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**We Got Your Back!**

FOOTHILL-DE ANZA FACULTY ASSOCIATION  
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## In Memory of Rich Hansen, an *FA News* Eulogy

by Tim Shively

As most of you by now know, Rich Hansen, De Anza Mathematics Instructor and former Faculty Association President passed away recently. His loss to our organization is incalculable as is the personal loss for those many across the District who worked with him. For he left a legacy, a model to work from, a touchstone which FA personnel have certainly relied upon during his tenure, since his retirement, and will extend, no doubt, well into the future. In fact, he continued to work for and with FA and other local, regional and statewide California Community College organizations right up to the very end. It was his passion. As Jeff Michels, President of the California Community College Independents (CCCI), put it to me, "there is probably no single person who has done as much positive good for the system." Indeed, Rich was a mentor to many of us, an indefatigable presence who had been President of FHDA's FA, the CCCI and FACCC—at one point *simultaneously*. From his work at community colleges even before his 1991 De Anza hire date and extending more than 30 years, he may have accumulated more knowledge about the system and how it worked (and didn't work) than any single individual in the state, which is probably what prompted Mr. Michels to shout out, after Rich presented at a recent CCCI conference, "Rich Hansen for state chancellor!" The guy was that involved and had that much influence.



I recall joking at Rich's retirement party that he would be leaving a large pair of shoes for me to fill when I took over the FA Presidency. And he literally did, something like a size 12, which I knew from direct experience, having briefly played basketball with him and other De Anza colleagues back in the mid-90's (he went on to victory with the De Anza intramural faculty team one year when they won the championship against all the student teams). That was probably where I first met Rich, and even then, as an adjunct instructor not yet involved with FA, I appreciated his candor, his analytical prowess, his fortitude, his willingness to listen, his sense of humor. He'd been on FA's Executive Council for a couple of years at that point, going on to eventually serve in a variety of other capacities: on the negotiations team, as *FA News* Editor, Vice President, Chief Negotiator and Grievance Officer as well as President, and was also instrumental in shepherding our Political Action Committee. He truly knew our outfit from the ground up. And it was Rich (along with Faith Milonas), who ultimately recruited me to work for FA, as I'm sure he did many others. It was Rich who showed me the ropes of the FA Presidency, but left me to test their flexibility on my own. I've been "on the ropes" a few times since, but he was always there when I sought advice, needed a hand, or just wanted the ear of someone who'd been there too. I recall one particularly fraught moment during my inaugural year as President, when I stood in the FA office with our lawyer on the phone, the College President on my muted cell in the other, the police banging at the door, a 100+ page document containing the names of various parties I was trying to protect, and Rich, who happened to have stopped by the office that day, and calmly spoke through my anxiety: "hang up the phones, answer the door and I'll start copying the relevant pages." Always calm in a storm.

And yet, as he revealed on more than one occasion, the calm exterior belied strong feelings. I can only recall seeing him clearly angry once in the almost thirty years I knew him, at a Council meeting when he addressed the matter of a few individual Council members who had been broadcasting positions on an issue opposed to what we had agreed to as a body. His brow wrinkled, his voice rose slightly and you could see the tension in his shoulders. But he never publicly named those individuals, had no interest in shaming, just steering the meeting back on course and resolving

conflict. He definitely wasn't afraid to speak what he felt, but was ever the diplomat. As my colleague Ray Brennan put it,

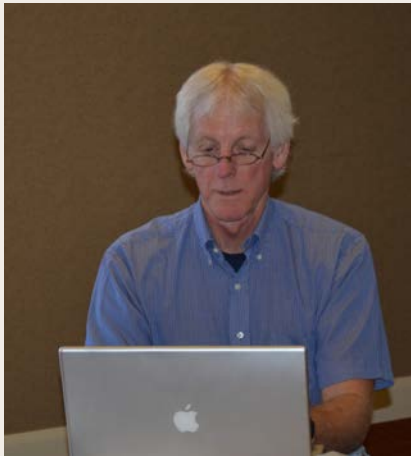
He was always the epitome of a calm, rational thinker. One who always grasped the complexity of a problem and whose strategic thinking about it did not allow personalities and others' incivility to rile him or lead him to return incivility in kind. When it came to advancing the interests of faculty, all faculty in the system, Rich could talk to anyone about nearly anything because he was engaged and knowledgeable about everything that affected our working conditions. He never condescended, never used his superior knowledge of most issues to make others feel less than. He listened, and like Socrates, could bring people to a better understanding of things by asking the right questions, questions that allowed a person to feel respected even as those questions required an acknowledgment of the gaps in one's own position or strategic vision. Though my personal style can at times be abrasive, cynical, and heated, those traits never ruffled Rich's feathers. He'd listen, smile that gentle smile of his, and then invite me to join him. "Let's think about this strategically."



**Worked well with others—that could be Rich's epitaph if it wasn't such an understatement.**

One essential lesson I learned from Rich is the importance of persistence (or tenacity, as the situation demanded). Anyone involved in the process of governance is well aware that goals are not reached all at once, and when they are eventually achieved, the pace is often glacial. Frequently (e.g. Sacramento), they don't happen at all despite your best and most concerted efforts. Yet, as Kathy Perino remembers, "Rich NEVER gave up on a case. Even if the contract language wasn't 100% clear and the rest of us couldn't see where our union rights were, it didn't matter to Rich. If it meant helping a faculty member, he would find a way. This created a lot of extra work, and drove me crazy at times, but his commitment to helping faculty is always in the back of my mind. Always." Rich had a lot of victories in shaping policy and process, both locally and statewide and was able to win allies in the most unlikely of places—he was on friendly terms with more than a few of our District's administrators. He also occasionally lost, but when he did, he never was inconsolable. He was deeply involved in Prop 92, the 2008 ballot proposition which would have separated CCC funding from the K-12 system and frozen community college fees, among other benefits. He even co-wrote an op-ed in support of it with then Board member Hal Plotkin, published in the *Mercury News*. While the proposition lost handily (I think mainly due to California Teaching Association objections), Rich told me afterwards, "You're not going to win every fight, but you need to have the resilience to keep going until you win again." And that (among other advice) has stuck with me as the bedrock of effective union operations.

But of course, appearances also matter, and Rich's wardrobe mirrored his personality. Generally a person who dressed for comfort, Rich would usually come to the office in Levi's and a t-shirt, often freshly showered from his workout in the gym. No one who works in the office remembers him wearing pants other than Levi's more than a handful of times. But anyone who had worked with Rich on a regular basis would recall the plaid shirt (usually with button collar) which he relied upon as his "go to" meeting attire. In fact, he always kept one handy in the FA Office in his drawer or



hanging by his desk in the event that he might suddenly be called into a meeting with the Chancellor or a college president, a roving Board member or state legislator. He'd put the button up on over his t-shirt when he had to go to a meeting, and take it off when he returned. And you always knew when he was about to go to Sacramento by the optional tie (sometimes stuffed in a pocket when he returned). I mean, you can't speak to the legislature in a t-shirt—you have to effect change from within the current operational structure. I cannot vouch for whether his ties always matched his shirts (plaid is a hard bargain in that respect), but I do believe he knew how to tie a Windsor.

While I don't know all the details, I knew Rich had been diagnosed with cancer a few years ago, and knew he had undergone chemo treatment. I assumed the cancer had gone into remission, as he never indicated otherwise and never spoke much about it. But that was just who he was—never one to gripe, never wanting to draw attention to himself. Shortly after the pandemic began to ease, and people began going to social events again and letting their masks down—Spring of 2021, I want to say—I joined Rich and some Contra Costa colleagues for a Giants game. We met at a bar on the Embarcadero and walked to the park, shooting the breeze along the way. I do recall Rich looking a little frailer than usual, but not enough for me to call it out other than asking him how he was feeling. It was a great time—beer, peanuts, cheering, the whole shebang. I think the Giants may have even won. It was only some weeks later that Rich revealed to me that he had just finished a Chemo treatment days previous to the game, and that that walk had been a hell of a trial. "Rich!" I remonstrated with him. You should have told us; we could have met at the park, called a cab, carried you on our shoulders!" He just smiled his smile, perhaps glad to have met that challenge and to be able to keep going.

A little known aspect of Rich that folks who worked with him may not be aware of is that History was his first passion. He graduated "with distinction in all subjects" from Cornell with an AB in History (and a minor in Math and Physics) and did two semesters of graduate course work in History at the University of Virginia before moving out to Los Angeles, where he earned an MA in History with a concentration in Modern Europe and Latin America. He simultaneously worked in various Southern California newspaper print shops (which, naturally, he tried to organize) and started teaching high school mathematics and history before moving on to UC Berkeley for an MS in Mathematics. Rich was particularly interested in the history of labor and had even begun a history of our District. That was supposed to be his retirement "project," but he kept on working, filling in for

me during my recent sabbaticals, attending statewide meetings, etc., etc. I'm not sure how far along the history ultimately got, but it definitely an account I—and probably a lot of other District "citizens," past and present—would sure like to read. And there would definitely have to be a very fat chapter on Rich in there, even if it has to be added posthumously. In the interim, our memories of Rich will serve.



## FA Thanks and Welcomes Our New Members!

Escalona Gerilowie	De Anza	Automotive Technology
Brett Johnson	De Anza	Automotive Technology
Elizabeth Leung	De Anza	Nursing
Sandra Li	De Anza	Accounting

## Join FA Today!



### Negotiations Update

**Kathy Perino**  
**Chief Negotiator**

It's only January 2023, less than halfway through the 2022-23 academic year, yet questions are already looming concerning the rules that will apply when the scheduling Memorandum of Understanding (MOU) signed last year sunsets at the end of June. Fall 2023 scheduling will begin in late March or early April with deans or chairs sending out schedule requests; thus, the negotiation of new scheduling rules for 2023-24 necessarily began the first week of Winter quarter.

The District administration does not seem interested in rolling over the agreement from this year, which requires instructional faculty to teach at least three classes on campus per year and non-instructional faculty to work at least 40 percent of contract days on campus; that is, provided there is sufficient demand for these classes and services. Interestingly, if we do not reach an agreement to roll forward the existing

MOU or come up with some alternative, we will be left with the language in Article 34.8, which is less specific than the current agreement and requires review, of what will surely be many, many requests, by the Vice Presidents and Vice Chancellor. Article 34.8 states,

Normally, all contract and regular faculty shall teach part of load on campus. Assignment to full annual load online shall be determined on a case-by-case basis. *When a request for full annual load online is made, the division dean or appropriate administrator shall forward the request, and make a recommendation, to the Vice President of Instruction who, in consultation with the Vice Chancellor of Human Resources, shall approve or deny the request.* Except when extenuating circumstances exist and are approved by the college President and the Vice Chancellor of Human Resources, no contract or regular faculty shall teach full annual load online in consecutive academic years. (my emphasis)

The “case-by-case basis” is the exact reason the administration sought a different agreement last year. With no clear guidelines, the campus administration will surely be overwhelmed by the sheer number of requests, which will likely lead to a blanket denial of all requests, with the exception of those that fall under ADA accommodations. If that happens, each division will have to revert to pre-pandemic practices of distributing online assignments; in divisions that had no practice, new processes will have to be hurriedly developed. This will surely be a nightmare with different practices everywhere leading to claims of favoritism.

In the initial discussion, the administration did not seem too concerned about exactly how many classes full-time faculty teach, or how many days counselors or librarians work on campus. Instead they indicated a two-fold need for a full-time faculty presence on campus: the first is to encourage participation in tenure review, hiring committees, and shared governance committees. The second is an interest in improving the sense of community on campus. While nearly impossible to measure, the informal interactions that occur when employees walk across campus to check the mailroom or grab lunch are an important part of the workplace, administration maintains, and actually help get the work of the colleges done.

Committee service is indeed a part of a functioning college, and, while it is tempting to assert the success of the Zoom meeting, the emergency declaration that allows Brown Act governance committees to meet via Zoom will likely end soon. Thus, faculty serving on these committees will need to be on campus. Whether other committees continue to meet in person, on Zoom, or some combination of the two is yet to be determined. The administration claims (we have yet to confirm) that committees meeting on campus get fewer volunteers and have many vacancies.

Contractually, all full-time faculty, including those who teach or provide student services 100% online, are expected to contribute to the operation of the college. The language in Article 10.7.1 states,

The effective operation of the college, the philosophy of participatory governance, the demands of the discipline, and the provisions of the Agreement depend upon the professional contributions of regular and contract faculty. Faculty ordinarily contribute professionally to the District in one or more of the following areas, including but not limited to: research, creative activity (such as artistic performance, authorship, or the development of new learning materials), new curriculum development, special projects, division/department committees and task forces, institution-wide meetings and committees, hiring and tenure review committees, peer and student evaluation of other faculty employees, participatory governance, Faculty Association, Academic Senates, student activities, community outreach and relevant state, national or professional organizations. Faculty employees shall use their own professional judgment in determining the nature and extent of their voluntary performance of these unassigned activities.

“The nature and extent” of full-time faculty participation is left to the individual faculty member. This language has been in the contract for decades, and it works if enough faculty voluntarily participate. According to the administration, too many faculty are opting out of service due to remote work schedules, and the administration is therefore interested in requiring a “to be determined” number of hours on campus each week, even if a faculty member is teaching or providing services 100 percent online. FA is consulting with shared governance leadership to determine if lack of volunteers is indeed an issue or if it is merely a false perception.

### **What do faculty want? We're all over the place.**

FA has heard from many faculty who are very interested in continuing to work remotely as much as possible next year. According to these faculty, the student demand for classes and services online is very high, and students are being served very well in this modality. On the other hand, faculty working on campus tell us they wish the campus felt more alive, and many are feeling the burden of serving on the committees because colleagues are not volunteering to serve.

In terms of on campus community, we have heard from faculty who report that Zoom meetings have allowed them to be more involved than ever before. Others report that Zoom meetings are fairly inefficient and lack the opportunity for personal interactions before and after the meeting.

We are left confronting the conundrum of both speculation and motivation: If the lack of participation is accurate, we must ask whether the lack of volunteers for campus service is due to a remote work schedule for primary duties, or whether it is due to the fact that faculty spent much of the last few years participating in many committees only to have their opinions ignored or undervalued. It is not hard to understand why no one wants to spend hours and hours in meetings only to have the work disregarded. If the latter is the case, mandatory campus hours aren't likely to stimulate committee participation. At the same time, reviving a robust campus may be in the best interest of the campus community.

Discussions of the scheduling requirements for 2023-24 began at the negotiations session on January 11, and many more sessions will be required before we reach a new agreement. If you have feedback to provide FA, please reach out to your **Executive Council representative** or simply use the feedback form at the end of this newsletter, as the Executive Council will be discussing our priorities at the FA retreat February 1 – 3.

## **Equity Action: Simple Strategies for the Classroom**

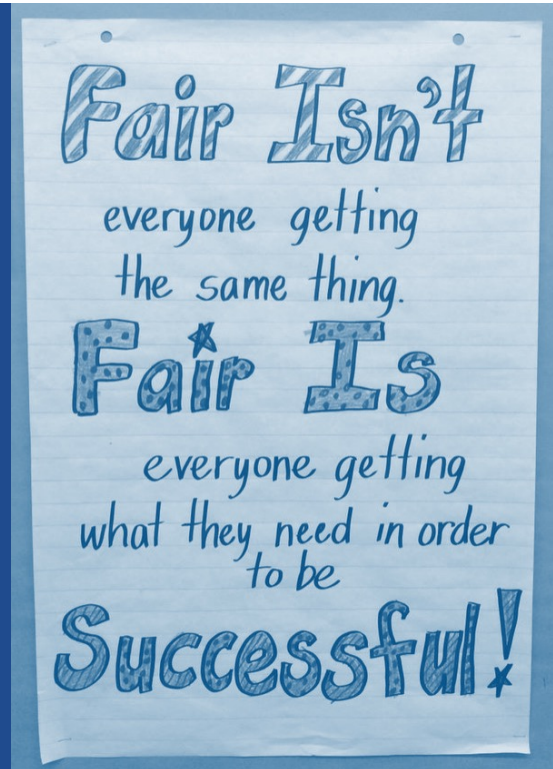
## Modeling equity in the classroom can help students see and understand appropriate words and actions to use.

Consider moving around the classroom as you teach to reap two major benefits:

1. It helps you tune in to how students are learning and where they might need support.
2. It moves the balance of power throughout the whole classroom, instead of just up at the front. It's a way of making literal space for students to join in the learning process and encourage them to participate.
3. If you have the space and it serves your subject and pedagogy, you might try re-organizing desks so students are sitting in a circle or as part of smaller groups. Use a classroom seating arrangement that models the ideal learning process — collaborative, open, and inviting.

### Other techniques to help model equity in the classroom:

- **Hold your students to high expectations** — Students will only perform as well as you expect them to. Don't let assumptions based on past grades, attitudes; or other external factors impact your opinion of students.
- **In informal and formal conversations**—Keep discussion questions open-ended to accommodate a range of responses and lived experiences.
- **Don't shy away from hard conversations**—Students are grappling with the effects of COVID-19, questions about racial justice, and other pressing issues. When it is appropriate, open space in your classroom to have difficult conversations honestly and empathetically.



## President's Report

### Change the Damn Plan: Invest in the Arts!

**Tim Shively**  
**FA President**

"*No decisions have been made.*" This is the mantra De Anza administration has been broadcasting ever since their revised facilities "Megaplan" was called to the carpet due to lacking plans for the proposed displacement of the Arts and Music programs from the A quad. *No decisions have been made*, even though decisions continue to be made which reinforce the plan to construct a new "Services for Students" building in the current footprint of the A quad. As I noted at the January 9 Board of Trustees meeting, documents continue to appear pushing forward the displacement of the Arts as a fait accompli, including **one at that meeting** seeking approval of an additional \$19,000 to the \$259,000 already paid to Architectural firm LPAS. Under what is clearly marked as project name "New Services for Students Building," the stated purpose of this expenditure is "to perform an Alternate Arts Location Study to further the evaluation of alternate locations for effected programs." The circularity of this language suggests the difficulty arising from trying to put forward a plan when *no decisions have been made*. Under questioning by the Board President, the College President reaffirmed that "*no decisions have been made*," even going so far as to note that after a shared governance process is established, a review of the facilities plans could entail a revision up to and including prioritizing construction of a new Arts building over a Services for Students building. Then, on January 19, an email message was sent out to the campus community about an "Event Center Survey" along with a link to a "**Measure G**" [info page](#) which makes only passing reference to a "temporary relocation of instructional and studio space for the Creative Arts Division," with no mention of where that might be, nor any plan for a permanent location or funding for it. The page does emphatically declare that "at De Anza, the bond proceeds will fund the construction of a new Services for Students and a new Event Center...on the north side of campus." But remember, *no decisions have been made*.

The Measure G page goes on to note that "the Services for Students building will help consolidate and centralize important services and programs," and that "the Event Center will directly serve instructional and student service needs [...] and will also, to the extent possible, help meet community needs for a cultural venue and civic meeting space." Although a strenuous effort is being made here to demonstrate that students are the central focus and purpose of these proposed new facilities, simply stating that a center "will directly serve instructional and student service needs" does not

make it so. Let's start with instruction. How, first of all, can Admin claim a concern about "instructional needs" when an entire *centralized* Instructional Division is to be deposed in the process? And qualifying how the proposed Event Center would serve the community by characterizing it as "to the extent possible," does little more than (attempt to) obscure the fact that its *primary* use is likely to be community oriented, not instructional. We already have the VPAC Performance Center which serves our instructional needs just fine with 400 seats—do we need a duplicate structure (even with a proposed duplicate art gallery) whose main distinction is adding an additional 1000 seats or more to the college? Measure "G" has brought almost a billion dollars to the District and the only new, permanent, primarily instructional facility to be funded, according to this page, is...a volleyball court. Congrats to PE for getting this into the plan, but in as much as it doesn't have a roof, it shouldn't even be counted as a "facility."

Now let's consider the needs of Student Services. The very premise of the 2021 Masterplan was that instruction (i.e. enrollment) would continue to shrink and wouldn't require all the space then allocated to it (which is why the plan slated a new Arts structure for the L quad). So why hasn't Admin moved, say, the De Anza Student Government offices currently housed in the leaky basement of the Hinson Campus Center—to cite a poster child for facilities dysfunction—into an empty classroom? I mean, the conditions of the basement have been known for years, and even if the DASG were eventually to be moved into a new student services building, it would still entail several interim years of basement dwelling. While there may be incidentals (e.g. furnishings, repairs, redecorating), reassigning existing space has no upfront cost for the space itself. A good model is what Guided Pathways has accomplished with its opening of several Village "Centers" across campus. Having had the opportunity of visiting the soon to be opened "Language and Communication" Center in the L Quad, I can confirm that it is indeed a comfortable space "where students can hang out or meet with other students, faculty and classified professionals." Of particular note is that in these spaces students can "find services—such as counseling, help with financial aid and more." Now that is the way to do student services: to have them fully integrated with instructional and social needs. Why isn't this duplicable for other programs on campus? It would seem that the English Performance Success program, for example, is ripe for office space embedded in this community. We could probably realize other such arrangements if we took a closer look at the way campus space is currently being utilized (or not utilized).

Let's say that a larger, more centralized space for other student services is ultimately needed. In my last article on the Arts, I somewhat facetiously proposed placing a new Student Services building in the footprint of the Administration building, which arguably has the least directly student oriented functions of any structure on campus (excepting perhaps Facilities itself). Upon further reflection, I'm not so sure this isn't a plausible idea. I'm thinking back to the Administration Building of the old days, before its aughts era refurbishment. Back then, it was a truly community *building* building, with students, faculty, staff, and administrators all interacting in the same venue. The doorless mailroom was a public forum, a space where you were bound to bump into someone you hadn't been planning to meet and engage in a conversation. Unlike the locked doors of the current mailroom, where no one even bothers to pick up their mail anymore, students could pop in and drop off their papers in your mailbox, and the President's office was just adjacent, not, like the rest of Admin, locked behind glass doors in a separate wing as with the current scheme. In addition to the building housing Admissions & Records, counselors also had offices around its perimeter. Yes, space was a little tight, but it was a beehive of social activity. All that was lost in the redesign, which privileged security (from what, it was never made clear) over community. One palpable absence in the current set up is a student presence. Yes, there are a few classrooms on the "exterior" perimeter of the building, and students will occasionally wander in to use the restroom. But until fairly recently, you couldn't even get into the building proper without access on a Fobcard. So how about we repurpose this structure into a *living* building, where Admin are actually in the same structure as students, faculty, and staff? Administrative facility needs are probably less operationally essential than any instructional program on campus. So just as District Administration functioned in portable buildings out in a parking lot on Foothill's campus until the new District Admin building was constructed, De Anza Administration can be moved into temporary swing spaces (as opposed to subjecting the Arts to the same) until such time as construction of this building would be completed. While the Facilities Masterplan champions the "Student row" created by placing the proposed Services for Students building right next to the existing RSS building that currently houses student services (Admissions & Records, Counseling, Assessment, Veterans' Services, et al), there is no *functional* necessity for locating a new Student Services structure in the A Quad.

Back to Measure G. I took the Event Center survey, which was the ostensible purpose of that email from admin I mentioned at the beginning of this article. Conducted by a third party firm, it asked a number of questions about the "architectural character" of De Anza, particularly how the Event Center would integrate with the campus as a whole. This got me thinking about the degree to which the current Campus is(n't) architecturally synthesized. When the Campus was originally laid out in 1968, its pseudo-Mission Revival tiled roofs, warm, baked colors, archways and arcades were a doubling down of conservative aesthetics even then. But we did at least have architectural consistency. Even as late as the construction of the multistory Advanced Technology building (mid 90's?), there was an attempt to work with (if not within) that tradition. Things changed radically with the construction of the MLC and the orange "mango" VPAC building. From a certain point at the cafe tables outside the De Anza cafeteria, one has the vantage of an architectural amalgamation worthy of Los Angeles: the Italian moderne water sculpture in the sunken garden, the Mission "framing" of the Library and shuttered Flint Center, the faux-Doric frontage of the California History Center, and, rising above it all, the glass and steel Media & Learning Center's "Leed" structure. Whatever the merits of the College's current architectural scape, consistency is not one of them. There's no (or no point to) going back to the Mission way now. But in as much as most of the structures on campus are still Mission influenced, perhaps "owning" those roots rather than attempting to erase them is the better option.

While it's a little early yet for actual architectural blueprints for how the currently proposed Measure G structures are being contextualized with the campus as a whole, locating the proposed new Services for Students building next to the proposed Event Center does prioritize an opportunity to refashion the entire Stevens Creek frontage of campus, including a new entry "gateway" to campus. As the Measure G page rhapsodizes, "Bond-funded work will also include changes to the main campus entrance at Mary Avenue and Stevens Creek Boulevard [and] construction of new infrastructure to serve the new buildings." The "student centeredness" of another student center building aside, is the grand synthesis of this campus

area really about supporting student needs or advancing some shangri-la of architectural synergy via a newly remodeled Stevens Creek Blvd. frontage, with our Mission past hidden to *all but those who actually set foot on campus*? The money for such aesthetic reconfigurations would be better prioritized for the construction of a new Arts structure *as well as* a Services for Students Building. Initially, the cost of moving the Arts into "swing spaces" was slated to cost in the hundreds of thousands, then revised to \$4 million, and is currently at \$12 million and counting. At some point the realization is probably going to sink in that it would be more cost effective to either go ahead and build a new Arts structure or just leave the Arts alone, right where they are. And then a decision will *have* to be made.

I look at the Measure G page photo of the smiling students with the Sunken Gardens fountain backdrop, and can't help but wonder whether they were fully aware of how their images would be used and whether they'd still be smiling if they knew it was in support of the displacement of the Arts so a shiny new structure could appropriate its real estate and form part of a new campus facade. Administrators with little to no instructional experience are making decisions about instructional facility needs and in the process deprioritizing instruction altogether. I mean, talk about gentrification! The college needs to stop its rhetorical posturing. Whatever might be put in the proposed Event Center, the building is neither an instructional nor a student services *priority*. Student Services have needs *now* that shouldn't have to wait for some new platinum Leed building before being addressed. And if a higher educational institution's priority is to spend taxpayer dollars on eye candy along the campus perimeter instead of supporting Arts *education*, there will come a reckoning, and probably sooner than later.

## EO Representatives Needed to Serve on Hiring Committees

Hiring committees are forming for the 23-24 hiring class, and the District is in need of EO representatives to serve on hiring committees for all types of positions. Foothill College is planning to hire 17 full-time faculty for 23-24 and is already forming these committees; De Anza is in need of 15 EO representatives, so please be interested in serving as an EO rep, please contact Keisha Sentosa in Human Resources.

## JOIN OUR FACEBOOK PAGE

### A Simple Step to Slow the Spread of COVID-19

We can slow the next Covid-19 wave by taking some basic precautions

Get the bivalent booster now and encourage your students to do so as well!

The FDA authorized bivalent formulations of the Moderna and Pfizer-BioNTech COVID-19 vaccines for use as a single booster dose.

The **Moderna COVID-19 Vaccine, Bivalent** is authorized for use as single booster dose in children **6 months through 5 years of age** at least two months after completion of a primary series with the monovalent Moderna COVID-19 Vaccine. It is also authorized for use as a single booster dose in individuals **6 years of age and older** at least two months after completion of either primary vaccination with any authorized or approved COVID-19 vaccine, or receipt of the most recent booster dose with any authorized or approved monovalent COVID-19 vaccine.

The **Pfizer-BioNTech COVID-19 Vaccine, Bivalent** is authorized for use as a single booster dose in **individuals 5 years of age and older** at least two months after completion of either primary vaccination with any authorized or approved COVID-19 vaccine or receipt of the most recent booster dose with any authorized or approved monovalent COVID-19 vaccine.







Why should I get the updated COVID-19 vaccine now?

## FA Seeks Two Executive Council Members

FA NEEDS YOU!



FA needs faculty to fill two seats: a one-quarter, full time replacement for Winter 2023 from Foothill, and a two-quarter, part time replacement for Winter and Spring 2023 from either Campus. Meetings are currently held the first and third Wednesdays of the month from 3:00 to 5:30 p.m. on Zoom but may move to face-to-face in the future. Council members are assigned to act as liaisons from FA to an academic division on their campus, to which they will forward meeting summaries and minutes. While there is no release time for these positions, council members are paid \$100.00 for each executive council meeting attended. FA encourages faculty who are interested in participating in their union to "test-drive" a union position for the quarter. To apply, send a letter of introduction addressed to the Executive Council to office manager Susanne Elwell by Monday, February 6.

## Classroom Hacks

### Overview:

Present Google Slides With Live Captions

### Features:

This Hack works to boost accessibility in **Google Slides**. Presenting in "Toggle Captions" mode will generate a live transcription for your students.

Follow these steps to access this tool:

1. Enter presentation mode
2. Hover your cursor in the bottom left corner of your screen to bring up the menu
3. Click the three dots
4. Select Captions preferences, and Toggle captions (English only).
5. Google will listen as you present and transcribe your words as you speak.

# Captions in Google Slides

Did you know that Google Slides has built-in closed captions? 🗣️

It will listen as you speak and transcribe your words in real time!



Turn on while presenting by clicking the three dots.



#TuesdayTechTip | @jessicaradams



## Important Deadlines

Following is a list of many, but not all, important contractual deadlines for the 2022-23 academic year. If any of these deadlines apply to you, be sure to mark your calendar and read the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, Brandon Gainer (GainerBrandon@fhda.edu, 408.864.8802)
- Foothill, Eric Reed (ReedEric@fhda.edu, 650.949.7091).

Questions can also be directed to the FA Office Manager Susanne Elwell (ElwellSusanne@fhda.edu, 650.949.7544).

### The full academic year list of "Important Deadlines"

**Feb. 6:** Professional Development Leave Committee makes recommendations to the Board at its meeting in February (17.12.3).

**Feb. 15:** Full-time faculty submit requirements to establish additional Faculty Service Areas (FSA)s (15.9).

**Mar. 1:** Full-time faculty submit written initial request for *Article 18* pre-retirement reduction in contract to college president (18.8.2, *Appendix W*). See 18.9 to request percentage change in subsequent years.

**Mar. 10:** Part-time faculty file intention to change salary column starting in the Spring Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

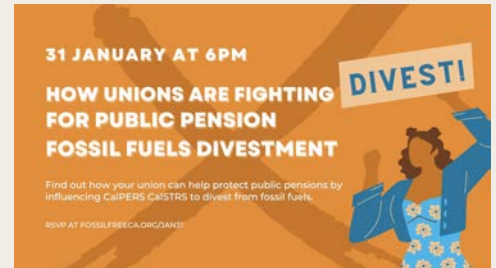
Please note: if you miss a contractual deadline, even by a single day, you may lose significant benefits or have to wait a full year before becoming eligible again. This calendar is on [the FA website under "FA Current Events."](#)

**Mar. 15:** Board notification to probationary or other faculty whose contracts will not be renewed (California Ed. Code).

**Mar. 15:** *Article 19* faculty submit to District Human Resources the annual Early Retirement Service Plan for the following academic year with all required signatures for second and subsequent years of participation (*19.6.2.2, Appendix U1*). See *19.6.1* for initial year of participation.

## How Unions Are Fighting For Fossil Fuel Divestment - Fossil Free California

CalPERS provides over \$27 billion to fossil fuel corporations that are building coal plants, oil pipelines and fracked gas wells in our communities. Fossil fuel divestment is the right thing to do for our planet and our pensions. Passing a divestment resolution in your local is one way to help compel CalPERS and CalSTRS to divest from the climate crisis.



### What Do you Think?

We welcome your feedback. Use the "Share Your Voice" link below!

- Feedback on Scheduling Negotiations
- Content Suggestions
- Formatting Suggestion
- Private response to writer or editor (will not be published)
- Letter to editor in response to content. This may be published in a future issue of the FHDA Newsletter
- Request to have your relevant article or information published in the FA News. Please include a detailed description of your planned article.
- Any other constructive feedback you would like to provide



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