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FA NEWS



FOOTHILL-DE ANZA FACULTY ASSOCIATION
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Yes - I APPROVE wins with 97.09% of the vote
2022-2025 Agreement Ratification Vote
Foothill-De Anza Faculty Association



President's Report

John Fox



Acting FA President

Bring Back Repeatability

Notwithstanding the very good news that enrollment is up at our colleges for the Summer quarter, colleges across the country, including Foothill and De Anza, are facing enrollment challenges—for multiple reasons. The pandemic was obviously among them, but enrollment started to decline several years before the lockdown. Some say that the California population has decreased, but between 2010-2021 California’s **population increased by 5.1%**. Other explanations that may have merit include **economic and psychological factors**—perhaps college is seen as too expensive, or, at least, not worth the investment, or too stressful to some potential students. One factor not often considered are state education policies that may lead to decreased enrollment. I suspect recent policies such as AB 705/1705 may result in decreased enrollment, but for this last President’s Report, I will focus on the narrowing of repeatability between 2010 and 2013, the overall reduction in enrollment during those years, and how we might bring it back.

First, some numbers: Nationwide between Fall 2010 and Fall 2021, **undergraduate enrollment decreased by 15%**. Enrollment at community colleges declined from 7,030,561 students in 2010 to 4,454,830 in Fall 2022, which amounted to 36.64% decrease, according to reports from **National Student Clearinghouse Research Center**. At California Community Colleges, according to the **Chancellor’s Office Management Information System Data Mart**, the number of full-time equivalent students for the 2009-2010 year was 1,315,330.28, but by 2021-22 it had dropped to 974,431.28—a decrease of 25.92% . In the Foothill-De Anza district, FTES dropped 37.77%, with 38,126.43 FTES in 2009-2010 but only 23,724.57 in 2021-22. We all benefit from higher enrollment; for example, because of a loss of about 2800 Full Time Equivalent Students in the past few years, we are at a high risk of not receiving a Cost-of-Living Adjustment in 2025-26.

There was a time not so long ago when a community member could take a class such as Yoga or Ceramics repeatedly, but in the early 2010s this started to change. In 2013 the Chancellor’s office published their **“Credit Course Repetition Guidelines”** providing the background: “Since 2011, the regulations governing course repetition have undergone significant changes. The changes were made first and foremost to limit the number of times students can enroll in the same and similar physical education, visual arts, and performing arts courses” (1) and continued,

“Beginning January 2013, district policy may designate only three types of courses as repeatable:

- courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor’s degree,
- intercollegiate athletics, and
- intercollegiate academic or vocational competition” (7).

At the time, as a new and very naive full-time instructor, I was rather shocked, as I had believed lifelong learning was a part of the California Community College mission, so when I asked a senior administrator why repeatability was being eliminated, the answer I received was “the thinking is that... if you want to take an exercise class, join a gym.” During this time, enrollment drastically fell in these areas, statewide and at FHDA. Again, according to the Chancellor’s office website, the enrollment figures show the following:

Table 1: Statewide Enrollment in Selected Classes 2010 and 2013 (Fall Term) with Change in Number and Percentage Points:

Year	Physical Ed	Art	Drama	Dance
2010	281,805	80,272	38,047	37,149
2013	189,577	68,640	32,997	27,104
Enrollment Change	-92,228	-11,632	-5,050	-10,045
Percent Change	-32.73	-14.49	-14.27	-27.04

Table 2: FHDA Enrollment in Selected Classes 2010 and 2013 (Fall Term) with Change in Number and Percentage Points:

Year	Physical Ed	Art	Drama	Dance
2010	9505	1186	1587	803
2013	6233	916	507	610
Enrollment Change	-3272	-270	-1,080	-193
Percent Change	-34.42	-22.77	-68.05	-24.03

In this time, statewide student headcount declined only 6.02% (from 234,8652 to 220,7292), and FTES declined 7.98%. Calculating the exact effect of the elimination on repeatability on overall enrollment takes statistical calculations beyond the scope of this president's report, but it is likely to have been a significant contributing factor.

Though not a panacea, there is a bill in the legislature, **AB 811 (Fong)** that may help address decreasing enrollment. This law as proposed would allow "for a student to repeat, no less than three times, a credit course in arts, humanities, kinesiology, foreign languages, and English as a second language, for which the student previously received a satisfactory grade and which the student is retaking for enrichment or skill-building purposes." This law passed the legislature on May 30th 74-2 (with four not voting) and is now before the Senate Education Committee (if you wish to express your opinion on this law and others you may do so by following the link on **Senate Education Committee** website). This bill is sponsored by the California Federation of Teachers (CFT), co-sponsored by Faculty Association of California Community Colleges (FACCC), and supported by California Community College Independents (CCCI).

However, there is resistance from special interest groups. In a **letter of concern** signed by a coalition including the Campaign for College Opportunity, Education Trust-West, and the California Acceleration Project, this letter, from what I understand, focuses on parts of the law that would allow students to repeat only "a credit course for which the student previously received a grade indicating substandard academic work." In an **Assembly Hearing on Appropriations**, Education Trust West stated "AB 811 will yield negative impacts on time-to-degree and college affordability and is likely to cause further harm to low-income students, and specifically, Black and Latinx students. Furthermore, this bill will undermine ongoing statewide efforts to implement equitable placement and completion policies."

I find many problems with this argument, as it applies to this law, in conflict with the idea that we are an open access institution. I don't see how allowing community members to take a Dance or Yoga class repeatedly interferes with the educational goals of other students. Additionally, if a student needs to take a class three, four, or five times to pass and to obtain an Associate's Degree and/or Transfer, then we should provide them with every opportunity to do so, including offering academic and economic support for students who do not pass a class for the third time as AB 811 would require. I agree with **City College of San Francisco Student Chancellor Heather Brandt**:

Current limits on course repeatability disproportionately harm underserved students such as students of color, system-impacted students, and students with dependents, like myself. AB 811 is the difference California community college students need – an important step towards creating accessible, equitable, and inclusive learning institutions.

Even if AB 811 passes the Senate, there is no guarantee that Governor Newsome will sign it, as he has vetoed legislation from the super-majority Democratic legislature. In the most glaring example, AB 375 (Medina), which would have raised the part-time teaching cap from 60-67% to 80-85%, passed the legislature in 2021 without any opposition but was vetoed, and there was no vote to override.

What AB 811 does, albeit unofficially, is bring back lifelong learning as part of the community college mission. Legislation and regulatory policies in the past 10-15 years have resulted in the shrinking of the California community college mission, abdicating lifelong learning and basic skills and narrowing the focus to CTE and transfer. It is no surprise that the shrinking of the mission results in the shrinking of community college system. AB 811 is an opportunity to reinvigorate enrollment, provide more opportunities to students, and bring lifelong learning back to our mission.

Join FA Today!

FA Leadership Transitions: A Tribute to Three Women

by Kathy Perino

As this year comes to a close, we should all pause to show our appreciation for three women who, for well over a decade each, have dedicated a large part of their professional lives to the members of the Faculty Association. Next year these three women will step away from FA leadership positions, but they will always be a part of the FA family. And when I say family, I really do mean family. Union work has its ups and downs. We sometimes disagree and have heated discussions, all while trying to reach a decision about what is best for faculty as a whole. Through the endless meetings and years of discussions, we find time to laugh and support each other. This month we say “see-ya-in-a-new-role” (but not “goodbye”) to these amazing leaders.

Amy Edwards

Amy is returning to the classroom full-time after many years in FA leadership. Whether this is a permanent move or a temporary one will depend on the effectiveness of my negotiating skills in the future. Amy served on the Executive Council in 2006-2010 as a part-time faculty representative, and she served on the negotiations team as a part-timer. After she was hired into a full-time position, she became a full-time Executive Council representative in 2011. She has served as assistant negotiator (full-time) for about 10 years, worked on the Load Task Force, and served as FA Vice President. Most recently she held the position Chief Negotiator while I was on leave from the position for five quarters. The majority of the gains in the 2022-25 Agreement are due to Amy’s hard work and tenacity. She has been my go-to support for the last decade and has always brought a balanced approach to every issue we have tried to address in negotiations.



Karen Erickson

Karen is stepping away from FA leadership because she is starting Article 18 – Reduced Workload next year. As a result, she will spend two quarters per year in the Biology classroom. Karen started working with FA in about 2008. (It’s been so long that neither of us can remember exactly when she started.) She has served multiple terms on the Executive Council. She has also been the Executive Secretary, the Foothill conciliator, and she had two separate appointments to the negotiations team. Karen’s contributions to FA are invaluable. My favorite story, which Karen often tells, is that when she was hired full-time, she read the entire *Agreement*. She just thought it was a good idea to know all of her working conditions. Clearly, she was destined for work with FA! Karen’s level-headed approach to complicated situations and strong communication skills will be missed.

Lisa Markus

I don’t really know where to start with this one. Lisa has held almost every position in FA and is probably the most efficient person I know. The only person I know that comes close to Lisa’s organizational and efficiency standards is Karen Erickson! Lisa joined the negotiations team in 2009; we were assistant negotiators together with Anne Paye leading the team that year. She has served many terms on the Executive Council, is one of the original members of the JLMBC (benefits committee), and has served as FA’s benefits and retirement expert for well over a decade. If you ever called the FA office with a question about either of those topics, Lisa probably contributed to the answer to those questions. In fact, she is such a retirement expert that she has found a way to retire this August! She has also served as Vice President, Acting President for a few quarters, and Acting Chief Negotiator for one quarter. Wherever

there was a staff need, Lisa was willing to step in and help. No one can find required contract language faster than Lisa, and she always, always, always reads and suggests corrections to the minutes prior to approval! Lisa knows there are seats for retiree representatives on JLMBC, so I'm expecting to see Lisa in one of those seats before long.

If you see Amy, Karen, or Lisa at any end-of-year activities, please take the time to thank them for their years of work for FA. Feel free to ask them about the work. Maybe you are destined to help fill their shoes – even if you haven't read the whole contract.



FA Appointments

Officer Appointments



President: Tim Shively
Vice President: Jim Nguyen
Executive Secretary: Bob Stockwell
Associate Secretary for Part-time Interests: Ray Brennan

Negotiations Team

Chief Negotiator: Kathy Perino (FH)
Steve Batham (FH)
Rich Booher (DA)
Brandon Gainer (DA) Not pictured
Danny Solomon (DA) Part time representative



Budget and Negotiations Update: Salary and Benefits

Kathy Perino Chief Negotiator

Late June means the academic year is winding down. While most of us are trying to transition to the reduced workload the summer brings, the negotiations for the big money items are just taking off. For the second time, the five bargaining units (ACE, CSEA, FA, POA and Teamsters) have agreed to negotiate salary increases jointly, following the model used for benefits negotiations, which are also negotiated in summer.

2023-24 Salary

The tentative budget presentation at the meeting of the Board of Trustees outlined the District's



thinking regarding salary. In that presentation, the District finance office presented three scenarios involving a 6.22% salary increase (about three-quarters of the state COLA of 8.22%) distributed across the next three academic years. These models all assume no COLA in 2024-25 due to the deficit in this year's state budget, as well as no COLA in 25-26 due to the funding floor provision related to the Student Centered Funding Formula (SCFF) and the Hold Harmless status for our District. (Vice Chancellor Cheu did note that if a COLA exists in 2024-25 or 2025-26, it would be incorporated into the budget in those years and open for negotiation in addition to the scenarios below.)

The first scenario presented assumes 6.22% to employees for 2023-24, and no increase for 2024-25 or 2025-26. The second scenario provides 3.22% in 2023-24, 2% in 2024-25, and 2025-26, while the last provides 4.22% in 2023-24, 1% in 2024-25, and 1% in 2025-26.

Compensation Scenarios in Tentative Budget

Scenario	A	B	C
2023-24	6.22%	3.22%	4.22%
2024-25	0%	2%	1%
2025-26	0%	1%	1%

Let's analyze these scenarios. Even if we agree (we do not) that 6.22% is the total to distribute, how does it benefit employees to distribute the raise over the three years? It doesn't. While it is true that the compounding of the percentages over time would make employee salaries in 2025-26 highest in scenario B, scenario A (no deferral) will maximize the total earnings over the three years. What the deferral is intended to do is build the District's ending balance – the "stability fund" – so that the District has a large buffer to work with when our funding plateaus in two years. The problem with this deferral plan is that employees have very small personal stability funds, if any at all, and most employees cannot afford to donate part of available compensation to the District's stability fund. If we don't defer any of the compensation, scenario A still produces a stability fund that is about 3.7 times larger than structural deficit, the deficit we would need the stability fund to cover in order to avoid potential layoffs or program elimination in the plateau years. In addition, the District's "stability fund" is only part of the ending balance. This is in addition to the other 23 million dollars of ending balance associated with college and District carry forward and reserves. The District argues that this is necessary to meet the Chancellor's office recommendation of an ending balance equal to two months of operating expenses. But, this sizable ending balance is not a requirement, but rather a recommendation. And with no deferrals, we still have an ending balance that is over 96% of that recommendation (\$32.9M of the \$34M recommendation). WE believe there is neither need for, nor benefit to, deferring any of this year's available compensation dollars.

Next, let's analyze the proposed 6.22%. The District states that the 8.22 percent coming from the state will result in an additional \$14.4 million, and that they need to take 2 percent off the top. What is it that costs \$3.5M, the value of the two percent? While exact numbers were not shared, part of this comes from the need to pay for some new administrative positions (legal counsel and risk management), part is to move some positions from Measure C back to the general fund since measure C is ending, and part is to pay for the cost of the classification study for classified employees from years ago.

The other factor related to the selection of 6.22% is budgeting revenue from non-resident tuition. Historically, FHDA has included a large portion of the revenue from non-resident students in our *ongoing* budget. *Ongoing* revenue is what the District considers available for compensation negotiation. During the pandemic, we lost a huge portion of our non-resident enrollment (\$10M loss between 2018-19 and 2021-22), so the District is hesitant to consider all non-resident revenue as ongoing. While it may not be wise to consider all of it as ongoing revenue, we think we can consider more of it ongoing than the tentative budget states.

Why?

Revenue from non-resident students is based on *units* in which they are enrolled rather than FTES, the revenue generating factor for resident students. Each year, the revenue calculation is determined by the number of enrolled units multiplied by the cost per unit (\$205 in 2021-22, \$221 this year, and \$239 in 2023-24). The tentative budget shows that the LOWEST number of units (79,685 units) from non-resident students occurred in 2021-22. This year (2022-23), non-resident enrollment bounced back to about 84,000 units. The district is worried that this increase may be temporary, but instead of using the lowest number of units (79,684) in the budget for *ongoing* revenue, they are using an even smaller number: the units they conservatively but incorrectly projected for this year (70,100). Not only do they use a never-before-seen number of units for the base of ongoing revenue, they are using the 2021-22 rate per unit instead of the 2023-24 rate. As a result, the district's tentative budget only identifies \$14.3M as ongoing funds available for compensation. This is unrealistically and unfairly pulling money off the table. It sure would nice if we could just decide that our family

budget was based on rent, energy, or childcare rates from 2021-22 instead of 2023-24. Unfortunately, we live in the real world and continue to pay for our cost of living at present rates.

If we are conservative and agree to consider this year's increase of 4300 units as "temporary," and therefore decide to build our budget on the low value of 79,685 units along with the 2023-24 per unit rate, these units will generate \$19M (not \$14.3M). If we are *even more* conservative and assume we will drop all the way down to the incorrect never-before-seen projection for this year (70,100 units), even those units will generate \$16.7M (not \$14.3M) at the **2023-24 rate**.

The non-resident portion of the tentative budget is unnecessarily hyper-conservative..

Needless to say, at the first negotiations session for 2023-24 salary, the labor units rejected the District's proposal of 6.22% in any form. Negotiations continue in the coming weeks.

Plan Year 2024 Health Benefit rates

We are still waiting for CalPERS to release their plan rates for 2024 (remember, health benefits rates operate on the calendar year rather than the academic year). We will have preliminary rates June 21 and final rates in early July. We won't know the effect of the rate increases (there will certainly be some) on the budget until that time, so benefit rate negotiations for full-time employees will occur primarily in July.

However, because the 2022-23 state budget included ongoing reimbursement of 50% of the District's cost of part-time faculty health benefits (up from a reimbursement rate of about 1% in years past), we were able to negotiate an improvement in the part-time benefits program. The District will contribute a higher percentage of the Kaiser premium for qualified part-time benefits participants. See the "Particularly for Part-timers" article by Ray Brennan in this issue for details.

When we reach agreement on health benefits this summer, employees will see the agreed upon contribution rates reflected in the open enrollment materials sent out in early September. If we reach agreement on salary this summer, faculty will need to ratify the salary agreement before it appears in your paycheck. Hopefully, we will reach agreement this summer, vote at the end of September, and see a nice salary increase in our paychecks at the end of October.



FA Thanks and Welcomes Our New Members!

Ingrid Schulz	Film/TV	DA
Nadia Biglari	Chemistry	DA
Gening Jin	Humanities	DA
Ulysses Acevedo	Ethnic Studies	FH

FA & FHDA: First-Class Act: Marisa Spatafore

*First-Class Act is the first installment of a new series FA has planned to acknowledge the exceptional work of those employees who go above and beyond expectations in supporting other employees, campus ambitions, or district community. Each month, we will be honoring one employee who stands out in the eyes of others in the district. We are thrilled to begin this series with De Anza's Associate Vice President of Communications and External Relations, **Marisa Spatafore**.*



Marisa Spatafore has consistently served the College with both acuity and integrity, and she does it all without expectation of accolades or attention. Marisa Spatafore is synonymous with the energy and ideas that keep De Anza in the California Community College spotlight. The Guided Pathways Team wants to acknowledge the exceptional work she has done to support this faculty-led project.

Since we began the work on Guided Pathways, Marisa has delivered tremendous administrative support. She is not only knowledgeable, but also innovative, creative, encouraging, and dedicated. She has played a critical role in the launch of our promotional campaign, advising and problem solving on multiple challenges, including finding a process to pay classified professionals for time spent on GP work, a outcome necessary to our position on equity for all.

Marisa has worked tirelessly to help institutionalize Guided Pathways by suggesting that campuswide activities like Welcome Day and Enrollment Day be organized around Villages. But she doesn't just introduce great ideas—she follows through by doing the work alongside both her team and ours. She meets with the our coordination team regularly, offering both her vast knowledge of campus strategies and her support. She is the one who conceived the fabulous Village Tents, introducing them on Welcome Day; she has managed video creations, overseen website development, provided swag for GP advertising, and organized drawings, all to generate excitement about the Village concept.



For the Villages Grand opening. Marisa ensured we had a formal ribbon cutting event the day before, including a photographer, in spite of having an understaffed team, but one moment aptly illustrates her commitment to excellence: our team was working the night before the event to pick up last-minute supplies, and when we texted Marisa at about 8pm to ask a question, we found that she and her staff were still out working to manage a surge in expected attendance, driving from store to store to ensure there were enough cookies for all the students to decorate. That kind of hard work and dedication demonstrates the outstanding service she provides not only Guided Pathways, but the campus as a whole.

Her distinction, however, is not limited to events; she regularly goes above and beyond. When we introduced the idea of campus Zoom spaces so students could take both face-to-face and asynchronous classes on campus the same day, Marisa sprang into action, and with the support of College Operations, we had those Zoom spaces identified, the signage up, and students in them in a matter of days! This is the kind of diligent focus she has, particularly when it comes to supporting equity.


Marisa would never take credit for any of this work by herself. She ALWAYS acknowledges the team effort of her office's staff; that act in and of itself shows how deserving she is of acknowledgement for her work. Her commitment to and understanding of the Guided Pathways mission has made her an employee we count on, a First-Class Act! Thank you, Marisa Spatafore!



Have a First-Class Act to nominate? Click here to fill out the nomination form!

Open FA Seats in Fall

FA NEEDS YOU!



FA will need to fill several open seats on the Executive Council in Fall 2023: one full-time seat from De Anza, two full-time seats from Foothill, and one part time seat from either Campus. Meetings are currently held face-to-face the first and third Wednesdays of the month from 3:00 to 5:30 p.m. Meetings alternate between the two campuses. 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. Think it over this summer! We will send out a reminder and a request to join us in the first FA Newsletter in Fall!



Particularly for Part-timers

**By Raymond Brennan
Part-time Associate Secretary**

Welcome to the End of Another Quarter!

Let's start with some good news about health benefits courtesy of FA's indefatigable Negotiation Team:

For plan year 2024 (January through December 2024), the District has agreed to pay a higher percentage of the Kaiser premium toward any plan selected from the CalPERS options.

The percentage paid by the district is based on load taught in this academic year (2022-23).

Load earned in Fall 2022 through Spring 2023	District contribution toward selected health plan premium for PY 2024
0.400 – 0.499	60% of 2024 Kaiser premium (up from 50%)

0.500-0.599	70% of 2024 Kaiser premium (up from 60%)
0.600-0.670	80% of 2024 Kaiser premium (up from 70%)

Part-time faculty can choose any CalPERS health plan offered by the District. The dollar amount of the District's contribution is applied to the selected plan premium. Therefore, faculty can "buy up" or "buy down" from the Kaiser plan as they choose.

Open enrollment information will be sent to all eligible part-time faculty in the fall.

Changes to the 2022-2025 Contract

You should be aware of a few changes in the 2022-2025 contract that are of particular relevance to part-time faculty. The first of these, a change to Article 6, governs evaluations. Beginning in fall, all faculty who are slated for an evaluation are required to have a pre and post evaluation meeting with their evaluator. These obligatory meetings serve another negotiated update: the language in the evaluation forms, the J appendixes. All versions of the J1 have been modified; as such, you are encouraged to peruse the new evaluation form and discuss each point with your evaluator to ensure a common understanding of the evaluation criteria. Additionally, Article 6 now spells out the time and access allowed an evaluator depending on the mode of instruction

Another change of note is in Article 7, which explicitly says faculty must post both the time and the modality of their office hours on their syllabus; this information must be shared with division deans.

Finally, FA's Negotiation Team has gained an important change in part-time contracts. Future offers of a class will include language explaining that the class is offered *contingent* on enrollment, budget, and other criteria. The word *contingent* will benefit employees by reducing the number of incorrect rejections of part-timers' applications for unemployment benefits.

Unemployment Eligibility

Some part-time faculty seeking summer employment will not have been assigned a class, and those faculty will be eligible for unemployment benefits. Faculty who have a summer class but at a load decreased from spring may also be eligible for a reduced unemployment benefit.

A special note: The [EDD Website](#) will be down from the 23rd through the 26th of June, so while you are entitled to file for unemployment once you have given your final, you will need to wait until the 27th of June to file for summer unemployment benefits.

Quick Tips: Filing for Unemployment

For those filing for unemployment benefits for the first time, the best resource available to help navigate through the 22-page application can be found on Cabrillo College Professor John Govsky's [Contingent World](#) website where he has screen shots of each page of the application along with advice on how to respond to several questions.

Avoid these common errors:

--Be sure to answer NO to the question concerning whether you belong to a union. The FA is a Collective Bargaining Organization, not a union.

--When asked who your supervisor is, give your dean's name, of course, but when asked for a phone number take care to give EDD the correct number:

--Foothill faculty should use (650) 949-7625 as the employer phone number

--De Anza faculty should use (408) 864-8711 as the employer phone number.

Unemployment Rejection Support

A last point about unemployment is that if you receive a letter rejecting your application for benefits, you will have 30 days to appeal the decision, and appeal you should. [I am available](#) to help with appeals, and should the appeal require a hearing before a civil law judge, I am available to attend that hearing.

As much as I hate to end the last *FA News* update of the year talking about unemployment, I think that's it for this issue. Have a safe, relaxing summer!

JOIN OUR FACEBOOK PAGE

Classroom Hacks



Ever find yourself with way too many tabs open on your computer? Download the **OneTab** application for Chrome and reorganize the way you store open information on your computer!

The OneTab icon allows you to easily convert all of your tabs into a list. When you need to access the tabs again, you can either restore them individually or all at once.

When your tabs are in the OneTab list, you will save up to 95% of memory because you will have reduced the number of tabs open in Google Chrome. You can see OneTab's privacy assurances on the OneTab app page.

Important Deadlines



Following is a list of many, but not all, important contractual deadlines for the 2023-24 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** (408.864.8802)
- Foothill, **Eric Reed** (650.949.7091).

Questions can also be directed to the **FA** Office Manager **Susanne Elwell** (650.949.7544).

Please note: if you miss a contractual deadline, even by a single day, you may lose significant benefits or have to

The full academic year list of "**Important 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 3: Full-time faculty submit Professional Achievement Award application to division dean (*38.2.1, 38.3*).

Aug. 25: Part-time faculty file intention to change salary column starting in the 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 2023-24 to campus Personnel Office (*Appendix A, B*).

Sept. 22: 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*).

wait a full year before becoming eligible again. [The complete list of dates can be found here.](#)

Equity Action: Simple Strategies for the Classroom

Recognize, Acknowledge and Stop Microaggressions in the Classroom

"Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership" [Derald Wing Sue](#)

Microaggressions are not big acts of discrimination that often can be easily identified and appropriately responded to; instead, they are smaller, more subtle interactions. In fact, they might even be disguised as compliments which make them even harder to identify.



Verbal and nonverbal microaggressions

It isn't just about what people say, it is also the how they say it. Both words and body language communicate attitudes and feelings. This isn't just in a face-to-face classroom, but also in the virtual environment, which at times can feel harder to navigate for both instructors and students.



Have you ever experienced or witnessed these nonverbal microaggressions?

- That eye roll when a certain student contributes to a conversation.
- Always picking up the phone when a particular student presents in class.
- Someone continually speaking over another student during either a virtual or face-to-face discussion.
- Gross generalizations based on sex, race, or other identity factors.

Most students likely don't mean to offend, exclude, or discriminate but this intention doesn't mitigate the impact on those on the receiving end of the interaction. If this situation happens in class, it's important to support the student on the receiving end of the microaggressions and

educate, in a supportive and appropriate way, the person who exhibited the microaggressions, letting the entire class know that microaggressions won't be tolerated. Students need help in understanding the impact of their words and actions. Supporting students, raising awareness, and educating each other will help maintain equitable teaching and learning environments.

The impact of microaggressions: "Death by a thousand paper-cuts."

It is exhausting to continually have to justify identity, explain sexuality, correct or explain [pronouns](#), or talk about race or heritage. To be incessantly on the receiving end of microaggressions can be demoralizing: students' confidence is lowered, they avoid contributing to discussions, and they may suffer from fear or anxiety. Ultimately suffering from repeated microaggressions could result in depression or dropping out of class or even school.



Imagine being on the receiving end of these verbal microaggressions

- "You've done well for someone your age"
- "You are gay? Oh, I didn't know, sorry. What a waste!"
- "You're getting married? Oh, can I come? I have never seen a gay wedding!"
- "You don't look disabled!"
- "Your English sounds so good" / "you sound so articulate"
- "Where are you really from?!"

--"I love your hair... can I touch it?"

--"Why do you have to be so loud / animated?"

To create a truly equitable environment, one in which students can flourish, we should manage classroom microaggressions even though it might be uncomfortable. Ignoring even unintentional behavior may be interpreted as condoning it.

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



Share Your Voice: Shape Our Future

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