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2021-22 Academic Calendar Updates

FA and the District have reached Agreement on changes to the previously negotiated 2021-22 academic calendar:

- Friday Feb 18, 2022 is now a regular instructional day (previously one of two President's day holidays).
- Friday June 17, 2022 is now a district holiday in recognition of Juneenth.
- Monday April 4 and Tuesday April 5, 2022 are now Flex Days – one District and one Division/Department.
- First day of instruction for Spring 2022 is Wednesday April 6.

More details regarding the planning for the two Spring Flex days in the June FA news.

President's Report:
"Foothill-De Anza, Where Art Thou?"
--An FA Article, by Tim Shively

Given the most recent directive from the County Public Health Department "requiring that all businesses and governmental entities determine the vaccination status of their employees (and onsite contractors and volunteers)," our District may soon find itself following the CSU's and UC's in requiring vaccinations of its employees (and, potentially, students). Counterbalancing this public health momentum towards returning to some semblance of a physical social reality is a general social inertia towards returning at all. Having determined that instruction could be entirely remote, and the sky wouldn't fall, and having sustained remote instruction over the past year, there seems to be a widespread dismissiveness of the impetus to return to the before times when we could just as easily continue teaching online. There are many reasons for this "Re-Entry Anxiety," as one of my colleagues has dubbed it, not the least of which is that, as I discovered in driving my 12-year-old daughter home from her first vaccination, rush hour traffic has returned. Health and safety concerns are also a consideration for many, not just the immunocompromised. And the time put in to converting courses for online delivery is not something instructors really want to see shelved.

Nonetheless, an opportunity presents itself not just to come back, but back better. Rather than approach this broadly and generally, I'd like to zero on a specific area and look at the implications in some detail. And not much has been said about return to campus and this oft-overlooked "corner," the Arts. While there are plans for programs with a disciplinary need for a physical presence on campus, such as Ceramics, to return as early as the summer, the potential benefit this represents for our students, our colleges and our communities does not seem to have been fully realized. For beyond being a collection of individual programs—painting, music, film, dance—the Arts are a cultural function, one which the District needs to get behind and support as we return to the physical world, regardless of "productivity" and other fiscal indices.

In a September 2020 Bloomberg opinion piece entitled "Investing in the Arts Will Speed Economic Recovery," Harvard Economics Professor Kenneth S. Rogoff and theater producer Jenny Gerste noted that "the arts sector can create and sustain middle-class jobs for workers of diverse backgrounds to pursue creative careers and ones that are mobile. In turn, the culture industry is a magnet for creative clusters, and provides synergies that can spill over into a much broader range of economic endeavors." Consider for a moment the "arts famine" of an audience locked out of concerts, galleries, and other physical performance and entertainment venues for the past year. Not to mention the genuine human need for self-expression. Yes, I know that many people have taken advantage of the lockdown to get their hands on a paintbrush, a guitar, some clay, a camera (for purposes of retaining our sanity if nothing else!). But not everyone has experience with these various mediums, and Youtube videos just don't cut it for everyone (there are only so many Bob Ross's out there). Some of us need hands on, in person instruction. And that's where the community college comes into play, whether it's providing education for future careers, the lifelong learning opportunities community members crave, or the recreational needs of some of our Dual Enrollment students (not to mention faculty, staff and administrators).

I know there are naysayers. "Repeatability is dead," I can hear them scoff, and "the enrollment just isn't there." But to college planners with a sense of vision, this could be one of those "build it and they will come" epiphanies. If it's not us, it will be another District that profits from the impending tsunami of artistic hunger. And indeed, the foundation for building out the Arts in our District has already been laid. The "Event Center" envisioned to replace the Flint Center on De Anza campus includes plans for performance as well as exhibit space. After all, one of the justifications for the imminent tsunami of artistic hunger. And indeed, the foundation for building out the Arts in our District has already been laid. The "Event Center" envisioned to
The Measure "G" bond dollars being used to pay for the erection of the new structure are also slated to pay for a new Arts structure to replace the current Arts Quad, which will be disrupted by construction and the need to reroute utility and data cables which currently lie under the Quad. This is a golden opportunity if it’s done right. With a new Event Center, the existing VPAC building and a new Arts structure, plus Foothill’s Smithwick Theater and existing Arts structures, the District has a real opportunity to "brand" itself as a promoter of the Arts, to capitalize not just upon our immediate community’s interest, but a broader reputation across the region. There is no comparable Arts layout in any of the other Bay Area Community College Districts. While $55 million is currently slated for the new Arts structure, questions remain about the square footage of the building, equipment upgrades, making it a space that actually works for the faculty and students who will use it. According to Facilities Master Plan study data, De Anza students found the Arts to be the instructional program in which they felt the greatest sense of belonging on campus. Let’s find out why that is and spread it all across the District.

But it’ll take a corresponding build-out of our programs and classes to fully take advantage of this opportunity to rebrand ourselves. Whether that’s accomplished through STEAM power, promoting Arts classes as professional development opportunities for employees or encouraging departments to add Arts requirements to their local degrees, innovation is what’s needed. We need to move beyond the punitive model of resource allocation that penalizes programs that don’t meet enrollment targets by further reducing their course offerings. Hell, I recall De Anza College’s Red Wheelbarrow literary magazine, which publishes both a student and a national edition of poetry, fiction, photography, and other art forms, being considered for elimination during viability proceedings, all over a measly .100 FTEF (approximately $7000). That is not cost-savings—it’s administrative short-sightedness. Or how about what were formerly robust Jazz music offerings being whittled down to now only a single "Jazz/Blues/Popular Guitar" class. What we should be doing is not only supporting but promoting this African American art form (no knock on Foothill’s KFJC radio, but it’s worth noting that many years back, FHDA declined the opportunity of hosting what is now KCSM on the College of San Mateo campus, which at one point was the only 24-hour Jazz station in the United States).

In our District, we have a Chancellor who is a devotee of all things operatic, and at De Anza, a new college president who already has no space left on his office walls for additional student artwork. And beyond those who teach in the Arts, there are many unsung “artisans” lurking in the wings. I envision Administrative after hours theater projects, perhaps a standing Ceramics therapy group, definitely choirs of singers, recorded in Foothill’s Music Technology facilities. And think of how the Arts could “facilitate” our work spaces: Graphic Arts made easy for Canvas, photographs covering the institutional beige of classroom walls, student designed murals everywhere outside. That’s an environment people will look forward to returning to. Let’s double down on making the Arts part of our District culture. It may sound utopian, but the rewards far outweigh the costs.

District-wide PDL Training

Two workshops will be held in June for full time employees applying for a 2022-23 Professional Development Leave. The two workshops are identical, so there is no need to attend both.

Monday June 7 3:30 – 5
https://fhda-edu.zoom.us/j/97786601439?from=addon
Tuesday June 8 3:30 – 5
https://fhda-edu.zoom.us/j/93440696255?from=addon

Applications are due October 15, 2021 for a PDL starting in 2022-

Negotiations Report
"The May Revise and Understanding the Joneses"

By Kathy Perino, Chief Negotiator

It’s the end of May, and that means we’ve got the Governor’s revision to the January budget (the May revise) in hand. Unlike last year’s COVID-inspired roller coaster, this May revise brings good news: the January Cost of Living Adjustment (COLA) of 1.5 percent for community colleges now sits at 4.05 percent, better, but still about 1 percent lower than the COLA for the K-12 system. All 2020-21 budget deferrals (the state’s version of an IOU) are slated to be paid off. The May revise includes 20 million in ongoing funding for faculty professional development, which will likely translate into 400,000 for FHDA, as well as ongoing funding for online education infrastructure. The May revise includes a proverbial boatload of one-time dollars for the system (student emergency financial assistance, mental health support, DEI/EEO best practices, Cal Grant improvements, zero cost textbooks, and student housing to name a few).

Of course, the budget does not include all that we hoped for, but there’s still time to work with our legislators to make improvements. FA continues to work with FACCC to advocate for both part-time parity and office hour funding as well as dedicated funding of full-time faculty positions that would allow us flexibility in diversifying our ranks. The Governor ignores these requests even though we prioritize them year after year. We will see if the legislature pulls through for us this year.

With an overall budget this positive, one that appears to be quite close to what will be signed into law by the end of June, my email starts to fill up with
questions about salary negotiations: “Things are looking pretty good, right?” “My neighbor works at West Valley and they just got a big raise. Will we?” “San Mateo just settled. Can we get what they got?” And so begins the analysis of the possibilities. To understand whether or not we can “keep up with the Joneses,” we need to understand just who the Joneses are.

Salary

Let’s start with current salaries. Below is a salary comparison of FHDA full-time faculty salaries (10 month faculty) for the 2020-21 academic year. It shows FHDA column V (highest possible without a doctorate) including the 6% from 19-20 and 20-21 as ongoing compared to neighboring District’s highest non-doctorate placements. Note that FHDA has two columns, the first assuming no Professional Achievement Awards (PAAs) attained, since only about half of the full-time faculty receive these awards, and the second assuming all possible PAAs are attained. The percentages listed are percent above FHDA all PAAs.

<table>
<thead>
<tr>
<th>Salary Comparison</th>
<th>FHDA - NO PAA</th>
<th>FHDA, all PAAs</th>
<th>West Valley Mission CCD</th>
<th>San Jose-Evergreen CCD</th>
<th>San Mateo CCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 5</td>
<td>$86,394</td>
<td>$86,394</td>
<td>$94,742</td>
<td>$96,769</td>
<td>$97,837</td>
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<tr>
<td></td>
<td>9.7%</td>
<td>9.7%</td>
<td>12.0%</td>
<td>12.0%</td>
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<tr>
<td>Step 10</td>
<td>$102,583</td>
<td>$102,583</td>
<td>$112,521</td>
<td>$110,913</td>
<td>$112,996</td>
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<td></td>
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<td>8.1%</td>
<td>9.7%</td>
<td>8.1%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Step 15</td>
<td>$112,297</td>
<td>$115,297</td>
<td>$124,754</td>
<td>$121,295</td>
<td>$121,870</td>
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<td></td>
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<td>5.2%</td>
<td>12.2%</td>
<td>5.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Step 25</td>
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<td>$130,050</td>
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<tr>
<td></td>
<td>12.2%</td>
<td>12.2%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>9.3%</td>
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Comparing part-time salary schedules is a little different, but since part-time salaries are generally a percentage of full-time salaries, and all of these districts have made significant progress toward part-time parity, our research indicates that FHDA has also fallen behind these districts when it comes to part-time instructional salaries. FA has heard from a number of part-time faculty that they used to put their FHDA schedule as top priority and accept assignments at other colleges only after knowing availability of FHDA courses. Now, they make more per class at neighboring districts and FHDA is second or third priority.

FHDA has, or should I say had, a very long history of tops-in-the-state pay and has long tried to stay in the top 3 of the Bay 10 districts, so faculty who have been around a decade or more may be shocked at this information. To be honest, I was shocked to see how far behind our neighbors we are. And that led me to the next chapter of “Understanding the Joneses.”

District Funding

To understand how our neighbors made such progress, we need to understand the way community college districts are funded. What follows is an attempt to explain what it means to be “community funded” (formerly called Basic Aid) and to clarify the magnitude of the difference between FHDA and our neighboring districts.

The majority of each college district’s funding resides in the general fund. To determine how much each district receives for its general fund, first a calculation called the Total Computational Revenue (TCR) is made. The TCR involves the number and size of colleges or sites in the district, all portions of the Student Centered Funding Formula (number of students (FTES), supplemental, and student success) and any Hold Harmless funding, if applicable. Every district has a TCR based on the same factors.

After each District TCR is determined, the TCR is funded – the state determine where the funds come from to provide the revenue for each district. The first sources of funding for the TCR are local property taxes and a portion of student fees. If the property taxes in the district exceed the TCR, the district gets to keep the excess property taxes, above and beyond the TCR. When this happens, a district is considered “community funded” formerly known as “basic aid.”

The following table shows the TCR for each of our neighboring districts along with the excess property taxes which combine to produce the total revenue for the district. Note the number of students (FTES) served by each district and the resulting per FTES funding rate.

<table>
<thead>
<tr>
<th>Source: CCCCO 2019 - 20 Recalculation reports</th>
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<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>Total Comp Rev (TCR)</td>
</tr>
<tr>
<td>Excess Property Taxes</td>
</tr>
<tr>
<td>Total Revenue</td>
</tr>
<tr>
<td>FTES (funded)</td>
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<tr>
<td>Dollars per FTES</td>
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</table>

Look at those numbers again. West-Valley Mission CCD receives more revenue than FHDA, yet serves less than half of the students we do. Since our neighboring districts receive anywhere from 150% to 206% of dollars per funded student, they are able to pay their employees more.

Yes, FHDA gets a significant portion of our funding from property taxes. Cupertino, Palo Alto, Mountain View, Los Altos, and Sunnyvale generate plenty. But, we serve so many students that we need all of it, plus some additional funding from other sources, to pay for all of our students (to fund our TCR). If we cut our student enrollment in half, or even by 10 to 15 percent, we too would have excess property taxes and could probably get a decent raise for those who remain. But who wants to do that? How would we do that? Would we ever really do that?
Planning for the Future

I don’t know how to answer the above questions, but I’ve certainly had some interesting hypothetical debates about the pros and cons of such decisions, including how to protect the jobs of current employees and offer a robust, balanced educational experience for our students should we intentionally decrease enrollment.

The students, the Academic Senates, the unions, and the administration should be strategizing together to plan for this District’s future. Yet, we still have no joint enrollment management group, no productivity task force, and only the beginnings of a “class size task force” which will meet more frequently next academic year. Very few administrators in the District, let alone classified professionals and students, understand the details of the state budget, so engaging in strategic planning requires education first.

Until a strategic plan develops, or the current plan to recruit and generate every last FTES we can through any means necessary is confirmed as the best plan, we must remember that we have three more years (through 2023-24) of hold harmless funding. This means that although we don’t have excess property taxes yet, we do have stable funding independent of our total enrollment. If our enrollment drops a little, or a lot, hold harmless keeps our funding steady through 2023-24.

Graduation seems like it takes forever to get here, and Fall is more uncertain than ever due to the ever changing return to campus plans. But whatever happens for Fall, remember that faculty do not need to add students over the maximum class size to save the district. In fact, even reducing class maximum seat counts will not change our funding. Enrollment numbers aren’t the be all and end all of the college. Small programs are as good as, and as valuable as, large programs. Increasing enrollment won’t provide any additional funding to our district.

Instead of frantically recruiting students to fill every seat in our classes, or adding over the max class size just in case some students drop or because there aren’t seats elsewhere, maybe we should slow down and learn everyone’s name and story, and provide those students a great education. Teach the students there on day one, get them engaged, and keep them. Set a productivity target that maintains faculty health and well-being.

While you are working on that, FA will be working hard to negotiate every bit of compensation we can get given the current funding from the state.

Executive Council Elections

Contested positions for this year’s Executive Council elections include both Foothill full-time, and district-wide part-time. At De Anza, there are four uncontested seats. Statements of candidacy appear on these pages.

Elections will be conducted electronically on Monday, June 7 and Tuesday, June 8. Look for an email in your campus email at that time. If you do not receive this email, contact the Election Committee Chair, Jim Nguyen or FA Office Manager, Susanne Elwell.

In addition to electing next year’s executive council members, FA members will be asked to ratify the 2021-22 salary agreement to date. This agreement continues the 2020-21 salary through 2021-22 until another agreement is reached.

Faculty voting to approve this agreement are voting for the full 6% above 2018-19 to continue into 2021-22. Approval simply prevents the previously agreed to salary cut to 3.5% above 2018-19 instead of 6% above 2018-19. Note that additional compensation related to any COLA or budget improvements in the 2021-22 state budget will still be negotiated after the governor signs the budget.

If the salary agreement is NOT approved, 2021-22 salaries will decrease due to the expiration of the 2.5% temporary salary improvement.

FA Executive Council, De Anza

Four Candidates

Mehrdad Khosravi

As a current member of the executive council and having been on the negotiations team, I believe I have a good understanding of faculty needs and district responsibilities. As our
district goes through a variety of challenges from budget to enrollment and getting back to campus, the role FA plays is more crucial than ever. I feel my active participation on De Anza campus as faculty, department chair, and program coordinator puts me in a unique position to both understand the challenges we are facing and help our district make decisions that will better serve our faculty and our students.

Lisa Markus

Dear faculty, I would like to continue to represent you on the Executive Council. A little bit about me: I have taught mathematics at De Anza College since 1998 (a post-97 hire). As a member of the Mathematics Department, I served as department assistant coordinator then coordinator, with responsibility for scheduling, working with part-time faculty on evaluations, access to course materials, organizing workshops, and have been a member of several search committees for part-time and full-time faculty. I actively served the Faculty Association on the Negotiations Team for over 12 years, participated in the Joint Labor Management Benefits Council (JLMBC), served as an FA Trustee for the Voluntary Employee Beneficiary Association (VEBA), and represented FA on De Anza’s Instructional Planning and Budget Team (IPBT), and College Council.

My FA Agreement areas of expertise include retirement and benefits, and I have presented workshops on Professional Achievement Awards, Articles 18 and 19, and coordinated CalSTRS Retirement presentations on both campuses. As a problem-solver who enjoys working collaboratively, I would love to get your vote.

Felisa Vilaubi

As a newly tenured faculty at De Anza College, I want to be able to give back to De Anza as much as I can. I have personally benefited from the support of FA and I believe in the value of having a strong faculty association. I think it is important to support systems in place that are there to protect and keep faculty interest at heart. De Anza is my first exposure to community college, and I know that being involved with FA can only help strengthen my understanding of contracts, MOUs, shared governance, and I am looking forward to being able to participate in this way. I also believe that as a white-passing woman of color, I can add a unique viewpoint to FA. Being an embedded counselor on campus who has a background in alternative education furthers my ability to bring new ideas and perspectives to FA that will benefit the faculty and the campus alike.

Nicky Yuen

"Faculty working conditions are student learning conditions!" This phrase says everything about my approach to being a member of our union’s executive council and chair of De Anza’s political science department.

Working with faculty colleagues, I have endeavored to empower student voices through the FA’s Political Action Committee student internship program. We’ve been busy, and successful. This program contributed to raising over $200 million for faculty and student affordable housing; registered and mobilized thousands of voters for each election cycle; helped win an increase in San Jose’s minimum wage, lifting up thousands of our low-wage working students and their families; helped elect one of our own (De Anza alum and Political Science instructor Evan Low) to represent us in the California State Assembly; helped elect De Anza Alum (and union ally) Patrick Ahrens to the FHDA Board of Trustees; and organized hundreds of volunteers to pass and then renew the statewide “Millionaire’s Tax,” bringing in over $20 million annually to our District. In the process, on both campuses, FA has built strong alliances with our student governments whose student advocacy funds now contribute heavily to this powerful learning and advocacy experience for students.

I am also engaged in regional and state level advocacy—Trustee on the Peralta Colleges Board; FACCC-PAC treasurer; "California Campus Camp" director, training student and faculty activists; life-long dues-paying member of the California Part-Time Faculty Association; and many other efforts. I would be honored to serve for another 2-year term and ask for your support.

FA Executive Council, Foothill

Vote for Three Candidates

Jordana Finnegan

When I served as a conciliator for FA a number of years ago, I learned about FA’s meaningful efforts to improve faculty working conditions. I would like to support FA’s advocacy on behalf of all faculty as a member of the FA Executive Council from Foothill College. My past service as an FA conciliator, as a member of the Foothill Academic Senate, and sixteen years of teaching as a full-time English instructor at Foothill have prepared me to listen to and
Jordan C Fong
I'm excited to throw my name in the running for a seat on the Executive Council of the Faculty Association! I am asking for your support.

During my time at Foothill I've served on a variety of campus-wide endeavors. I've been serving on the Academic Senate as a Fine Arts & Communications Division Representative since 2014, as a Part-time Faculty from 2014-2016 and now currently since 2017, and have proudly ensured the voice of the faculty is heard and supported. Currently, I am also part of the Senate Constitution & By-laws study group. Since 2018 I've served on four Hiring Committees, and have been EO Rep for two of them.

Additional current and previous acts of service to the college include former Faculty Tri-Chair of the Community & Communications Governance Committee, former Faculty Advisor for the Surf Club, Self-Defense Club, and Photography Club, respectively. I am currently the Faculty Advisor for the student Art Club – Art Café.

Joining the Executive Council is the next phase of service that I hope to be a part of at Foothill. As a member of the Executive Council I would ensure that the Faculty's voice is continued to be heard and involved in campus-wide decisions, and would bring energy and enthusiasm to help make FA the life of the party more than it already is! I would be humbled and honored by your support as I run for a seat on the Executive Council of the Faculty Association.

Amber La Piana
My core values as a faculty member have been shaped by my own experience as a community college student and as a part-time instructor. A decade of part-time teaching and the past four years as a member of the Foothill English department have confirmed how closely the fates of part-time and full-time faculty are intertwined. In addition to serving as chair of the English department, I have represented faculty in a number of venues, including Academic Senate and the Back-to-Campus Instructional Taskforce. My time at Foothill has been defined by governance concerns, unpredictable enrollment, financial instability, and a legislative landscape that has made substantial demands of faculty. These issues are on top of the already-existing challenges of working in the Bay Area, challenges that have been intensified by the pandemic. I ask for your support to join the FA Executive Council as I advocate for equity-driven labor practices that recognize the relationship between student achievement and faculty working conditions.

Rachel Mudge
I am excited to express my interest in the two-year term Executive Council seat after having served as a PDL replacement for Winter and Spring 2021. I am honored to have been a member of the Foothill College community in many different roles. My first Foothill experience was as a young child in the daycare center and from there I became a student, a classified staff member, and now a faculty member since 2004.

Equity and online education have been at the forefront of our college agenda. Faculty have the most contact with students and thus the most impact on a student’s experience. However, the implementation needs to be carefully crafted to best meet the needs of students, while also supporting the rights of Faculty. This shifts pedagogical practices to emphasize more interaction with students and increased grading, which increases workloads. I believe that the Faculty Association plays a tremendous role in protecting our workloads and working conditions. I want to support the valuable equity mission and maintain a reasonable workload.

Every member of my family has some experience working or learning at Foothill College and has been a tree of knowledge and center of growth for me and my family. Faculty are the key component of that tree. I want to serve on the Executive Council to maintain reasonable faculty working conditions that support dynamic learning environments for current and future students.

Kerri Ryer
I've been an active union member for the past four years, serving as a faculty advisor for the PAC internship program, on the executive council, and on the Equity Task Force. I've developed a strong understanding of our contract and the role of FA in our district.

If elected to the executive council I promise to fight for a union that does not see part time faculty issues as a separate task, but actively works to break down barriers while integrating all perspectives into every conversation. According to the Oxford Dictionary an adjunct is “a thing added to something else as a supplementary rather than an essential part.” It is beyond time to remove this stigma. Our part time faculty are an essential part of our community, and it is about damn time we treat them as such. Did you know that the term "adjunct" is not used in our contract?

According to a recent district wide survey, LGBTQIA+ employees are 6% less likely to feel a sense of belonging. This should not come as a surprise since the district has such an egregious history of turning a blind eye to acts of homophobia, as it did regarding the search for a VP of HR&EO just this last week.
Let’s face it, the district has sent a clear message that it won’t protect LGBTQIA+ faculty, but our union can.

I ask for your vote because I’d like the opportunity to continue to build an inclusive union that always has your back.

Visit our Facebook Page

FA Executive Council, Part-Time

Vote for Two Candidates

Raymond Brennan
I would ask for your vote so that I may continue my position as the De Anza part-time faculty member representing the interests of all Foothill-De Anza Faculty on the Faculty Association’s Executive Council. First appointed to the Council in 2010, my time on the Council has made vividly clear the need for part-time faculty to have both ears and a voice on the Executive Council which directs the FA’s priorities. Currently, I also hold a second position as the Faculty Association’s Part-time Associate Secretary, and this, coupled with my recently concluded tenure on FA’s Negotiation Team, provides me with a depth of experience and knowledge that I bring to both roles and enhance my effectiveness in both. As the Part-time Associate Secretary, I learn the issues and concerns part-time faculty face. As a reelected Executive Council member, I can bring these concerns about working conditions, contractual issues, equity, health coverage, et al to the Executive Council for its consideration and action while also keeping mind that all members of the Council represent all faculty in the District. Thank you for your consideration.

Donna Frankel
I have served on multiple collective bargaining units in two districts and want to put my knowledge and experience to work again for you. You know me as a strong advocate and support for all faculty, most especially part-time faculty, but remember, full-time faculty are treated and paid as part-timers when teaching over-loads.

My leadership abilities were honed participating in many conferences, workshops and events including those of FACCC, Foothill's Equity and Education Governance Committee, lobby days, CPFA, CCCCL, COCAL, Stateswide Academic Senate, three local Academic Senates, plus chairing 2 CPFA conferences, and chairing/developing the first (and subsequently 4 additional) Foothill Academic Senate Part-Time Faculty Appreciation Dinners/Events. Guests included Chancellor Miner, President Nguyen, Representative Evan Low, Supervisor Joe Simitian, 4 BOT members, many deans, full-time faculty and staff. Unity of purpose brings success.

Creative thinking and activism are needed to rebuild following the game changing events our faculty and country have experienced most recently: Covid-19, Political Turmoil, Racial Injustice, shrinking student enrollments—especially for international students, plus huge one-time funding followed by future tight budget projections.

Experienced in public speaking, marketing and advertising, I’ve spoken for faculty at state and local BOG meetings, efforts earning me West Valley College Part-Time Faculty of the Year 2003, Mission College 2011. I have strongly, repeatedly advocated for equity and support for part-time faculty, with many successes to show for it. I encourage you to exercise your right to vote for someone who will advocate for all faculty.

Daniel Solomon
I am asking you to return me to the executive council of our Faculty Association for another two-year term. This time I come with a goal: I will advocate to increase the part-time membership of the executive council from four members to six or eight.

I have participated in faculty advocacy and shared governance for three years now. I’ve learned a lot about the conditions in which I am making my career as a teacher. The part-time faculty survey that I conducted on behalf of FA’s negotiation team in Winter 21 was key to my education. What I can say briefly is that my expectations about the dysfunctions of our system have been completely rewritten.

FA has mitigated some of the effects of higher education’s increasing reliance on PT labor. Yet, it remains difficult for PTF, the majority of whom are dedicated educators, to make a living in our chosen profession. Whether or not “the jobs come back,” the part-time majority must be afforded a voice that is more proportional to their contribution.
I'm not loud, and I have a terrible time at Zoom meetings. But I’m collaborative, patient, deliberative, and generous with my time. If I return to the executive council, I’ll help to expand the stage for a diversity of voices, including more faculty who can speak from marginalized experiences. The executive council already recognizes the demand for more diverse involvement! I will help to facilitate that idea’s realization. Please let me help you get involved too.

FA Leadership Positions Open

The 2021-2022 FA leadership positions of President, Vice President, Executive Secretary, and Associate Secretary for Part-Time Faculty Interests are now open. Candidates must have tenure or re-employment preference and have served on either the Executive Council or in an FA executive staff position for at least one year. To apply, email a letter of interest, addressed to the Executive Council, to the FA office (ElwellSusanne@fhda.edu) by noon, June 11. Appointments will be made at the June 16 Council meeting.

Particularly for Part-Time Employees

Save the Dates!
Friday, June 4th from 1 to 3 p.m. there will be a Zoom webinar (Meeting ID: 924 4117 7231) focusing on a couple of unfortunate realities many Part-time faculty face each summer: how to file for unemployment and how to maintain health benefits through the summer whether teaching or not.

Friday, June 11th from 1 to 3 p.m. there will be a Zoom webinar (Meeting ID: 932 7160 7743) explaining the Articles in the Agreement pertaining to Part-time faculty. The session will include an extended Q & A session.

Though there is a webinar that will focus on unemployment and continuing health benefits over the summer months coming up on June 4th, it seems appropriate to apprise everyone of some information that may be of interest as regards unemployment.

First, there is an excellent resource offered by Professor John Govsky who teaches Part-time at Cabrillo College. His website includes screenshots that demonstrate the filing process step-by-step. That help can be found here if you are filing a new claim and here if you are reopening a claim.

Important Changes to Unemployment
New Federal Relief Adds $300 per Week to UI Benefits. The federal government has passed another relief/stimulus package which includes additional money for unemployment. According to the California EDD: “The new American Rescue Plan Act […] continues the federal increase for all unemployment benefits, which adds $300 to each week of benefits through September 4, 2021.” This means that the maximum benefit award is $750 per week (not the usual $450 per week) until September 4.

Work Search Certification Does Not Currently Affect Benefit Eligibility.
According to the California EDD: “Every two weeks claimants must certify for benefits by answering bi-weekly certification questions, including whether the claimant has looked for work. However, due to the impact of COVID-19 on a worker’s ability to find work, claimants have not been required to search for work since March 2020. Thus, claimants may continue to answer ‘no’ to the bi-weekly certification question "Did you look for work?" without impacting eligibility at this time. The Department will continue to update the public on any future changes to this work search requirement.”
Note that the federal government is encouraging states to reinstate work search requirements, so this could change at any time.

IRS Changes: The first $10,200 of 2020 UI Benefits Are Nontaxable

According to the California EDD: "The Internal Revenue Service announced that the first $10,200 of 2020 unemployment benefits are nontaxable. Those who received unemployment benefits last year and have already filed their 2020 tax return, should not file an amended return at this time because the IRS said it will automatically refund money to those who filed their tax return reporting unemployment compensation before the recent changes made by the American Rescue Plan."

CA EDD Now Uses a New ID Verification System
The California EDD is now imposing stricter identification requirements on those filing for unemployment benefits. Specifically, you will be required to use the ID.me system to verify who you are. To successfully enroll in the ID.me system, you will need the following documentation:

- A copy of an identification document such as a driver license or a passport. You will need to be able to scan or take a good-quality photo of your document, and then submit it electronically.
- A current photo of yourself. You will need to be able to take a selfie/video and submit it electronically. If the selfie photo does not look similar to the photo on your ID, it may be rejected.

I have heard that the integration of ID.me into EDD’s website is not exactly seamless. To save yourself potential aggravation, it might be a good idea to go to ID.me and set up an account before you file for unemployment.

Finally, should you have any issues/problems in your dealings with EDD, help is available from several members of the California Assembly who have a dedicated link to request help dealing with EDD. Links for a few local representatives are here:
Alex Lee (AD 25): https://a25.asmdc.org/edd-request-assistance
Ash Kalra (AD 27): https://a27.asmdc.org/edd-request-assistance
Evan Low (AD 28): https://a28.asmdc.org/edd-request-assistance
Mark Stone (AD 29): https://a29.asmdc.org/edd-assistance-information

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Executive Council Meeting Summary
05 May 2021

- Chief Negotiator Kathy Perino reported that there had been no official response yet from the District on the proposal for extra compensation from Covid relief funds. Perino noted that discussions were ongoing and she believed that the District was interested.

- The Memorandum of Understanding (MOU) regarding Canvas conversion has been extended through December 2021, allowing new full-time hires to continue receiving Professional Growth Award (PGA) units and new part-time faculty to earn $350 for completing the required training.

- The proposal has been made to add Juneteenth to the academic calendar, with a clarification that the holiday would need to be celebrated on Friday, June 17 in 2022 because of the timing of final’s week. If the holiday is added, it will most likely replace the Friday of the President’s day weekend.

- Of the approximately 1,000 faculty surveyed regarding vaccinations and scheduling, about 380 had responded so far. These responses indicated that about 85 percent were in favor of requiring vaccines for employees and 82 percent were in favor of requiring them for students. In terms of how vaccines would impact the Fall work schedule, 55 percent indicated that they would want to continue teaching fully online if vaccines were not going to be required, while only 38 percent still wanted a fully online schedule if vaccines were required.

- In the Joint Labor Management Benefits Committee (JLMBC), it was reported that CalPERS may be eliminating their PERS Choice Plan next year. This is one of the most popular plans for employees in our district. More will be known when plan rates data is released in early June.

- At a marathon 5 hour Board of Trustees meeting, the District and College Administrations addressed a collective letter written by all of the District bargaining groups including FA and sent to said Administrations and the Board of Trustees. The letter asked for specific answers to questions about return to campus safety, purchases of safety equipment, preparations for specific campus structures and other related questions. The letter requested a response by the next Board of Trustees meeting on June 14th.

- Faculty Association officers and members of the negotiation team attended the semiannual "California Community College Independents" conference (as an online webinar) April 22-24. There were illuminating presentations from FACCC Director Evan Hawkins, Legal Counsel David Conway and State Senator John Laird. The business also included the always revelatory District Reports from unions around the state.

Upcoming Deadlines!

- June 1: Full-time faculty submit Professional Growth Activities to campus Personnel Office for salary step advancement (Appendix A, B) and/or Professional Achievement Award application (38.3).
- 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, 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, C, E, G).

Find the Contract, Articles, and Appendices Here

FA News is normally published nine times during the academic year by the Foothill-De Anza Faculty Association, an independent California corporation certified by the California Public Employment Relations Board as the exclusive employee representative for the faculty of the Foothill-De Anza Community College District. Letters and articles from District faculty are invited. Ph: 650.949.7544

Join the FA Team Today