

President's Report

Continuing Enrollment Decline Demands Aggressive Response

by Richard Hansen, FA President

Two themes dominated member negotiation reports at last week's California Community College Independents (CCCI) Spring 2017 Conference: enrollment declines and projected budget deficits in the neighborhood of \$6 million. Only one district spoke confidently about enrollment growth and, maybe because of this, did not report a structural budget deficit. This is likely due to the district's unique geographic circumstance, having its smaller college, Las Positas, located in Livermore, a community that is growing thanks to the mass exodus of families from the all-too-expensive Bay Area. Enrollment at its sister college, Chabot, located in the heart of the East Bay, is static, at best.

A significant number of faculty at Foothill-De Anza have contributed to the population growth in the Livermore area (and beyond) as they endure long commutes every day because the cost of housing near our district is prohibitive. The high cost of living and especially the high cost of housing in the South Bay drives young families away in search of a more affordable community, and this reduces the area's high school and traditional community college age population.

As a result, over the last 20 plus years, our district has struggled in its attempts to earn additional funding through enrollment growth. In fact, because state growth funding allocations are based on the size of the aforementioned populations, Foothill-De Anza's growth allocations have always been limited. For example, state funding for 3 percent enrollment growth system wide would typically be paired down to an allocation supporting only 1 percent growth for our district.

Combine this with the close proximity of other community college districts in the South Bay, growth has always been a very competitive proposition, a competition in which Foothill-De Anza used to come out on top but no longer.

At its April meeting, the Board of Trustees reviewed a report on the threat of nearby community college districts that are now "basic aid," meaning their local property tax revenue exceeds their state base funding

allocation, giving them discretionary funds that can be used to attract students.

In addition, economic downturns since the year 2000 have revealed the erosion of Foothill-De Anza's ability, even with its reputation for "excellence" and "transfer preparation," to lure students from all over the Bay Area to our campuses. Online course offerings also make it less important for students to identify with any particular brick and mortar college campus.

All of these factors plus accessibility difficulties due to campus construction and traffic congestion make our two campuses less attractive than they may have been years ago.

Compounding the problem, reform at the state level with its emphasis on the efficient movement of students from entry to completion and its limitation on repeatability has made it difficult for districts to serve their lifelong learning population. This is especially damaging to districts like ours where, as the traditional student-age population shrinks, the aging senior population has been growing.

Typically, both Foothill and De Anza have been proud of their instructional "efficiency," meaning that both colleges typically run very few small classes through tight enrollment management. Tight enrollment management implies that the colleges are prone to cut low enrolled classes early, sending part-time faculty packing and students scurrying to find replacement classes.

As a result, Foothill-De Anza faculty are among the most "productive" in the state, carrying a heavy WSCH per FTEF load (weekly student contact hours per full-time equivalent faculty position), typically coming in at well over 540 and occasionally peaking around 600.

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Hansen

Negotiations Update

2016-19 Agreement Almost Ready for Ratification

by Kathy Perino, FA Chief Negotiator

In the January 2017 FA News I described the pace of negotiations in terms of epsilon, ϵ , the mathematical symbol for barely larger than zero. While negotiations of the current three-year agreement have been painfully slow, ϵ is in fact greater than zero. Progress has been made, and we are now very close to finalizing the last Articles in the new three-year agreement. However, it is still unclear if we will completely resolve the Prob-Zero issue for probationary faculty. What follows is a summary of many of the changes to the Agreement. When negotiations are finished and the parties reach tentative agreement, a complete list of all changes will be available for review prior to a ratification vote of the faculty.

Article 6 (Evaluation): FA and the District agreed to include language to clarify the process and duration of an evaluation of online classes. Prior to the evaluation, the faculty member can meet with the evaluator and give guidance regarding course organization and content. The duration of the evaluation shall be not less than 50 minutes and shall not exceed 100 minutes. The evaluation may occur over multiple days within a seven day period as long as the total time observing in the course does not exceed 100 minutes.

Article 6A (Probationary Faculty): FA continues to seek language that (1) will allow a probationary faculty member who is planning a leave during the academic year to declare the year a "Prob-Zero" year before the leave, putting on hold all tenure evaluations for the academic year, or (2) will allow for the academic year to count toward tenure, if all faculty evaluations are complete and sufficient, when the faculty service falls below 75 percent for the year. Discussions on these issues continue.

Article 7 (Part-Time Faculty): New language reflects the changes associated with the incorporation of paid office hours into the Part-Time Salary Schedule and participation in Student Learning Outcomes. FA sought to incorporate language to protect part-time faculty with re-employment preference who submit assignment requests beyond the due date, but FA and the District could not reach agreement on such language.

Article 9 (Load and Class Size): Changes incorporate language related to load tables and the work of the Instructional Load Task Force. They also clarify the process for dropping "No Show" students in face-to-face and online courses. Note: Article 9 may re-open at the conclusion of the work of the Non-Instructional Load Task Force.

Article 10 (Hours and Scheduling): This now states that office hours for any faculty member may be scheduled face-to-face or

synchronously online. Note: Article 10 may re-open at the conclusion of the work of the Non-Instructional Load Task Force.

Article 13 (Transfer): Changes introduce a new process for a full-time faculty member to request a permanent transfer to the other campus. Within two weeks of an open position posting for recruitment, regular or contract faculty request a transfer by sending a letter directly to the President of the College to which they wish to transfer. Upon receipt of the request for transfer the President of the College or designee shall discuss the request with the faculty member within two weeks, unless a request to extend the timeline is made. The President makes a decision regarding the transfer before the search committee conducts a review of applications.



Perino

Article 16 (Leaves):
16.1 – Personal Necessity Leave now includes medical or dental appointments for the employee's immediate family member when the appointment requires the employee's presence as well as attendance at special family obligations such as a family member's wedding or graduation.

16.7 – The definition of "Immediate Family Member" is more inclusive.

16.20 – Parental Leave for Bonding purposes is now incorporated into the Article with clarification of which faculty members are entitled to use accumulated sick leave for such leave and which are also entitled to "differential pay" when accumulated sick leave runs out.

16.39 – Existing language states that the district normally provides a substitute when a faculty employee is absent for two or more consecutive hours. New language clarifies that if the leave is planned in advance, the District can provide a substitute even if the two hours of leave are not consecutive (such as absences due to observance of a federal holiday, religious holiday, or conference attendance).

Article 19 (Emeritus Program) and Article 21 (Post-Retirement Employment) – Changed language clarifies that employment within the first 180 days after retirement is not prohibited, but such employment can reduce the amount in the faculty member's pension check. Faculty are responsible for understanding the benefit implications of employment within the first 180 days of retirement. Changes also clarify that eleven-

and twelve-month faculty who retire under Article 19 can include service outside of the academic year during what is traditionally the eleventh or twelfth month of service.

Article 22A (Paid Benefits for Part-Time Faculty): Discussions are continuing on this article. FA has proposed that part-time faculty who retire in the middle of a plan year and are an annuitant under STRS be allowed to keep health benefits through the end of the plan year.

Article 25 (Special Assignment): There are no changes, but the article may immediately reopen pending the work of the Reassigned Time Task Force.

Article 34 (Distance Learning now "Online Learning"): This article now applies to all courses with any contact hours delivered online – fully online, partially online, or hybrid – and states that all faculty teaching online or hybrid must deliver the course using the college designated platform, which will be exclusively Canvas as of July 2017. The extra pay for development or transition of a course to Canvas will be in a separate MOU because it will only be available for two years. Availability of Professional Growth Credit for this same work remains ongoing.

Article 35 (Training/Retraining Stipend): The amount available to distribute annually is now \$70,000, increased from \$35,000.

Article 36 (Professional Conference Fund): The language reflects the agreed

Run for Next Year's FA Executive Council

FA is seeking eight faculty members – three from De Anza, three from Foothill, and two part-time faculty – to serve two-year terms starting Fall 2017.

Members have the following duties and responsibilities:

- Attend Executive Council meetings, the first and third Wednesdays of each month, from 3:00 to 5:30 p.m., and the annual FA retreat, typically two days in February;
- Serve as liaison to at least one division or program, and inform these faculty of FA events and important matters;
- Inform the negotiating team of faculty concerns and questions;
- Become familiar with the Agreement to best represent faculty.

Council members are paid \$100 for each Executive Council meeting and \$25 for each liaison/committee meeting report.

A "Petition for FA Executive Council Candidacy" will be emailed to all faculty May 1. By noon, May 19, interested faculty should return the signed petition to the FA office and email (ElwellSusanne@fhda.edu) a short (150-250 words) campaign statement. These statements, subject to editing for space, and photos will be published in the May FA News. Elections will be held June 13 and 14. For more information, call Susanne Elwell in the FA office (650.949.7544).

For faculty who may be interested in working on the Executive Council in years subsequent to 2017-2018, please know that elections are an annual event, as fully half of the Executive Council completes its two year rotation on an annual basis.

Enrollment Decline . . .

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Such peaks last occurred in the early 2000s, notably in one instance when classes were cut at a 5 percent level in anticipation of state budget cuts that turned out to reach only slightly greater than 3 percent. Looking back, this may have been the beginning of the District's enrollment decline as class reductions combined with extensive construction made student life more difficult, encouraging students to look to other colleges that were more "student friendly."

Most agree that 2010 marked a turning point in the District's enrollment history. This was the ill-fated year in which the District failed to pass a parcel tax, coming up short of the required two-thirds majority with a 58 percent approval vote. Unfortunately, this was the year in which the full impact of the "Great Recession" became evident to voters, making them cautious. At the same time, Measure C construction was in full swing, making access to campus difficult for students, and state budget reductions led to class cancellations, further frustrating students.

In what turned out to be disastrous for enrollment, the parcel tax campaign itself exaggerated the difficulties facing students at Foothill and De Anza, and students voted with their feet and traveled to other, more welcoming, colleges.

As a result, the full onset of the recession in 2010, which should have brought additional enrollment to Foothill and De Anza, marked instead the beginning of the enrollment decline that continues to plague the District today. This same year, the State Chancellor's Student Success Task Force began its work toward recommendations that, in the interest of efficiently moving students from entry to completion, would force colleges to

impose greater restrictions on their students, in many ways making it more difficult for them to stay in school. With its emphasis on basic skills, career-technical education, and transfer together with stricter repeatability restrictions, the resulting Student Success Initiative undermined the system's lifelong learning mission, further eroding Foothill-De Anza's enrollment base.

Recognizing these problems, what can be done? The recent "town halls" held throughout the District presented a dismal picture of budget deficits and limited enrollment prospects, and the news continues to get worse. The projected deficit for 2017-18 has grown from \$6 to \$9 million, and enrollment continues to decline with Foothill currently showing a loss of 2.8 percent in FTES (full-time equivalent students) and De Anza a 4.7 percent decrease when April 2017 is compared to April 2016.

Other comparative statistics from April 2016 and April 2017 reveal the different situations and approaches of the two colleges in this crisis. While the percentage loss of FTES shown above differs between the two colleges by a factor a bit over 1.5, Foothill's unduplicated student headcount has declined by only 96 students, and at De Anza, the number has gone down by 616. There has clearly been a more dramatic exodus of individual students (by a factor of 6) from De Anza in comparison with Foothill. This may indicate that Foothill students take more classes on average because a small loss of individual students translates into a substantial loss in terms of full-time equivalent students. However, it is the FTES loss that most clearly indicates the significance of the impact to college programs and revenue.

Other data shows that Foothill offered only 7 fewer classes in April 2017, while De Anza reduced class offerings by 31, about 4.5 times as many. At the same time, the number of Foothill full-time equivalent faculty (FTEF) slipped by not quite 2 positions (-1.7 FTEF), but De Anza grew by almost 11 positions (+10.83 FTEF). As a result, De Anza's reduction in classes while it increased the number of faculty resulted in a significant loss of productivity with WSCH per FTEF falling by 36 points from 526 in April 2016 to 490 in April 2017. In contrast, Foothill slipped 11 points from 463 to 452.

These last statistics may be the most important. This snapshot reveals what likely would be borne out by further research and has been reported anecdotally to EA by part-time faculty: over the years of enrollment decline, De Anza has continued to hold to a high productivity model, cutting low-enrolled classes, while Foothill has allowed more small classes to "go."

It is not easy to determine which approach has been more effective because other

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FA Negotiations Team Seeks New Members for Next Contract Cycle

The Faculty Association is seeking new assistant negotiators to join the negotiations team beginning Fall 2017. Any full-time or part-time faculty member from either campus is eligible to apply. In putting together the negotiations team, EA looks for members who, collectively, have expertise in the following areas: mathematics (including spreadsheets), budget, oral argument, historical perspective, California Education Code, problem-solving, health benefits, research, and written communication. Prior experience with negotiations is welcome but not a requirement.

Negotiators are appointed by the EA Executive Council for a three-year term or until the contract is signed off, subject to review each year. Assistant negotiator positions receive release time, or in the case of part-time negotiators, a choice of release time

or the equivalent pay on Appendix A (Full-time Salary Schedule). While the exact amount of release time or pay for each position is determined once the team is assembled, a common amount of release time is equivalent to roughly two assignments per academic year.

The negotiation team meets on Mondays and Wednesdays from 1:00 to 4:00 p.m. to discuss proposals and/or to negotiate with the District representatives. Meetings are normally held in the EA office on the Foothill campus.

Interested faculty should send an email "application," listing background, interests, and qualifications to EA Office Manager Susanne Elwell (ElwellSusanne@fhda.edu) by May 15. Interviews will be held shortly thereafter. For more information, call Susanne Elwell in the EA office (650.949.7544).

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There is also good news at the state level with the formation of a Chancellor's Office task force on potential easing repeatability restrictions in support of lifelong learning. The Chancellor's Office has also been pressed, primarily by student and faculty groups, to ensure that the implementation of more stringent academic and financial need requirements for the Board of Governors Fee Waiver program do not impact students unfairly.

Looking to the long range future, Foothill-De Anza should work with the State Chancellor's Office and state officials to shift the focus of community college funding from increasing enrollment numbers to maintaining the quality of college programs and student life. The positive theme underlying the Student Success Initiative is found in its focus on service to students, something that has been ignored by state leadership until now. Ensuring student support and the quality of campus life must be made ongoing state priorities and be included in essential base funding rather than remain isolated and vulnerable in categorical "special programs" as has been the case during the current economic recovery.

Finally, with respect to the financial impact of our own local enrollment decline, the District should be thankful that EA and the other bargaining units collaborated with the administration to set aside record levels of funds during the recession years to provide a cushion for future financial needs. As described in last quarter's town hall meetings, while substantial, these funds will not last forever, and they shouldn't be allowed to. They should be used now to give the District enough time to address its current problems and assist the colleges in their efforts to get back on a firm enrollment foundation.

Let's get started!

Faculty Association's 2017 Retirement & Benefits Workshop Open to All Foothill-De Anza Faculty and Staff Friday, May 5, 2017

10:30 AM to 4:00 PM

De Anza College, Hinson Campus Center
Conference Rooms A & B and Fireside Room

All District employees are invited to this information-packed workshop covering district benefit and retirement options. Light refreshments will be served throughout the day in Conference Room A. Younger employees are encouraged to attend—it's never too early to plan!

Conference Room B	
11:00 am	Registration, Handouts, Greetings
11:00 am - 12:15 pm	CalPERS Basics: Public Employees Retirement System <i>Maria Marcos, CalPERS</i> (for any employee enrolled in a PERS retirement plan).
12:15 - 12:45 pm	District Benefits in Retirement for Full-time employees <i>Christine Vo, FHDA Benefits</i> (for all full-time employees).
1:00 - 2:00 pm	Social Security <i>Robert Pepper, SSA</i> (for all employees, full- or part-time, that may have social security).
2:15 - 3:15 pm	CalSTRS - State Teacher Retirement System For any employee enrolled in the STRS retirement plan. This is primarily for full-time faculty, but part-time faculty are welcome.
3:15 - 4:00 pm	Full-time Faculty Benefits and Retirement Options For full-time faculty, includes Article 18 (Pre-retirement workload reduction), Article 19 (Emeritus program), Article 23A (Bridge Program). <i>Lisa Markus, FA</i>
Fireside Room	
11:00 am - 1:00 pm	CalSTRS for Part-Time Faculty A CalSTRS-conducted workshop specifically for part-time faculty.
2:15 - 3:00 pm	Classified Staff Retirement Benefits For full and part-time staff, includes Article 17 (Retirement) and Article 17B (Pre-Retirement Reduction in Contract). <i>Chris White, ACE</i>
Conference Room A	
10:30 - 4:00 pm	403(b) Tax Shelter Annuity / 457 Deferred Compensation Explore the option of supplementing your retirement with 403(b) Tax Sheltered Annuity and 457 Deferred Compensation. Stop by to meet the vendors.
11:00 am - 3:30 pm	Refreshments sponsored by the Association of Classified Employees and the Faculty Association.

Professional Achievement Award (PAA Workshop) – Thursday, May 11, 2017

EA is presenting the final PAA workshop of the year. See the February 2017 *FA News* for more details. Thursday 11 May, 1:00 to 2:30pm in Admin 109 at De Anza College. Please pre-register for the De Anza workshops by emailing Mary Kay Englen at staffdevelopment@fhda.edu .

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Letters and articles from District faculty are invited.
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