California’s two-year and four-year colleges.

Union organizing includes continuing to energize members and to connect with community allies

While many people associate the concept of union organizing solely with the work of getting a fledgling union up and running, with winning membership over to voting to unionize—once this victory is achieved and the union has become a standard part of the workplace, the challenge is to energize members to participate in the local and feel that they can have access to it and connect with other members. Internal organizing is the key to building the capacity of the local, building ties among membership and, potentially, with community allies.

Building this internal capacity brings a stronger foundation to union work in general—and also creates a stable bulwark for facing obstacles that might arise, whether it be a local’s facing the challenges of a contract negotiation, or the union pushing back in the face of large-scale crises such as the threat to City College of San Francisco. Without a foundational structure in place, bringing force to bear on these problems can take a dangerously long time.

Even when an institution or union is not facing hurdles, a strong local union’s organizing can bring positive wins to education and the community. An active roster of energized and participating members creates the kind of democratic space described in Dr. Calderon’s opening address. We can identify the issues that move us as a union and build coalitions with organizations outside the union that share our vision for educational access. Many teachers are already involved in such organizations and a strong local union will identify them and see where those relationships can build alliances that could lead to wins on the legislative front or toward other goals.

Building a strong local union means recognizing the shared goals and values among our membership in AFT 1493 and creating a space that exists not just as a support but also as a catalyst. As we open on a new school year, this is an ideal time to reflect on the common values and concerns that we share, and to bring our collective understanding to the work of building relationships with each other.

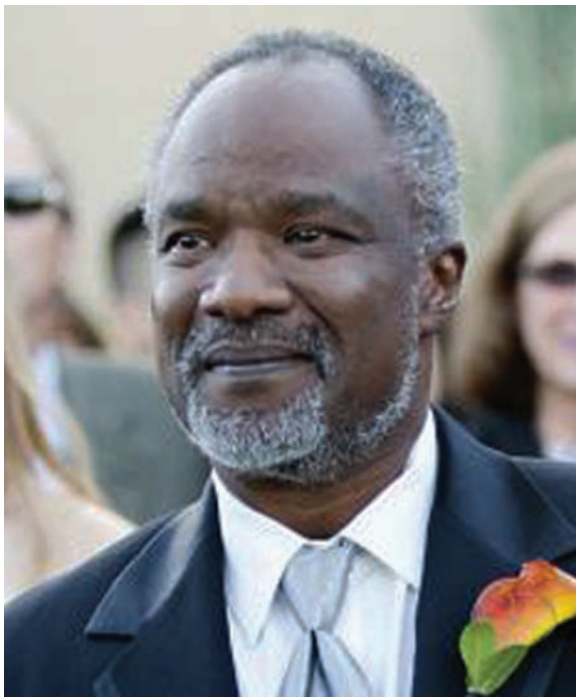
Cal Robinson

Cal Robinson, longtime Skyline College business and law professor, passed away on August 10, 2014, and will be sorely missed by Skyline and District colleagues. Cal was born in New Orleans, Louisiana, as one of six children. He studied at San Diego State University while serving as student body president, later graduating from UC Davis with a B.A. in Political Science. He went on to obtain an M.B.A. and J.D. at UC Berkeley. Two Skyline colleagues and friends--Katharine Harer and Jeff Westfall--share brief memories of Cal below.

Cal Robinson and I shared the second floor hallway in Building 8 for over twenty years. Cal's office was in a little cul-de-sac around the corner from where Nina Floro and I lived, and he often taught his Business Law classes next door to my English Comp classroom. He'd walk in the door smiling and leave with students chattering by his side. Cal and I were work friends, and although we were in different divisions and only rarely found ourselves in the same meeting, we knew one another.

Cal was infinitely knowable. He never hid behind an officious attitude nor was he distracted by overwork or campus politics, and he never lost his fundamental kindness. Cal was interested in everything: in me, in the teachers' union, in his family, in his students, in life. When we would talk before closing the doors of our classrooms, Cal was completely present – warm, sweet, smart and funny.

Cal often carried huge aluminum pans of homemade food to his classes, and I never saw him happier. He knew that feeding students is a good way to nurture -- and educate -- especially when the teacher takes the time to cook for his students. The last day I saw Cal, in early June, we were both clearing out our offices – he was moving and I was retir-



ing from full-time teaching. Cal laughed and said, "You're not really goin', Kath? You're too young." I loved that he said that even though it wasn't true. I can't imagine the world without Cal in it.

Katharine Harer

*English Dept., Skyline College
Co-Vice President, AFT 1493*

It is with sadness that I have learned of the passing of Professor Cal Robinson. Prof. Robinson's greatest moments on campus were in the classroom, but it was in a "shared governance" meeting early in our Skyline careers that Cal made a deep and lasting impression upon me. A committee discussion had turned tense, is how I'll put it, and Cal challenged the biases of the chairperson with a courage and insightfulness that demonstrated to every person in the room his quiet integrity. Off campus, surely, Cal's greatest joys were his children, and I am happy, selfishly, to have had him stand with me again years later - at my wedding. Cal Robinson was a very good man, and he is missed.

Jeff Westfall

Skyline, emeritus

AFT 1493 Executive Committee/ General Membership Meetings:

- **Wed., October 8, Cañada, 3-104, 2:15 pm**
- **Wed. November 12, Skyline, 6203, 2:15 pm**
- **Wed. December 10, CSM, 10-401, 2:15 pm**

Get your CFT Pocket Calendar

If you have not yet received your 20014-2015 CFT pocket calendar, please call the AFT office (x6491) or get in touch with your AFT Chapter Chair on your campus and ask for one.

Get your AFT 1493 T-Shirts!

AFT Local 1493 has beautiful new AFT 1493 T-Shirts available for faculty to wear. Let us know if you would like to have one to add to your wardrobe now.

If you haven't seen a colleague wearing one yet, see the bright read shirts worn by the Executive Committee members in the photo on page 8. The text, "Advocating for faculty since 1963", is on the back.

The T-Shirts are available in Men's and Women's Small, Medium, Large, and Extra-Large.

If you are interested in obtaining an AFT 1493 T-Shirt, please contact the AFT Chapter Chair on your campus. Please let us know which size you would like.

Your new AFT 1493 Executive Committee



The new 2014-16 AFT 1493 Executive Committee met for the first time on Wednesday, September 10 at CSM. Pictured above are (l. to r., in front:) Elizabeth Terzakis, Janice Sapigao, Lin Bowie, Victoria Clinton, Michelle Kern, Sandi Raebert Dorsett, Lezlee Ware, Katharine Harer, Joaquin Rivera, (l. to r. in back:) Rob Williams, Eric Brenner, Stephen Fredricks, Anne Stafford (in front of Stephen), Dan Kaplan, Paul Rueckhaus, Salumeh Eslamieh, Teeka James, Doniella Maher and Shaye Zahedi. (Monica Malamud and Hellen Zhang were not present.)

Some health plan premiums are increasing significantly in 2015, but Kaiser rates are going down slightly; Negotiations for raising the medical cap are about to start

Depending on which health plan you are covered by, full-time faculty members' 2015 medical premiums may increase by almost 24%, decrease slightly or something in between. About 44% of full-timers—those who are covered by the Kaiser plan—will see their premiums decrease by 3.8%. On average, however, the medical plan premiums will increase by 7.78%, with the largest increase being

23.66% for the Blue Shield NetValue plan. A comparison of the 2014 and 2015 rates for all of the available plans is shown at right, with the number of faculty currently covered by each plan also included.

The AFT and the District are about to start negotiating on an increase to the cap on the District's contribution to the medical premiums. Reportedly, the District is initially proposing an increase of \$35/\$45/\$55 for single/2-party/family to one of the other bargaining units. The Open Enrollment period started September 15 and ends October 10, so it is hoped that the parties can come to an agreement relatively soon.

Plan	Plan Code	2014 Rates	2015 Rates	# of FT faculty in each plan
Kaiser	Single	742.72	714.45	71
	2-Party	1485.44	1428.9	34
	Family	1931.07	1857.57	27
Anthem Select	Single	657.33	662.41	1
	2-Party	1314.66	1324.82	0
	Family	1709.06	1722.27	0
Anthem Traditional	Single	728.41	827.57	3
	2-Party	1456.82	1655.14	4
	Family	1893.87	2151.68	6
Blue Shield	Single	836.59	928.87	21
	2-Party	1673.18	1857.74	6
	Family	2175.13	2415.06	25
Blue Shield Net	Single	704.01	870.6	15
	2-Party	1408.02	1741.2	6
	Family	1830.43	2263.56	6
PERSChoice	Single	690.77	700.84	21
	2-Party	1381.54	1401.68	18
	Family	1796	1822.18	13
PERSSelect	Single	661.52	690.43	3
	2-Party	1323.04	1380.86	4
	Family	1719.95	1795.12	1
PERSCare	Single	720.04	775.08	11
	2-Party	1440.08	1550.16	3
	Family	1872.1	2015.21	0