President's Report

"Selequity"—The Need for a Multi-faceted Approach
an FA News Op-ed by Tim Shively

While not all of us may be fully woke, I suspect enough of us are sufficiently awake to recognize that some of what's been advanced in the name of equity, in our District and at the state level, conjures up images of the Cultural Revolution and its tossing of the baby and the basin along with the bath water. We’ve gone from calls for defunding the police to claims that the Academic Senate is an instrument of white supremacy. Students have not only been "centered," but tokenized in the process, and shared governance policies and procedures on both campuses have been routinely trampled upon (e.g. in the ranking of positions for hiring, the dismissal of required consultations, the formation of committees and workgroups, and so on). Equity is an important goal, an essential part of the identity of our District, but that doesn’t mean it has to be essentialist, and it doesn’t make every call for its implementation sacrosanct. There’s a distinction to be made between advocacy and zealotry, a line which, unfortunately, is sometimes obliterated when it comes to equity. Above all, equity should be broadly inclusive—of race, gender, sexuality, class, religion, language, nationality, age, ability—even as it’s centered on a specific inequity. It should be organically developed by the broadest...
constituencies of all groups, including senates, unions, student governments, and yes, administrators, from the ground floor upward and the inside out.

There are good reasons why equity efforts in our District should be both student-centered and racially focused. Students are the ground zero of any educational enterprise, and inequities regarding race and ethnicity are among the largest, most conspicuous, and least understood and resolved of various groupings of student data. But by it no means follows that we ignore other areas of inequity on our campuses in the process of addressing racial and ethnic concerns. The institutional inequities faced by instructors, for example, ultimately find their way into the classroom. As one of my colleagues is fond of saying, “faculty working conditions are student learning conditions.” It follows then, that providing faculty the resources and support they need to better reach and teach their students is one way to address disparities (between, say, the success rates of different student groups or student persistence). An opportunity has recently arisen in the budget proposed by the state legislature—$170 million of funding for new full-time hires. This would, first of all, increase the number of faculty in our District, easing the load, however slightly, on department chairs, schedulers, and other faculty who are stretched taut with the number of duties and responsibilities they’ve taken on to insure that their programs actually function. For small departments, in particular, some having relied upon a single full-time instructor for decades, this would allow some breathing room, and it’s likely we would soon see enrollment as well as student success rates begin to climb when the workload is shared, rotated and otherwise more equitably distributed in these areas.

Hiring additional full-time faculty would also present the opportunity to increase faculty diversity. As many studies have shown, institutions with faculty bodies that look more like student bodies (and ours is incredibly diverse) tend to have better success rates among all student groups. With this, in itself, will not close the equity gaps for underperforming student groups. It is a step in the right direction. Instead of the incremental progress we’ve been making on diversity goals, our $3.4 million share of the proposed new FT funds would allow us to hire as many as 45 new faculty across the District. This would be a sufficient number of new employees to foster a cultural change. And part of that wave could and should include existing part-time faculty hired into full-time positions. This is not the mutually exclusive goal from diversity it is sometimes portrayed to be, as plenty of our part-time faculty, particularly newer hires, are faculty of color. And I suspect we’d find our students, particularly those who feel that they are being constricted in some way or that their freedoms are being limited. Instead, let’s focus on the essential procedures, why not start with an invitation? Making flex days and other such equity focused activities mandatory often produces the opposite direct effect to getting faculty on board. As my Sociologist colleague informs me, this “reactance” often results when people feel that they are being constricted in some way or that their freedoms are being limited. Instead, let’s incentivize equity, celebrate it, encourage everyone to join in. And let’s abandon the language of “deficiency” when it comes to faculty. Rather than diminishing disciplinary expertise as so many “liberals,” let’s celebrate them as part of our community “heterogeneity.” Let’s recognize faculty educational achievements as possibilities for bringing intellectual rigor to our efforts instead of dismissing PhDs as “ elitists.” And enough of the binary thinking (e.g. “either you support this plan or you don’t support equity” and other such false dichotomies). We need an equity plan that has been built from and vetted by multiple perspectives and can stand up to critical scrutiny. That is how we can begin to build the broadest base from which to advance and support our equity goals. I’m not going to pretend to be an expert in the field, but the Faculty Association is also engaged in some transformative planning within the union context. We’ve formed an Equity Task Force with FA personnel and other District faculty, busy among other things, working to make evaluations equitable for faculty of color as well as students. We’ve also provided invaluable feedback incorporated into the Foothill College Equity Plan. We’ll be looking at Re-employment preferences (and not the administrators who determine funding and class offerings?) does nothing to address the underlying inequities for students.

Like student centeredness, a foregrounding of racial equity should not ignore, or be predicated upon, other inequities. Our District recently experienced the equity stick in the eye during the Vice Chancellor of Human Resources job search. Two of the three finalists would have brought diversity to this high level administrative position; one of them, however, did not evidence sensitivity to the diversity of sexual orientation and gender identity. This became a point of contention following the open forums held for the finalists, with some faculty challenging what they felt was inappropriate questioning of the candidate’s affiliations, which included ultra-conservative Liberty University. Like student centeredness, a foregrounding of racial equity should not ignore, or be predicated upon, other inequities. Our District recently experienced the equity stick in the eye during the Vice Chancellor of Human Resources job search. Two of the three finalists would have brought diversity to this high level administrative position; one of them, however, did not evidence sensitivity to the diversity of sexual orientation and gender identity. This became a point of contention following the open forums held for the finalists, with some faculty challenging what they felt was inappropriate questioning of the candidate’s affiliations, which included ultra-conservative Liberty University.

Negotiations Update

Kathy Perino

Remote Work Payment Coming in Fall

After nearly 5 months of discussions, the District has agreed to a one-time, $2300 remote work payment for all faculty who worked full-time in Spring 2020 and the 2020-21 academic year. Part-time faculty and full-time faculty with a reduced load due to PDL or other leave will receive a proportional amount of the $2300. For example, a faculty member who was on PDL one of the four quarters will receive 75 percent of $2300, or $1725. Payment for part-time faculty will be determined by comparing the total load taught over the four quarters to the full-time load of 1.333.
In addition to the flat payment for all faculty, FA negotiated an additional stipend for department chairs/schedulers, allied health faculty who coordinated the return to campus mid-year, and faculty who developed shared lab materials for use by the entire department. The exact amounts of these stipends are still being finalized but will likely amount to somewhere between $500 to $1500 in additional compensation, depending on the type of work.

The District anticipates these payments to be included in October paychecks. Faculty without an assignment in Fall will receive a check via US mail.

**Update: Juneteenth and the 2021-22 Academic Calendar**

Oops! The new academic calendar agreed to in May, which creates the Juneteenth holiday and converts the four-day Presidents weekend in February to a three-day weekend, cannot be used. When discussing the options for changes to the academic calendar, both FA and the District assumed that the single Presidents’ Day holiday on Monday was an option because that is what the Federal government recognizes. Just before ‘inking the deal’ we realized that California Education Code requires community colleges to have two separate holidays, one for Lincoln and one for Washington. This means we have to keep the four-day weekend in February, a welcome fact to some faculty members, and the calendar agreed to in May cannot be used.

Since every other holiday in our academic calendar is also legally required by Education Code, the only way to recognize Juneteenth with a holiday is to add a day to the academic calendar and start the year with three opening days instead of two. For next year, Wednesday, September 15 and Friday, September 17 will be college flex days, and Thursday, September 16 will be District opening day, as previously planned. We are aware that some divisions or shared governance groups were planning activities for Wednesday, and the colleges will work with those groups regarding these activities. Note that the conversion of instructional days to flex days for the first two days of Spring quarter is still part of the plan for 2021-22 since the type of day (instructional or flex) does not affect the 175-day count. The final academic calendar for 2021-22 will be published as soon as it is updated.

This is yet another example of a complication that arises from life on the quarter system. Perhaps it is time to revisit the question of whether we should change to semesters.

**Fillable Electronic Forms and Workflow**

Thanks to feedback from many of our members, FA and the District have been working together to put all of our updated online forms on one convenient landing page. The Human Resources Forms and Calendar page now contains all the current fillable forms from the Agreement (scroll down to the FA Agreement Appendices). Some forms are in Smartsheets, some have an Adobesign workflow, and others have the Adobesign workflow in creation now. By fall, all workflows will be complete. Both Smartsheets and Adobesign forward the completed form to the appropriate people, which means no more lost forms! Please contact the FA office (fasusanne@fafhda.org) if you have any questions.

**Budget Update**

**Community Funded Status Nears; Enrollment Management Group confirmed**

The District finance officers presented the 2021-22 Tentative Budget to the Board of Trustees last week. The tentative budget includes assumptions based on the Governor’s May revision, but more importantly highlights the fact that Foothill-De Anza will most likely be in community funded (basic aid) status next year. In fact, if it weren’t for a strange, hard to predict state budget provision called the Educational Revenue Augmentation Fund (ERAF), FHDA would be in community funded status this year. Instead, $20 million in property taxes were shifted to other uses for the state, and other non-property tax revenue funded our district, preventing the community funded designation. Our overall funding didn’t change in 2020-21, but the source of our funding did, and that caused us to stay out of community funded status. (I did say ERAF was strange, right?). The ERAF shifteroo, as I call it, has NEVER been this large. Ever. It seems fitting that this unprecedented budget change happened in the exact year we should have reached community funded status. It’s been that kind of year.

Nonetheless, it is highly likely that FHDA will be fully funded by property taxes and student fees in 2021-22. The wildcard in this prediction is the mysterious ERAF calculation for 2021-22. Because the safest move is to plan as if we still need some funding from the state, the tentative budget includes assumptions about temporary revenue (Hold Harmless). Should we actually move into community funded status, the hold harmless financial cliff we have been hearing about since 2017-18 will be non-existent. This would mean that salary negotiations would no longer have to include discussion of ‘temporary’ salary increases. And, when departments create course schedules, we could stop focusing on how many students we serve, and make strategic decisions about providing a rich choice of programs and how we serve the students who enroll in our programs.

At the budget town hall June 17, Chancellor Miner confirmed that district administration is willing to form an enrollment management work group to discuss enrollment strategies associated with our funding status. She confirmed that unlike many of our neighboring districts, FHDA has no intention of shrinking the programs and services we offer because we don’t need to “shrink into” basic aid status. Instead, property taxes have grown to meet our enrollment. She acknowledged that community funded status (basic aid) means we no longer have to focus so much on productivity while also noting that “class size still matters.” FA agrees with this statement if what Chancellor Miner means is that class size should be considered as part of our strategy to better serve our students.

So now we wait. Since we won’t know until mid-2021-22 whether we are actually in community funded status, the colleges are currently directed to meet the same productivity targets as last year. Class cancellations will still occur, but FA encourages the college administrators to be very strategic in these decisions, given the fact we are trying to rebuild on campus presence while meeting student demand from online students.

Membership in the enrollment management workgroup is still to be determined, but it is certainly nice to hear that the administration is open to involving faculty in discussions that will shape what De Anza and Foothill look like in the future.
Benefits Update

CalPERS has no "Choice" in 2022
Lisa Markus

FHDA contracts with the California Public Employees' Retirement System (CalPERS) for the purpose of providing health benefits. CalPERS currently offers a choice of several Health Maintenance Organization (HMO) plans, including Kaiser, and three Preferred Provider Organization (PPO) plans: PERS Select, PERS Choice, and PERS Care. For FHDA employees, the Kaiser plan is the most popular, with PERS Choice the second.

In FHDA, the total premium for each plan is paid by a combination of District contributions and employee/retiree contributions. Of the three current PPO plans, PERS Select is the least expensive but with a narrow network of providers, co-insurance of 20 percent, a deductible of $1000 (reduced to $500 for completing certain activities), and the maximum calendar year coinsurance responsibility of $3000. Select is only available in California, an important consideration for retirees and some active employees. PERS Care is the most expensive, with a wider network of providers, co-insurance of 10 percent after a $500 deductible, and the maximum calendar year coinsurance responsibility of $2000. PERS Choice is the "compromise" plan, with a $500 deductible, the 20 percent/$3000 maximum coinsurance of PERS Select, but with the wider provider network of PERS Care.

For 2022, the CalPERS Health and Benefits Board has reduced the PPO options to two by restructuring and renaming the Select and Care Plans and eliminating the Choice Plan. However, only the preliminary rates for the 2022 premiums have been released. Below is a comparison of the 2021 premium costs (Select, Choice, Care) to the 2022 preliminary rates for Gold and Platinum:

- The rate for PERS Gold (basically the same coverage as PERS Select) will increase about 23 percent
- The rate for PERS Platinum (basically the same coverage as PERS Care) will decrease about 19 percent from PERS Care but increase about 13 percent from PERS Choice

These are significant rate changes, but it is important to note that they DO NOT automatically change the employee contribution. The Joint Labor Management Benefit Council (JLMBC), whose membership includes FA and all bargaining units in the District, is currently negotiating the employee contribution rates for the 2022 plan year, and we are trying to minimize the impact on employees and participating retirees. Included in this negotiation are the 2022 contribution rates for all plans for active full-time employees and retirees as well as the rates for part-time faculty who participate in the District's benefits plans.

CalPERS will not announce the final plan costs for 2022 until mid-July, so the employee contribution rates will not be finalized until then.

Open Enrollment for 2022 will take place in late September to early October. Before it begins, part-time faculty will receive notice of eligibility for District-subsidized health benefits.

Open enrollment materials from the District will be sent to fhda.edu email addresses in mid-September and will include the final negotiated employee contribution rates. Information will also be posted on the Human Resources benefits webpage.

If you have questions, please contact Kathy Perino or FA office manager Susanne Elwell.

Office Hour FAQ

Q: Are office hours required in Summer Session?
A: No, summer session pay does not include pay for office hours, so they are not required.

Q: In the regular academic year, do all instructional faculty have to hold office hours?
A: Almost all. The only instructional faculty excluded from the office hour requirement are part-time faculty teaching non-credit classes that are paid on Appendix E. These are typically non-credit community based classes or supplemental instruction assignments.

Q: How many office hours do I have to have each week?
A: During the regular academic year, full-time faculty must hold four synchronous office hours each week, or a proportional amount of that if one has reassigned time for other duties. The part-time faculty office hour requirement depends on the number of classes one is teaching (load), and that is usually 1, 2, or 2.5 office hours per week. The day, time, and directions for how to attend office hours (physical location, Zoom link, pronto link, etc.) must be listed on your course syllabus (greensheet).

Q: Can I do one-on-one appointments for office hours?
A: Your office hours must be open to all of your students. If multiple students come to office hours, you can do so by asking other students to wait outside your office if in person, or if you are holding office hours in Zoom, you can speak privately with students using the waiting room or breakout rooms.

Questions? Contact Kathy Perino
Particularly for Part-time Faculty

Important Change to Unemployment Filing Requirements

If you will be receiving unemployment benefits this summer, be aware that EDD will require that you do a work search when you recertify for benefits every two weeks. Though no work search was required since the beginning of the Covid Crisis, now that California is reopening, that requirement has been reinstated.

If you have any issues with EDD during the summer, I can be contacted at brennanraymond@fhda.edu

Upcoming Deadlines

- June 30: Full-time faculty file intent to change salary column for (the next) academic year with campus Personnel Office (Appendix A, B).
- July 1: Full-time faculty submit Professional Achievement Award application to division dean (38.2.1, 38.3).
- August 20: Part-time faculty file intention to change salary column starting in Fall quarter with campus Personnel Office (Appendix B.1, C, E, G).
- Sept. 15: Full-time faculty submit completion of requirements documentation for salary column change in academic year 2021-22 to campus Personnel Office (Appendix A, B).
- Sept. 17: Part-time faculty submit completion of requirements documentation for column change in the Fall Quarter (next academic year) to campus Personnel Office (Appendix B.1, C, E, G).

Find the Contract, Articles, and Appendices Here