

President's Report

Legislative Agenda Addresses Interests of Faculty, Students

by Richard Hansen, FA President

The agenda for the new 2017-18 legislative session is firming up, and the Faculty Association for California Community Colleges (FACCC) and the California Community College Independents (CCCI), FA's connections to Sacramento, are sponsoring bills addressing issues important to both faculty and students.

Starting this discussion with a bill focused on students and a long-standing concern of both FACCC and CCCI, AB 204 addresses

due process rights for students facing the loss of their Board of Governors (BoG) Fee Waiver due to the recent implementation of academic progress standards established under the Student Success Act of 2012. This was legislation based on the report from the Student Success



Hansen

Task Force that "reformed" college matriculation programs, emphasizing the efficient movement of students from college entry, to identification of goals, and exit from the college with the appropriate certificate, degree, or preparation for employment or continued education. This is the legislation that brought the colleges the Student Success and Support Program (SSSP) with its funding for additional student services.

While thankful the legislature recognized the importance of student services, many faculty were critical of the legislature's im-

FA Spring Break Hours

The FA office will close at 12:00 p.m. Friday, March 31, and reopen at 8:30 a.m. Monday, April 10. If urgent, faculty may leave a message on the office phone (650.949.7544), which will be monitored periodically during the break.

position of an industrial model under which focus on rapid completion left little room for the exploration, intellectual development, and maturation that is so important to the undergraduate college experience. FACCC and CCCI were especially concerned with the reform aimed at the BoG Fee Waiver, the policy under which students evidencing financial need are excused from community college course fees, because it seemed more about eliminating student access than promoting student success.

While each college already had its own policies defining sufficient academic progress, the Student Success Act required the BoG to impose a statewide set of academic standards, and many faculty thought these more rigid requirements did not allow students in academic trouble enough time to improve before losing their Fee Waiver. CCCI carried the fight for additional time to the final hearings of the Student Success Act and got some changes in the legislation before it went to the governor for signature. Unfortunately, these improvements were eliminated in the final negotiations in the governor's office.

To its credit, the community college system heard these concerns and provided for a slow, three-year, introduction of the stricter standards under which college were to come into compliance in the 2016-17 academic year. The system also answered faculty critics of the stricter standards with a promise that, as required under the Student Success Act, every college would implement a process for students to appeal a loss of the Fee Waiver. But faculty remained skeptical because students would clearly have difficulty navigating any such process and, in contrast to the statewide imposition of strict standards, appeal processes would be set locally and vary in terms of their effectiveness.

With full implementation of the stricter academic progress standards this year, the system could not reliably predict the impact on students, and both student and faculty leaders questioned the viability of the local appeal processes. Faced with an inadequate

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Negotiations Update

PGA Credit, Stipends Soon Available for Canvas Conversion

by Kathy Perino, FA Chief Negotiator

The District and FA are finalizing the details of an agreement to allow both full- and part-time faculty to apply for either Professional Growth Activity (PGA) credit or a cash stipend for the work associated with converting an online/hybrid course from an existing

course management system (Etudes or Catalyst) to Canvas or for developing a new online/hybrid course in Canvas. PGA units or the stipend will be available for courses already approved by campus curriculum committees to be taught online. Further, the Dean must certify that the faculty employee has either taught the course or is likely to be assigned the course within three years. We are hoping this new application form will become available to faculty in Spring 2017.

The same form will be used if applying for PGA units or the cash stipend. PGA units will be awarded based on the number of units for the course, or in the case of hybrid courses, the number of online contact hours per week. Four or five unit online courses, or hybrid courses with four online contact hours per week, will earn three PGA units; two or three unit online courses, or hybrid courses with two or three weekly contact hours online, will earn two PGA units; and one unit online courses or hybrid courses with one contact hour online, will earn one PGA unit.

If selecting the stipend option for a course, faculty will be compensated based on the number of units for the online course, or the number of weekly contact hours taught



Perino

online in hybrid courses. In addition, the stipend for the first course converted will be much higher than the stipend awarded for subsequent courses.

For the first course earning a stipend, faculty will earn \$900 for a five-unit course; \$800 for a four-unit course or a hybrid course with four weekly contact hours online; \$600 for a three-unit course or three weekly contact hours online; \$400 for a two-unit course or two weekly contact hours online; and \$200 for a one-unit online course or one weekly contact hour online. After receiving the first stipend for a course, the stipend for the second, or any subsequent course, will be \$300 (5 units), \$250 (4 units or hours), \$200 (3 units or hours), \$150 (2 units or hours), and \$100 (1 unit or hour).

A faculty member can earn a maximum of \$1500 in stipends for course conversions, and all stipend applications must be submitted within the next two years: the deadline is June 30, 2019. Though the opportunity for a cash stipend will sunset after two years, PGA credit, because it is part of Article 34, will continue to be available.

In order to complete the application, the faculty applicant must have another faculty member "peer reviewer" verify, via a checklist on the form, that seven essential components of an online course are evident: 1) the syllabus states the course objectives or student learning outcomes, 2) the drop policy for non-attendance is clearly stated, 3) a policy on plagiarism or academic integrity is included, 4) information about disability related accommodations is present, 5) the grading criteria are clearly stated, 6) due dates and the course schedule are posted, and 7) a timeframe and preferred method for communication with students is clearly stated.

This peer review is NOT an evaluation of the course. Rather, the peer will confirm

that a short list of course basics will be clear to students taking the course.

The administration and many faculty who teach online are hoping this review will open communications between faculty regarding online teaching practices. In the course of developing the application, we discussed the importance of professional development regarding online instruction. Some campuses and districts have substantial peer mentoring and review of online courses. While a peer review of the entire course and associated pedagogical practices was

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system response, FACCC turned to Assembly Member José Medina (D-Riverside) to author AB 204 to strengthen provisions for BoG review of college appeal processes and insist upon consistency among the colleges. In addition, the bill amends current language to require, rather than permit, an appeal based upon hardship if the geographical location of the college makes it difficult for a student losing the Fee Waiver to travel to another district where the student would be eligible for the waiver.

Turning to issues relevant to both student success and faculty, FACCC has turned again to Assembly Member Medina to author Assembly Concurrent Resolution 32. While not a bill imposing action, ACR 32 encourages the State Chancellors Office, in consultation with the relevant stakeholders, "... to develop proposals for legislative consideration to address the longstanding challenges to achieving a specified goal of credit classroom instruction taught by full-time faculty and compensation equity for part-time faculty."

Specifically, the ACR addresses the system goal, articulated under AB 1725 in 1988, to have 75 percent of its credit instruction in classrooms staffed by full-time faculty, as well as the legislature's interest and BoG support as early as 1977 for "equal pay for equal work" for part-time faculty. The goal is to revitalize the commitment in the early 2000s when the state budget added funding for part-time faculty compensation equity, including paid office hours that are so crucial to the success of their students. The resolution also extends these recommendations to non-credit full- and part-time faculty.

FACCC intends to make this ACR the basis for its continued advocacy for these crucial issues within the system. There have, in fact, been semi-formal discussions aimed at achieving internal, that is too say internal to the system and not legislative, means to make progress on these two fronts for both full- and part-time faculty.

not reasonable to include in this application process, FA agrees the campuses should work to develop more professional development in which mentors are trained and paid for the work associated with completing a review of online courses.

FA believes these types of professional development activities will be most effective outside of the evaluation process, and many faculty who teach online will be willing to engage in a program that improves the student learning experience while recognizing the work associated with peer mentoring.

Another bill, CCCI-sponsored AB 1651, is authored by Assembly Member Eloise Gómez Reyes (D-San Bernardino) and addresses a union issue. Over recent years, community college districts throughout the state have abused an Education Code provision allowing them to place employees under investigation on paid administrative leave, barring them from campus and cutting them off from communication with colleagues. If there are extenuating circumstances, it may be appropriate to employ this tactic, but the abuse comes when this option is taken when the issues prompting the investigation are minor; that is to say, when the issues do not raise concerns about safely allowing the employee to continue to work, be present on campus, and to communicate with fellow employees and supervisors.

Districts resort too readily to this option, claiming that, because the employee is paid, no harm is done. They disregard concern about damage to the employee's reputation and dismiss the assertion that the employee is "considered guilty until proven innocent." Indeed, districts privately admit that paid administrative leave is actually a ploy to make it more difficult for employees to defend themselves, because they will be kept in isolation and investigators will more easily catch them off guard and manipulate them. Often, the targeted employee is not even informed about what is motivating the investigation.

To address this, AB 1651 will require the district to provide any faculty member placed on paid administrative leave, timely written notification of the details of the allegations involved. This is a simple matter of providing for fair due process, and if AB 1651 becomes law, faculty subject to administrative leave will be better informed, and FA will be better able to assist them.

All three of these bills are responsive to FA's pursuit of student and faculty interests. Watch future issues of the FA News for updates as these bills proceed through the legislative process.

Focused on Current Campus Concerns, FACCC Conference Informs, Inspires

Amy Edwards, *FA Executive Secretary*

Regardless of political affiliation, community college instructors would admit that Donald Trump's campaign rhetoric translated into an increase in stress for many of our students. To quickly address this increased tension at our colleges, just two weeks after the general election, FACCC revised its plan for its yearly Advocacy and Policy Conference in March to include components addressing the potential impact of the Trump administration's policies on the community colleges and their students. The result was a conference that garnered high praise from participants, many calling it FACCC's "best A&P Conference ever."

This was the result not only of changing the focus of some of the presentations, but also of revamping some traditional A&P components. The most significant of the latter changes was the return of the faculty awards ceremony from a lunchtime event, in which the presentation competed with the clanking of plates and silverware, to a pre-dinner cocktail party capping off a busy conference day. Attendees had the chance to meet, up front and personally, with the honorees who received awards for full- and part-time statewide representation and local service. It was inspiring for new faculty leaders to be able to join with FACCC as it honored its champions.

The lineup of speakers was also inspiring, with motivational speaker Wes Beavis discussing "Reconnecting with Our Powerful Selves." This presentation got all attendees on their feet and applauding as they were given motivational ideas about how to con-

tinue to be positive and drive change even in difficult times.

Next up was FACCC's first California Community College Distinguished Alumni Award presented to Chief Justice of California Tani G. Cantil-Sakauye, the first Asian-Filipina American and the second woman to serve as the state's chief justice. She was a very dynamic speaker and a proud alumna of Sacramento City College; the Chief Justice relayed stories about a highly motivating teacher she had while studying there.



Edwards

Her inspirational remarks took on even greater significance shortly after the conference when she objected to recent incidents in which immigration agents appeared to be stalking undocumented immigrants in California's courthouses. She wrote, "... enforcement policies that include stalking courthouses and arresting undocumented immigrants ... not only compromise our core value of fairness but they undermine the judiciary's ability to provide equal access to justice."

Equally inspiring were the lunchtime remarks of Kent Wong, Director of the UCLA Labor Center, who spoke on "Immigrant Students and the Future of California." If there

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Start Planning for Your Retirement Now! Attend FA's Biennial Workshop on May 5

Lisa Markus, *FA Vice President*

The Faculty Association is pleased to offer its retirement workshop, 11:00 am to 4:00 pm on Friday, May 5, at De Anza College's Hinson Campus Center. There will be several information sessions.

All district employees are invited to attend to receive the most recent information about district benefits, pension options, and post-retirement employment options. Younger employees are strongly encouraged to attend – it's never too early to start planning for retirement.

For part-time faculty, there will be a special session on CalSTRS, the State Teachers Retirement System, in the Fireside Room, 11:00 am to 1:00 pm. The coordination of retirement and how "earnables" are calculated will be explained, very useful information for part-time faculty teaching in multiple districts.

All the remaining sessions will take place in Conference Room B. Please come by for any or all sessions that are relevant to you.

For staff (and a few faculty) in CalPERS, the State Public Employees Retirement System, there is a session on the basics of PERS pensions, 11:15 am to 12:15 pm, presented by Maria Marcos of CalPERS.

For all full-time employees, from 12:15 to

12:45 pm, the district benefits unit will talk about district benefits for full-time employees in retirement.

For anyone who is enrolled in social security, there is a session from 1:00 to 2:00 pm, presented by Robert Pepper of the Social Security Administration (SSA). Note that faculty enrolled in CalSTRS do not contribute to Social Security through their FHDA pay, but may have access to Social Security from other employment.

For full-time faculty in STRS, there is a workshop from 2:15 to 3:15 pm.

Finally, for full-time faculty, FA will present on full-time faculty benefits and retirement options, 3:15 pm to 4:00 pm. This presentation will include an overview of *Article 18* (pre-retirement workload reduction), *Article 19* (Emeritus Program, for post-retirement employment), and *Article 23A* (Bridge Program and VEBA).



Markus

FACCC Conference ...

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were any plates and silverware clanking, it was drowned out by Wong's powerful, rousing presentation. His concerns were mirrored by a variety of afternoon workshops on creating a positive campus climate, organized labor's changed reality, and accreditation's role in opposing privatization. Other afternoon sessions reflected more traditional FACCC advocacy: the governor's proposed budget, empowering part-time faculty, and media messaging.

At the end of the day, there was a student caucus session before participants headed off to dine in Sacramento; our own Foothill-De Anza students and their advisors gathered for an FA-PAC sponsored dinner.

Monday morning was dedicated to honoring Sacramento leadership, with Senator Richard Pan (D-Sacramento) named FACCC-PAC Champion, Assembly Member Kevin Mc-

Carty receiving the Legislator of the Year Award, and the Lifetime Staff Achievement Award going to Mónica Henestroza who is a long-time supporter of faculty issues and currently serves as Special Assistant to Assembly Speaker Rendon. Also, the FA-PAC made its annual contribution to the FACCC-PAC Champion's campaign fund.

Following these award ceremonies, Henestroza led a "conversation on faculty issues," and State Student Senate President, Courtney Cooper (who is also Foothill College's Student Trustee), led a similar session with the students planning to join in on FACCC's Lobby Day.

These activities sent off an inspired group of faculty and students to their afternoon lobbying visits in the Capitol. See this month's *President's Report* for information on the content of this advocacy effort.

Mark Your Calendar: District Convocation

The District Convocation featuring keynote speaker Tim Wise, a nationally known anti-racism essayist and educator, is Friday, April 28, from 8:30 to 12:15. Faculty attendance is not required as this is not a negotiated flex-day. However, to encourage attendance, the District has agreed to provide substitute coverage of Friday classes for faculty who wish to attend the convocation. Faculty who take leave from classes to attend should turn in a Leave Report and select "college assigned business" for the type of leave. The name of the substitute will be submitted with this report. In addition, part-time faculty are encouraged to attend and will be paid \$100 for attending. Look for more details in the April issue of the *FA News*.

FA Seeks New De Anza Conciliator

Are you a problem solver? Do you enjoy sifting through facts and claims to identify the issues? Are you a good listener? Do you appreciate the nuances of human interactions? If so, consider applying for the FA position of Conciliator.

Anne Argyriou, the current De Anza Conciliator, has been very effective in guiding almost all of her cases to a successful conclusion. Argyriou's term ends this June, thus FA is seeking De Anza applicants for a provisional three-year term starting Fall 2017; at the end of years one and two, the appointment continues by mutual agreement.

FA Conciliators play a vital role in maintaining positive faculty-manager relations by helping to resolve matters at the lowest possible level. Differences typically arise through miscommunication between faculty and deans/managers or from a misunderstanding or misapplication of provisions in the *Agreement*.

The Conciliator, acting as contract resource, is often able to provide options for the parties to consider. Conciliation works because it is a confidential process, and its goal is to find a

mutually agreed-to solution, at least a partial "win-win," for both parties.

FA Conciliators receive about 30 percent release time from regular duties. Though the workload varies from quarter to quarter, conciliators designate a certain number of hours per week for the job, some of which are spent in the FA office researching or discussing cases with the staff. No prior experience or knowledge of the *Agreement* is required or expected.

After interviews of applicants by FA staff, the FA Executive Council will appoint the new Conciliator. Nicole Gray, FA Grievance Officer, and Argyriou will provide training in Spring Quarter; the trainee receives a \$500 stipend for time spent learning about the position.

If the prospects of working with FA staff, getting to know the contract, and performing an indispensable service for faculty and managers appeal to you, email a letter of interest to the FA Executive Council, via the FA office (ElwellSusanne@fhda.edu) by Friday, April 14. Call Gray (650.949.7075) or Argyriou (408.864.5340) for more details.

Know Your Contract

Summer Session Assignments

by Steve Howland, *FA News Editor*

The most common complaints regarding Article 26 are (1) assignments not distributed appropriately, (2) too many/not enough assignments given to certain faculty, and (3) lack of transparency regarding the "tiebreaker" used when assignments run out. Both schedulers and faculty might benefit from a review of the main provisions of Article 26.

Article 26.1 mandates the hierarchical order in which assignments are to be distributed: all faculty who request a summer assignment are put into one of these seven categories:

- Category 1: full-time faculty who were not employed the previous summer;
- Category 2: full-time faculty who were employed the previous summer;
- Category 3: part-time faculty who were not employed the previous summer AND who were employed for one or more quarters in each of the two preceding academic years;
- Category 4: part-time faculty who were employed the previous summer;
- Category 5: faculty from other divisions in the district;
- Category 6: Article 19 faculty;
- Category 7: all others

NOTE: within each category above, all faculty are equal: part-time re-employment preference (REP), the criteria used for distributing Article 7 assignments, is NOT a factor in distributing summer assignments.

As further stipulated in 26.1, all Category 1 faculty are to get a "full" assignment (if

requested) before any Category 2 faculty get assigned; likewise, all Category 2 faculty get assigned before any Category 3 faculty get assigned, and so on.

Article 26.3 defines a "full" summer assignment. Unlike an assignment under Article 7, a summer assignment is typically more than one four or five unit class but not more than two such classes. A summer session assignment is "proportionate to the average load of a regular academic quarter..." Therefore, the average load for a regular 12-week quarter is reduced by half for the summer six-week session, rounded up to the nearest class. For example, for faculty assigned three classes in a regular quarter, a "full" summer assignment would be two classes (1.5 rounded up).

In the event that, within one category, more faculty have requested an assignment than the number available, Article 26.1 stipulates "a mutually-acceptable tie-breaking process shall be established by the Division Dean and the affected faculty members." A tie-breaker can be as simple as flipping a coin, pulling names out of a hat, or using alphabetized last names (A-to-Z one summer and Z-to-A the next).

Deans/schedulers and faculty are encouraged to contact the FA Conciliator with questions about summer session assignments. Further, faculty who don't know what summer session category they fall into or are unaware of what tie-breaker method is used in their division are encouraged to ask their dean for clarification.

NEWS

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Letters and articles from District faculty are invited. FA, 12345 El Monte Road, Los Altos Hills, CA 94022. Ph: 650.949.7544 Email: ElwellSusanne@fhda.edu Website: <http://fa.fhda.edu>

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