

Meeting with students in the hallway: Part-timers speak to the Board about office hours

by Katharine Harer,
AFT 1493 Co-President

A couple of semesters ago, English instructor, Jenny Sarloos, had this experience: "When I announced to my class that I would be holding individual meetings with students to help them with their essays, a young man raised his hand and asked, 'Where is your office?' I attempted to maintain my composure as I replied that I did not exactly have an office, but that I'd be meeting students in the cafeteria. The class broke into laughter. I suppose I might have added that I was not paid for holding office hours, but that didn't enter my mind as I was absorbed entirely

with an attempt to maintain my integrity as an instructor."

Eloquent presentations detail dedicated teaching

On Wednesday November 17th, four part-time faculty members — Joan Connors and Marijane Datson, English instructors at Skyline, and Jim Robertson and Susan Cox, History instructors from CSM — addressed the Board of Trustees of the SMCCCD on the subject of office hours. Their eloquent presentations were introduced by AFT Co-President, Katharine Harer, and followed by remarks from full-time instructor of English at CSM, Anne Stafford.

The heart of each of the presentations was each instructor's dedication to their students and how essential it is to hold office hours — even if they take place in a hallway or at a table in a cafeteria and not in a proper office. Susan Cox talked about students who will come two hours before a scheduled class so that they can meet with her in the only slice of time she has available before back-to-back evening classes. Jim Robertson spoke about his own undergraduate experience and how time spent with teachers made all the difference to him. In his words, an office hour is, "an intimately human enterprise, some-

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Joan Connors



Marijane Datson



Jim Robertson



Susan Cox

AFT awaiting District response to latest proposal

Contract negotiations between the District and AFT 1493 have been on a temporary hiatus for the last 5 weeks because two members of the District negotiating team have taken successive long-planned vacations. The next negotiations session is planned for November 29.

On October 18, at the last session before the hiatus, the AFT presented a new proposal to the District. Based on separate salary surveys, both the District and AFT agree that our salaries are significantly lower than comparable districts (7th or 9th out of the Bay 10 districts, depending on whose

numbers you use) when you look at **Column 8** on the salary schedule (M.A. + 60 units) — which is where **almost half** of our full-time faculty are placed. In order to address this inequity, the AFT's latest proposal—see box on page 8—proposes to increase Column 8 by 3% beyond a general 3.91% (COLA + 1.5%) proposed for all faculty.

The AFT proposal also calls for a few other changes to the salary schedule. Since no full-time faculty are ever placed on steps 1-3 of the current salary schedule, the AFT proposes that those steps should be eliminated and the remaining steps should be renumbered. The AFT also proposes that two new steps—

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PRESIDENTS' PERSPECTIVES

We face same issue as hotel & grocery workers: rising cost of health benefits

by Joaquin Rivera and Katharine Harer,
AFT 1493 Co-Presidents



As we approach the end of another semester, many of us are feeling that this one went by even faster than usual. It might be because events that seem outside of our control — the tension produced by the presidential election, the mounting brutality and destruction in the Middle East, and the stresses that come from the economy are bearing down on us, pushing the pace of our lives faster and faster. Given that, we sincerely hope that you enjoy a restful winter break.

The current state of negotiations and the AFT's most recent counter proposal to the district are described in an article on page 1. We are planning to hold forums at each campus at the beginning of the spring semester after some long, and we're hoping conclusive, bargaining sessions in late November and into December.

Also note the other front page article on the November 17th presentation by faculty to the Board on the issue of part-time office hours, an item which is part of our comprehensive contract proposal.

Hotel & grocery workers share our fight against increased health costs

In other news, 4300 hotel workers in San Francisco, members of UNITE-HERE Local 2, had, up until Saturday November 20, been locked out of their jobs for going on six weeks in 14 hotels owned by major

chains such as Hilton, Hyatt, Holiday Inn and Sheraton. The lock-out has ended and the workers can go back to their jobs — which is great news. The two sides are in a 60-day cooling off period, but the major issues are still on the table. One of the most serious issues in the dispute is, just as in our own negotiations, increases in employees' health benefits costs. The outcome of this strike of generally low-paid workers, such as room cleaners, front desk staff and wait people, is likely to impact other labor agreements in the near future. Some of the members of the Executive Committee of our local have walked the picket lines with the hotel workers. It has been a very moving experience to join with them and to support their struggle for the most basic rights that all working people deserve. We may be called on to show our support again as Local 2 continues to negotiate.

Northern California grocery workers, members of UFCW, who work primarily at Safeway, Cala and Ralphs, are also in need of our support as their contract negotiations have dragged out since September and they may be forced to go on strike if the corporate-owned grocery chains insist on cutting back their health benefits and increasing the costs to workers. In Southern California, the store owners forced a draconian agreement with the union as the final outcome of last year's protracted dispute. Now, newly hired grocery workers have to wait from one to two and a half years to get any health benefit coverage at all, and in some cases, the benefits just cover the employee alone, not his/her family. The UFCW in Northern California has begun a campaign asking support-

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A partial log of part-timers' office hours

In the last issue of *The Advocate*, we asked part time faculty to reply to our questions: **How many office hours do you put in per class each semester? Do you know that you are not being paid for working office hours?** The following are responses we have received.

Undervalued

I just finished reading the Advocate and the article on part time office hours. Since I started working at CSM, I have put in two to three hours a week of office time, consistently. This does not include email time I spend with my students. This semester is the exception and one of the main reasons is that I felt my time was being undervalued (as is often the case with CSM).

Thanks for asking us, and thanks for being diligent with this.

Mary Fraser, Ph. D., CSM, Psychology

Astonished

I was astonished to note that money that might be directed to part-timers for work performed outside of the classroom was not reaching its goal. As a conscientious part-timer I spend at least five hours per week per class with students. This would come to around 85 hours per class

without a cent of compensation. And I teach two classes per semester.

Thank you,

Keith deFolo, CSM

You do the math

I just read the articles in the Advocate about the part-time faculty office hours. If your definition of office hours is counseling with students, then I put in about 15 hours per class, per semester. If you mean counseling, plus prep time plus grading papers and other administrative duties then the number is more like 50 hours per class, per semester. Let's see, I started in 1996 and have taught at least 2 classes each semester - that's 16 semesters, or 32 classes, times either 15 or 50 hours, times my hourly rate, or any old rate - quite a sizeable number! If you can get the District to move on this one - I will really be a happy camper. Good luck!

Judy Heldberg, Skyline

Stunned

Hello, I am responding to the question in the Advocate of October. I put in one hour of office hour per 3 unit class. I am stunned I don't get paid, because I do get paid at other community colleges for office hours. Furthermore, I am ready to go on strike over the fact I get paid as if I know 84% of what full time people know, teach 84% as well as full time people, and don't get leaves, sabbaticals etc etc. There is now the fact that the Sacra-

mento Chancellor's office has given up the 75/25 ft to pt units...saying the colleges can hire as many underpaid, overworked 'contractors without academic freedom of speech' as they wish. PLEASE DO SOMETHING!

Skyline part-time instructor

Editor's note: *The 75-25 ratio is still in place. There was a proposal to change the ratio for vocational training classes. But that proposal has not been implemented. The 75-25 policy remains in place.*

We need just compensation

Hi. This is in response the to blurb in the AFT bulletin. I don't hold official office hours, since I don't get paid for them. However, I usually stay after class (even though I teach at night), and sometimes meet with students before class. (not to mention that i'm inundated during class breaks.) I teach bio, so I encourage students to bring their study questions to lab, but they just don't. I think it's hard for them to multitask that way. So I end up answering questions, doing makeup tests, chatting, etc., before and after class. I'd say that often adds on another hour to class (I have three hour classes). So, two hours a week, all semester, is a pretty sound estimate for "office hours." I think office hours are very important and we should be paid for them; it would be much better for the students and it would be just compensation for us. I suspect many of us hold formal or informal office hours, which basically waters down

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Presidents' Perspectives

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ers to sign pledge cards that affirm that if there is a strike, we will not cross the picket lines. We will shop elsewhere! The hotel and grocery workers' struggles have a common theme — both the hotel and grocery chains are owned by corporations that make enormous profits while their workers' wages are not keeping

up with the cost of living, their benefits are being cut back, and their pensions threatened.

And on that note, the increased cost of health benefits to employees in *our district* is going to show up on our January paychecks. Sit down when you open your envelope and look at your check — these are huge increases, as we've described in past issues of the *Advocate*. We are work-

ing with the other two unions in the District and with HR personnel in a task force to try to find a less expensive way to get coverage, but we won't be able to put anything new into effect until 2006. For 2005, we are hoping to negotiate a higher cap on the District's contribution to help offset the payments that come from employees. See page 8 for the exact figures. □

Part-time faculty respond on office hours

continued from previous page
our salaries!

In general, part-timers need to be paid much more, to get medical benefits (right off the bat), to be paid for office hours (even at a reduced percent of the full hourly rate), and to have some sort of office (computer, phone, place to leave materials, ability to meet with students). A full-timer lets me share his office, which is great for me. Otherwise, teaching would be much more difficult. There are computers in the evening faculty room that I could use, but they're in another building, and I can't leave materials there or meet with students.

Gisele Giorgi, Skyline, Biology

Office hours in the classroom

I am currently teaching Psyc 200 and have 1 hour a week for office hours. Since many adjunct instructors share an office, I've decided to have my office hours in my classroom before class. This is possible because there are no classes being held before my class. This has worked out well, since some students get to class early. They see me there and talk to me about their projects and concerns.

I taught at College of Alameda before and was paid for office hours so I was a bit surprised that SMCCCD does not.

Lisa W. Chan, Cañada, Humanities

No pay, fewer hours

[In the past] when it was said that we part time people would get paid for office hours, I posted 3 hours a week but there was no pay for it, so I just do office hours by appointment 2 hours a week and much by voice mail (I call the student back and we talk on the phone or I meet them for coffee. I do not give students my private e-mail address and the school does not give me a computer or an e-mail address.) I teach 9 hours a week (60%).

By the way I used to get about \$450 a semester to help with my medical insurance and now I get \$185!! (1/3 of the cost)

Skyline part-time instructor

No office, no office hours

Just responding to your notice in the Advocate regarding part time office hours. I have been teaching a 3.0 class at Skyline (Film Study and Appreciation) since 1989. In this time, I have not had an official office hour posted, as I have no office. However, I do tell students that I have office hours one hour before class, as I am there from 5:00 p.m. until 6:30 p.m. every Wednesday. Class starts at 6:30 pm. No one has taken me up on it as of yet! I have tried (about twice) offering a two-hour period on Saturday from 10-noon in 2306 or the cafeteria, but no one has ever come in. Don't know if this qualifies, but everything in your article was new to me!

Barbara Klutinis, Skyline, Language Arts



Skyline part-time English instructor Liza Erpelo has a brief meeting with a student in a Building 8 hallway

One hour prior to class

I teach 2 night classes. I have posted a half hour for each class, but in reality I am in the office one hour prior to class time. I am also available to students via e-mail and phone.

CSM part-time instructor

5 hours per week in office hours

I work just over 1/2 time and I put in about 5 hours per week in office hours.

Cañada part-time instructor

Part-time faculty present to Board on office hours

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thing that could not be conveyed in my large lecture classes. Here at CSM, I am now on the other side, as a faculty member trying to help others as I had been helped.” Joan Connors described laying out student papers on top of a recycling container when the part-time workroom, her only “office”, was too crowded and noisy. Interestingly enough, when Joan came to Skyline eight years ago, she was told that she wasn’t required to hold office hours.

Each of the presenters spoke about the time they spend with students during office hours — how it gives students the necessary encouragement, confidence and, in many cases, the skills and knowledge to remain in their courses and to succeed. Anne Stafford made the point that community colleges offer students, in contrast to four year schools, relationships with their teachers, the human link that helps our often fragile students to believe in themselves and their ability to learn.

After the presentations, the student trustee, Patrick Burns, came out into the hallway and thanked the part-time instructors for speaking to the board. He said he didn’t know they weren’t paid fairly for the time spent helping students. Most students assume that all faculty members are paid the same amount, but of course that is not the case. The approximately 620 part-time instructors currently employed in our district are not only paid less than full-time faculty for classroom teaching, but — even if you agree with the district’s contention that the monies added in a side letter agreement from 1990 represent payment for office hours — they do not receive a direct and equitable amount.

Issue needs to be rectified

Board members, Richard Holober and Pat Miljanich, also joined the circle of part-time instructors in the hallway, expressing their understanding of the contributions of part time faculty, and that they appreciate what part-time instructors give students, the amount of time and care they put into their work. We feel that the Board, in general, was open to listening to the presentations and as we know that they are a student- and faculty-centered board, we hope that they see that this issue needs to be rectified.

We have for many years “agreed to disagree” with the District on this issue. Each time it has come up in negotiations, our interpretations were so far apart, we hit a stalemate. This time around, something has changed. Part time faculty members are talking about office hours in the work-

rooms and in the hallways and in the parking lots — part-timers’ unofficial “offices” and meeting places — and they are disturbed by the District’s position. The reality of their experiences doesn’t match up to the glowing characterization of this issue that comes from the District, and their desire to see this issue addressed is what motivated the AFT to bring the basic illogic and inequity that underlines the office hour issue into the light.

Points of controversy

The finer points of this controversy revolve around the question of whether the side letter agreement of 1990 is still in effect — which the union does not acknowledge as it was not negotiated as part of the actual contract. If you



Full-time instructor Anne Stafford made final remarks

assume, as the Chancellor argues, that it is somehow in effect, the next piece of illogic centers around whether all part-timers or only those teaching *six units or less*, as the side letter states, are required to hold office hours. The next challenge to the logical mind is the argument from the district that the “compounded” additions to the salary schedule from 1990 add up to an equitable payment for office hours. In fact, the union’s calculations, using the percentage the district claims was added to the hourly schedule, show an amount that averages approximately \$2.50 to \$5.00 per office hour (depending on salary step). On top of all this,

there’s the fact that the Ed. Code mandates that the office hour reimbursement monies from the state must be *in addition* to funds already being directed toward part-time office hours, meaning on top of the side letter arrangement.

We maintain that the part time office hour issue isn’t the conundrum that it appears to be; when you break the issue down logically, you can’t help but come to the conclusion that our part-time faculty are holding unpaid office hours. The AFT’s current proposal is that part time faculty be paid, at the special rate, for one office hour per week—spent with students outside of class in individual meetings—for every 3 units of teaching.

Wednesday evening after the presentations, one part-time faculty member remarked: “I feel inspired to begin to tell my office hour stories now after listening to other part time instructors. For those few moments, the insecurities and injustices part-timers sometimes experience dissolved into the passion and devotion to our students that unites us all. I hope more of us will begin to tell our stories.” □

WHAT DO YOU THINK?

New Mutual Respect Policy proposed by District raises concerns among faculty

The Advocate is publishing below the second draft of a proposed new District Rules and Regulations policy (2.24), referred to as a Mutual Respect Policy. The first draft of 2.24 was distributed last May to members of the District Shared Governance Council. The draft was also at that time sent to the three Academic Senates in the District so that discussion of the proposed policy could also be discussed in those bodies. The first draft was then discussed at the November meeting of the District Shared Governance Council (DSGC) and as a result of that discussion, Draft 2 was produced. The proposed policy will again be discussed at the December 6 meeting of DSGC.

The impetus for the proposed policy came about when Paula Anderson of the District Office attended a workshop at the 2003 meeting of the Higher Education Law and Policy Institute. As Dean Anderson writes: "In the course of that workshop, Mr.

Trager (Associate University Counsel, University of Colorado at Boulder) discussed a Supreme Court decision, *Oncale v. Sundowner Offshore Services, Inc.*, in which the Court decision states that anti-discrimination statutes are not a general civility code. We were advised to review our policies and to develop a stand-alone civility/conduct policy instead of imbedding conduct standards in discrimination policies."

There have been serious concerns raised about aspects of the proposed Mutual Respect Policy during discussions at different Academic Senate meetings. The AFT Executive Committee also has discussed the proposed new policy, and has serious concerns, as well, especially regarding point #3.

We are also publishing below a message that The Advocate has received on the proposed Mutual Respect Policy from Kate Motoyama, former District Academic Senate President. The Advocate is publishing both Draft 2 and Kate Motoyama's message of concern as a way to encourage further discussion of this proposed new policy in the next edition of The Advocate. Let us hear your thoughts on the proposed Mutual Respect Policy before it becomes part of the District's Rules and Regulations. Please email your views to: kaplan@smccd.net -ed.

Draft 2 of Proposed New Rules and Regulations 2.24: Mutual Respect Policy

1. The Board of Trustees is deeply committed to the premise that full participation in the educational process must be in a respectful environment conducive to working and learning for all members of the educational community and free from harassment.
2. The Board recognizes that the First Amendment protects expression of ideas that might be regarded as unpopular or offensive. The Board is committed to protecting freedom of speech in order to guarantee the free exchange of ideas that fosters knowledge, individual growth, and tolerance for new and different ideas.
3. Speech or expression that is intended to harass an individual or interferes with an individual's work, academic performance, or safety will not be tolerated. Expression of discourteous, threatening, offensive or abusive conduct or language toward other employees, students or the public visiting any sites within the District is discouraged. Such conduct by employees or students may result in disciplinary action.
4. The Chancellor's Office and the Colleges will actively seek to educate staff and students on the deleterious effects of expressions of hatred or contempt towards others.
5. The Chancellor's Office and the Colleges shall take all steps necessary to provide a positive environment that encourages equal educational and employment opportunities.
6. The Chancellor's Office and the Colleges will promote equality and mutual respect and understanding among all groups and individuals.

I am concerned about adopting the mutual respect policy because it is redundant—we already have rules and regulations pertaining to sexual harassment and academic freedom.

The Oncale Supreme Court decision extends to claims of same-sex harassment the same gravity and liability as claims of opposite-sex harassment. That's what the Oncale decision says to me.

I would imagine that language could be added to existing policies on sexual harassment and that the college community could be educated about the clarification. We have revised board policy in the past, such as with the policies on faculty hiring. Why are we writing a stand-alone policy that appears in paragraph 2 to reiterate our commitment to first amendment rights and then in paragraph 3 appears to equivocate about academic freedom?

Academic freedom is related to, but different from, first amendment rights; paragraph 3 may encroach on what is expressed in the classroom, "interfer[ing] with an individual's . . . academic performance . . ."

Who determines what is offensive language or conduct in the classroom and what does it mean when words or actions perceived as "offensive" are "discouraged?"

- Kate Motoyama, Past President, District Academic Senate

District brings back few classes and part-time instructors; enrollment continues downward

A year ago, in the Fall 2003 semester, we reported major cuts in classes offered, part-time faculty employed and students enrolled in our District. We had hoped that this year we could report that the District had brought back a significant number of the cut classes and layed-off adjunct instructors and had thereby increased enrollment. This is, unfortunately, not what has happened.

Overall, in the District, in Fall 2002 there were 3161 sections offered compared to 2620 classes offered in Fall 2003. This means that there were 541 few sections offered in Fall 2003 when compared to Fall 2002, which was a 17.1% decline in classes offered District-wide.

How many of these class sections have now been brought back?

In Fall 2003, Cañada College offered 598 class sections. For the Fall 2004 semester (all data used here is as of November 15, 2004) Cañada College is offering 590 class sections. In Fall 2003, Skyline College offered 826 class sections. For the Fall 2004 semester Skyline is offering 836 class sections. In Fall 2003, CSM offered 1196 class sections. For the Fall 2004 semester CSM is offering 1229 class sections. In other words, there were in Fall 2003 2620 classes offered District-wide, and in Fall 2004 there were 2655 class sections offered to students in the District.

Thus, the District has brought back a total of 35 class sections in Fall 2004 when compared to the 541 class sections cut District-wide in Fall 2003. That is to say, 6.5% of the classes cut last year have now been brought back this academic year.

At the same time, the number of part-time faculty who received paychecks from the District in September 2003 was 600 compared to 713 in September 2002. In September 2004, there were 618 part-timers on the District payroll. In other words, this semester we have an additional 18 part-timers receiving a paycheck.

And what about student enrollment? The District has just reported as of Fall 2004 census the following:

When Day and Evening enrollment is combined: at Cañada the enrollment is down overall 1.9%; at Skyline, the enrollment is down 4.1%; and the enrollment at CSM is down 8.1%. Overall, District enrollment is down 5.4%

But is the falling student enrollment really a surprise? When you cut such a huge number of class sections one year, and then fail to bring back into the curriculum any more than 6.5% of these classes the next year, it is obvious that a negative spiraling effect has been put in place. When the classes aren't available the students will go elsewhere. □

CSM Senate Governing Council points to use of racial stereotype during Chancellor's opening day talk and on District website

The following letter was drafted by the CSM Academic Senate Governing Council to Chancellor Ron Galatolo in response to an unfortunate use of an image considered to be an example of racial stereotyping that was displayed at the District opening day presentation by Chancellor Galatollo at the San Mateo Performing Arts Center and then subsequently also displayed on the District website. -ed.

Dear Chancellor Galatolo:

We appreciate the removal from the website of the image of a Mexican sleeping at the foot of a Saguaro cactus in the opening day ceremonies. Since **diversity** has become a buzzword that is loosely defined by meaning cultural variety, changing social norms, and inequalities that characterize the status of different groups, it is important that we as an institution do not take "dominant group values" and treat cultural customs as visual metaphors.

Diversity also has become a catchword for trying to understand the complexities of race, class and gender. Seeing inclusively is more than just seeing the world through the perspective of any group. *We must find ways to shift our visions from the apparent values that we have for so long thought to be acceptable, to include thoughts and ideas of those who have been devalued and marginalized*, especially through graphic representation that we have come to accept as the norm. As we adopt these views, the faculty, staff and administration must be searching for the obvious, and not so obvious racial slurs on our campus that would set people apart.

Unfortunately, clip art and many graphic software programs with generic graphics have not been updated to our academic level of perception. Negative visual metaphors are a complicated combination of stereotypes, realities, and conflicts in cultures. We, above all, must be aware of unconscious institutional racism. We must foster an enlightening framework that explores connections among individuals, cultural groups, social institutions, and social issues with an eye toward developing more just social relations. It is only then that we will create an environment that beckons transformative thinking. It is only then that we will be able to smile as we walk our school halls within an environment that motivates diversity, the act of seeing inclusively, and appeals to every nuance of human ideals, philosophies and dreams.

Respectively submitted,
College of San Mateo Academic Senate Governing Council

Health costs to take big jump starting with January paychecks

If your health insurance covers more than just yourself, you may be in for an unpleasant surprise when you look at your January paycheck. For the third year in a row, our healthcare costs will increase by double-digits. Kaiser is going up **16%** in 2005 and Blue Shield is increasing by a staggering **24%**. In dollar figures, that means the following: on the Kaiser plan, the cost for an individual will be \$354.69, for two \$709.38 and for a family of three or more, \$922.19. With Blue Shield's plan, an individual will pay \$389.96, two will be \$779.92 and the family rate will be a whopping \$1013.90. Compare these rates with what you paid three years ago, and you won't need a calculator to see that the healthcare giants are gouging us. In the past five years Kaiser's prices have gone up by 92.7% and Blue Shield's by 111%! Specific amounts for all plans are listed online. A link to the rates is available at AFT1493.org (Click on "What's New".) The 2004 cap in medical benefits paid by the District has been **\$567** per month. The current negotiations between AFT 1493 & the District will establish the cap for 2005. (The AFT's latest proposal is to raise the cap to \$925 per month. This would cover Kaiser's family rate.)

Flexible Benefit Plan forms due in January & February

Enrollment Forms for the District's Flexible Benefit Plan for full-time employees for the 2005 calendar year are due in the District Payroll Office no later than January 15, 2005. Deductions will start on your January pay and will continue through December 2005 and you can claim your eligible expenses from January 1, 2005 through December 31, 2005.

Enrollment forms for the District's 2005 Flexible Benefit Plan for part-time employees will be announced very soon and will be due in February.

A Flexible Benefit Plan (Flex-Plan) allows you to pay for child or elder care expenses, group insurance premiums, and your family's out-of-pocket health care expenses not covered by insurance with pre-tax earnings. By redirecting these expenses to a pre-tax arrangement, you pay less taxes and will have more spendable income without having to change your doctors, dentists, or day care providers. Your health insurance premiums will continue to be paid with before-tax salary (without the need to file a reimbursement claim). This benefit is automatic if your

AFT awaits District response to latest contract proposal

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24 and 25—be added at the top of the schedule. Step 24 would be at the same salary as step 23 (to create a plateau) and step 25 would be about \$2400 above step 24.

On health costs, the union proposes that the medical cap be increased to \$925/month for 2005. This figure is based on Kaiser's 2005 family plan rate. (See the health costs box on this page.)

The final point in the AFT proposal is to pay part-time faculty for one office hour per week (at the special rate) for every 3 units of teaching. (See the part-time office hours article on page 1.)

It is expected that the District will present a response to the union's proposal at the November 29th session.

AFT 1493 proposal of October 18

Two year proposal:

For 2004-05:

1. Steps 1-3 of the current salary schedule are inactive. Eliminate them and re-number the other steps (for example, step 5 of the current schedule becomes step 2 of the new schedule).
2. Add two additional steps 24 and 25. Salary for step 24 will be the same as salary for step 23. Step 25 will be about \$2400 above step 24.
3. Increase column 8 by 3%.
4. Increase all salaries by COLA + 1.5% (a total of 3.91%)
5. Increase the medical cap to \$925 effective January 1, 2005
6. Pay part-time faculty 1 office hour per week (at the special rate) for every 3 units of teaching assignment.

For 2005-06:

1. Increase all salaries by COLA + 3%
2. Medical cap will be negotiated once the health benefits task force concludes its work.

premiums are above the District medical cap.

Enrollment Forms and additional information are available on the District's Website (click on Downloads, Human Resources, Benefits, and select IRC Flex Benefits for Full-Time employees) and in the College Payroll Offices. □