

[View this email in your browser](#)



FA NEWS

FOOTHILL-DE ANZA FACULTY ASSOCIATION
6 December 2023
Volume 48 Number 3

- FA Membership Drive: We All Need To Pay Our Dues!

- President's Report: "Eternal Recurrence"
- Teach Online Courses? PAY ATTENTION to Senate RSI Plan Development!
- Winter Celebrations Around The World
- Particularly for Part-timers
- Openings for Executive Council Members
- Faculty Association Political Action Committee (FA-PAC) Fall Briefing
- Important Deadlines
- Equity Action: Centering Equity in Holiday Celebrations: Fostering Inclusion in the Classroom
- What Do you Think?



FA Membership Drive: We All Need To Pay Our Dues!

Dear Faculty Colleagues,

FA represents all faculty, whether they pay dues or not. When faculty don't pay their fair share, they "free-ride" on the contributions made by dues-paying members and in turn weaken the union.

FA's current membership drive seeks to get the more than 190 non-dues-paying faculty in the district to become dues-paying members.

Many recently hired faculty are not aware of FA and what we do. Moreover, many do not know they have to join the union ("opt-in") to become full members.

If you're not yet a member, please sign up today: [FA Membership Form](#). It takes only minutes and you'll be glad you did.

By becoming a dues-paying member, you'll:

- Demonstrate solidarity with your colleagues
- Contribute your fair share
- Strengthen FA's ability to fight for all of us!

In Service and Solidarity,

Jim Nguyen, FA Vice President

Bob Stockwell, FA Executive Secretary



Join FA Today!



President's Report: "Eternal Recurrence"

FA President Tim Shively

To the casual observer, it might appear that little has changed in our District since the passage of \$898 million Measure G over three and a half years ago. And that impression would be correct, in that not a shovelful of earth has been moved in connection with Measure G, despite there having been several big Facilities projects touted in connection with the bond dollars, including a new "Events Center" to replace the permanently closed and boarded up Flint Center, a new Arts building to replace De Anza's aged and deteriorating "A Quad," as well as student and employee housing (in an unspecified location) to the tune of \$200 million. We clearly missed an opportunity for even tearing down the Flint, which by any reasonable account should have been completed during the pandemic, while we were in lockdown. Now, that work is going to be disruptive to campus activities, which is one reason cited as to why we can't move forward on more than one of these projects at the same time. Add into the mix newly emerged needs such as a De Anza Student Services building not on the original project list, the unforeseen failure of the Foothill swimming pool heating system, and the County's desire to build a health clinic on the De Anza Campus (which is projected to cost us an estimated \$17 million in delays to our other projects), and we are in quite the pickle. But change is afoot in the District and I am hopeful in regards to Measure G expenditures.

On the De Anza side, at least part of the delay behind Measure G projects moving forward can be attributed to attempts to supplant items on the initial project list (i.e. a new Arts structure) with other plans (i.e. a Student Services Center). I've written about this [previously in the FA News](#) (at least twice) so won't go into detail redredging it here. Though I will note that even after the establishment of a campus shared governance committee to insure that the voices of all constituents—students, staff and faculty as well as administrators—were heard in regards to Measure G expenditures, there were multiple models of foregrounding the student services project. These included downsizing the square footage allotted to the Arts, keeping the Arts in its current location with "upgrades," and otherwise signaling the likelihood that funding for an events center, an Arts building, and a Student Services Center (and definitely not in that order) was unlikely and that changes would have to be made. This is no knock on the committee, which did its due diligence with what they were given to work with. But when presented with limited options and limited funding, it's not surprising that what they put forward would be somewhat limited in regard to how many of these different campus needs they could satisfy and to what degree.

Rather than continuing in this deficit-minded mode of expending our bond dollars, pitting individual projects against each other as competing for limited money, and rejecting additional opportunities (e.g. the County clinic) in the process, we, as a District, need to think outside the box (which starts with recognizing that we have boxed ourselves in) and strategize about how we could satisfy the demands of multiple projects *simultaneously*. Instead of conceptualizing each facility "function" (i.e. Events, Arts, Services, Healthcare) as a separate structure, what if multiple functions were bundled together in multipurpose structures? This would give us more flexibility with allotting increasingly scarce campus space, cut down on project delays and save considerably on construction costs.

Imagine, if you will, a County Health Clinic with Student Services built on top of and/or around it. This would help to answer concerns that the Health Clinic would not be accessible to students—it could be the *center* of student services. And imagine such a structure placed in the current "A Quad" rather than Parking Lot "B." While a year ago one could throw rocks in the parking lot and not hit a car, anyone who's parked there recently would recognize that it's starting to fill—not "full" yet, but we'd certainly be looking at filling adjacent lots if the cars were displaced from "B" (not to mention removing the costly "rooftop" photovoltaics). Call it the return of the suppressed if you will, but demand for face-to-face instruction is picking up (when a robust range of classes is offered), and if we're going to meet it, we need to have the infrastructure in place. As regards parking for a future Student-County Health Clinic (which is certain to require a number of spaces) we already have the Flint parking garage (which just a few years ago was refurbished up to code out of general funds rather than having to wait for bond dollars) proximus to its padlocked namesake. A brand spanking new state of the art Health Clinic/Student Services building fronting Stevens Creek Blvd. would also be much more visible to the public than if it were tucked away in Lot B. And just imagine the impressions of campus visitors as in walking to the Clinic, they passed the glorious new Arts/Event Center in the footprint of the Flint.

But I'm getting ahead of myself. Questions have been raised as to whether the County would agree to coupling a clinic with other campus facility needs. I'm sorry—"agree"? We must *insist* that this is how we are prepared to go forward with the project, that we are *not* willing to further delay our own projects in order to prioritize the County's, and that housing projects together is how we would resolve it. That is called putting our students first. But before we do so we need to tear down the Flint Center, yesterday. I do not remember (and am not inclined to look at) how many thousands of dollars it is costing us every month just to have the Flint standing shuttered, but I suspect the total is starting to outweigh the other considerations

delaying its removal. I mean we could have still been booking performances in the 4 years it has been closed—it was never in any immediate danger of collapse. This is what happens when non-facilities experts are put in charge of the purse strings (the "pandemic" excuses start to wear a little thin). Let's close that section of campus for the scheduled summer 2024 demolition, but get-the-work-done.

Then, we'll be ready to start construction on not only the County Health/Student Services structure but the new Arts-Events center. We must *not* wait until Fall of 2031 for construction on the latter to begin (the way things have been proceeding, that would end up another overly optimistic project date and financial picture). However, built side by side, both projects could commence simultaneously, as early as the end of next year, in one "mega-reconstruction" of that corner of campus. Disruptive? Sure, but better disruptive once than twice. Use the sunken gardens as a staging area if necessary, close campus in the summer again if we have to, use your re-imagination if you must, but get-the-work-done. Given all that has gone down around De Anza Arts in the past year, I never thought I'd find myself advocating for swing space for its programs, but we'll actually need to get working on that immediately, before we tear down the Flint. We'll save both time and money by demolishing both it and the A quad simultaneously. Let's call it *schwing* space, because in a year and change those Arts programs will be boomeranging right back into their new digs.

Now, there has been some talk recently about forgoing an Events Center altogether, and sufficing with only a new one story(?) Arts structure. That would be a fatal mistake if we ever hope to go out for a bond again (green electrification of our campuses anyone?). It's bad enough that we've hardly spent any of the bond monies to date. But to renege on the claims we made when campaigning for the Bond—that there would be a new Events Center to replace the Flint—would not go down well in our service area. And Foothill College would be within its rights to demand a share of the monies previously allocated for construction of an Events Center (originally listed at \$90 million) were we to completely abandon that project. Yes, constructing a new Events Center needs to be reconciled with one of the original justifications for condemning the Flint in the first place—it did not serve the instructional needs of the campus where it was located. But instead of conceiving of such community space as "separate" from instructional spaces, how about we *imbed* the community in instruction: one can certainly include an Events Center function and an Arts Instructional function within the same structure, regardless of how that is ultimately proportioned; and there could be instructional uses of an events center as well as community enrollment in our Arts programs (particularly once we get over that "repeatability" obstacle). We don't need another performance space—we already have that in the VPAC at De Anza and the Smithwick at Foothill. But if we had a flexible meeting space, say, the top floor of a building also housing Arts programs, so that community members would actually walk *through* instructional spaces in order to attend their events, that would seem to bond the two functions in a way our Colleges have long struggled to. And with the money that would be saved from laying foundations for two new structures instead of four, let's get that Foothill pool filled up again asap, which would also help to build a healthy relationship between the community and instructional programs on that campus. How's that for civic engagement?

I look forward to attending the ribbon cutting on the new campus front. I still have about five years or so before retirement, and am certain we can get it done before then. Maybe even some employee and student housing by then—I've been hearing some positive chatter about moving forward on off-campus sites (see the FA PAC article below). But it's going to take some vision, some *re-envisioning*, as it were, and some political will to push these projects through. I hope I speak for not just the Faculty Association but the entire faculty when I say we stand ready to assist however we may.

FA Thanks and Welcomes Our New Members!



Viviana Alcazar DA
Sheryl Bernardo DA
Laura Chin DA
Jesus Garcia FH
Taiki Kondo DA
Sarah McBride DA
Mary McElwain DA
Chris Olsen DA

Teach Online Courses? PAY ATTENTION to Senate RSI Plan Development!

Kathy Perino Chief Negotiator

In order to be compliant with federal financial aid regulations and state distance education regulations, our district must ensure that our distance education classes (both 100% asynchronous and hybrid) include “regular and substantive interaction” or RSI. This terminology is similar to the old “regular and effective contact” that we heard a lot about prior to the pandemic, but RSI requirements are different. Courses with RSI are considered “distance education” courses and are eligible to receive state funding equal to our in person courses; those without it are considered “correspondence courses” – those that can run on autopilot with minimal need for instructor participation – and are not eligible for the same state funding.

What exactly does it mean for our district to ensure that our courses have RSI, and what does that mean for the individual online instructor? That’s what the shared governance bodies at both campuses have been trying to define. In fact, this fall you have probably received email summaries of committee meetings requesting your feedback on this issue. If you haven’t read or seen these, now is the time to look for them!

Last spring, representatives from administration, both Academic Senates, and FA met to [draft Administrative Procedure AP 4105 – Distance Education and Correspondence Education](#). This draft should be approved soon after the new year.

In addition to language that defines what distance education is, the course approval process, course standards, and accessibility, AP 4105 has a section that defines Regular and Substantive Interaction. It also requires that the District provide training and document that RSI is part of each distance education course. The following excerpt is from the draft of AP 4105:

Regular and Substantive Interaction

An institution ensures regular interaction between a student and an instructor or instructor by, prior to the student's completion of a course or competency—

- a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
- b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. Regular Substantive Interaction between the instructor and the students (and among students, if described in the course outline of record or distance education addendum) is included in each section of a course taught via distance education.

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—

- a) Providing direct instruction;
- b) Assessing or providing feedback on a student's coursework;
- c) Providing information or responding to questions about the content of a course or competency;
- d) Facilitating a group discussion regarding the content of a course or competency; or
- e) Other instructional activities approved by the institution's or program's accrediting agency



The district shall provide training and ensure that faculty teaching distance education courses shall be adequately prepared. By proposing a distance education course, the faculty author, department chair, and dean agree that instructors assigned to teach a distance education course section should be prepared to teach online in accordance with college procedures for obtaining agreed upon training. Prior to assigning a distance education course, the division dean shall verify the faculty have received current and sufficient training.

You may notice that this doesn't say exactly what the training requirement is. It mentions college procedures, but doesn't say what they are. Determining training and procedures is the next step in the shared governance process. The two Academic Senates are currently seeking feedback from faculty to develop recommendations regarding the training requirement. At Foothill College, the draft recommendations were initially developed by the Committee On Online Learning (COOL), and those were brought to the Senate. At De Anza, the Senate is developing their own recommendations. So far, both campuses seem to agree that the initial Canvas certification training that focuses on the tools within Canvas is insufficient, and that faculty need training in accessibility as well as online pedagogical practices. Beyond that, FA is waiting to see how close the two campus training recommendations are. The latest version of the Foothill recommendation includes not only a four hour training requirement, but also a six hour discussion cohort, plus a self-evaluation and documentation component. Many faculty may benefit from this experience, but many faculty already meet the accessibility and RSI requirements. FA hopes that the colleges will provide an option for faculty who have already completed similar training through other professional development opportunities to be able to verify the RSI status of their course with a less time intensive process.

Once each campus finalizes their recommendation for RSI training and documentation, it will come to the FA negotiations table. At this point in my career, it would be silly to expect that the two recommendations would perfectly align, or that the two campuses would offer the training the same way, but I do hope that they are close enough to allow for a reasonable negotiation of the training requirement. Specifically, we will need to agree on who has to complete the training and by what date, the time commitment associated with the required training, compensation or PGA credit for completion of the training, how often the training must be updated (if ever), and consequences if the training is not completed by the agreed upon date.

We anticipate that the negotiation of all of these items will come to the table sometime in winter or spring quarter, but please don't wait until then to have your voice heard regarding the training requirement and its components. Now is the time to pay attention to the information shared by your Academic Senate representatives and provide your feedback to them.

If you have questions or concerns about RSI, you can contact your FA Executive Council representative, or even better, you can contact your Academic Senate representative.

JOIN OUR FACEBOOK PAGE

Winter Celebrations Around The World



Hanukkah (December 18-26, 2023)

This Jewish festival known as the Festival of Lights, commemorates the rededication of the Second Temple in Jerusalem. It is commonly celebrated with the lighting of the menorah, traditional foods like latkes, and gift-giving.

Christmas (December 25, 2023)

This Christian holiday celebrating the birth of Jesus Christ, traditionally includes festive decorations, gift-giving, and special meals. In the United States this celebration is observed with religious services and caroling. Cultural traditions vary worldwide.

Kwanzaa (December 26, 2023 - January 1, 2024)

This African-American and Pan-African cultural holiday, celebrated with candle lighting, feasts, storytelling, and artistic expressions, focuses on seven principles (Nguzo Saba):

- Umoja (Unity) To strive for and maintain unity in the family, community, nation, and race.
- Kujichagulia (Self-Determination)
- Ujima (Collective Work and Responsibility)
- Ujamaa (Cooperative Economics)
- Nia (Purpose)
- Kuumba (Creativity)
- Imani (Faith)



New Year's Day (January 1, 2024)

A global celebration marking the beginning of the new Gregorian calendar year. It is traditionally celebrated with parties, fireworks, and various customs to welcome the upcoming year.



Diwali (January 3, 2024)

This important Hindu festival of lights symbolizes the victory of light over darkness and good over evil. It is celebrated with the lighting of lamps, fireworks, feasts, and the exchange of gifts.

Lunar New Year or Chinese New Year (January 22, 2024)

Chinese New Year marks the beginning of the lunar new year. It is celebrated with family reunions, feasts, dragon and lion dances, and the giving of red envelopes (hongbao). Other Asian cultural traditions include diverse customs such as temple visits, family gatherings, and special foods, yet each country and region has its unique traditions and celebrations.

Lailat al Miraj (February 06-07, 2024)

Lailat al Miraj, or the Night Journey, is a significant event in Islam commemorating Prophet Muhammad's miraculous journey to the heavens. It traditionally occurs on the 27th night of the Islamic month of Rajab. Muslims observe Lailat al Miraj with prayers, reflections, and Quran recitation, emphasizing spiritual significance, increased worship, and seeking forgiveness from Allah الله سبحانه وتعالى.

*This list is clearly not exhaustive. If you know of or celebrate a holiday that we should include in next year's December edition of the FA News, please write and tell us. Inclusivity is always our goal.



Particularly for Part-timers

Raymond Brennan Part-time Associate Secretary

Welcome to the end of another quarter!

At the end of any quarter, there are always two important considerations for part-time faculty:

1.) You are eligible for unemployment when you are not working, and you can apply from the date of your last class. For those who have filed before, it is only a matter of reopening a claim with the California Employment Development Department (EDD). If you have not filed for unemployment before, it can seem an intimidating process. But help is available. Professor John Govsky of Cabrillo College maintains a website which, among other valuable bits of advice, has step-by-step, page-by-page explanations, with screen shots, of how to complete an unemployment application. This very helpful material can be found here:

<https://contingentworld.com/unemployment/>

When filing, it is crucial that when asked for a phone number, you give the correct number to insure the call will be answered by a staff member in HR who knows how to answer EDD's questions. The De Anza number to give EDD is 408-864-8711. For Foothill faculty, the number is 408- 949-7625. When asked for your supervisor, give your dean's name, of course, but when asked for your employer's phone number, be sure to use the number above. *Also*, it is imperative that when asked whether you belong to a union, you answer NO. The Faculty Association is a Collective Bargaining Unit, not a union.

If you are filing for the first time, be aware that the Unemployment Office (EDD) now requires people to log in with an ID from a website called ID.me. Though one can establish their ID.me credentials through the EDD website, it may be easier to go directly to ID.me to get your official identification certification. It is a time-consuming process and will require you to show a valid ID with a photograph as well as appear on camera holding same. Should you run into problems—either when filing or receiving a letter saying you are ineligible for unemployment benefits—please contact me right away as I can help you resolve any issues that might come up.

2.) As you know all too well, the District is experiencing an enrollment crisis, which means fewer classes for part-time faculty. Available classes are assigned to part-time faculty according to Article 7.12 with faculty members' reemployment status a determining factor in the order in which classes are assigned. If you believe you have not received a class you should have, please contact your campus conciliator—De Anza, [Ilan Glasman](#) (408.864.5574): Foothill, [Eric Reed](#) (650.949.7091)—who will ensure classes were assigned appropriately.

Update: Wednesday, November 29th the De Anza Office of Professional Development, in conjunction with the Faculty Association had a one-hour Zoom to review essential information in the *Agreement* which governs working conditions, compensation, and rights and responsibilities. Those in attendance thought the hour useful and asked that such informational sessions be held more frequently. FA exists to serve faculty needs, and so in response to that request, there will be future such informational Zooms, which will be announced in this Newsletter as well as by email, to all part-time faculty. Between now and the next such information session, know that the Faculty Association's sole purpose is to serve the needs of the faculty, all faculty, so should you have any questions, concerns, or issues regarding your employment in the District, know that FA has your back. I am a first point of contact and can be reached at brennanraymond@fhda.edu.

Finally, It is never too soon to start thinking about or planning for your retirement. Find out about the CalSTRS benefits and services available to you as a part-time educator on Thursday, December 7, 2023 at 3:30pm. Compare the benefit programs that may be available to you and determine which program you're currently paying into. You'll learn ways to increase your retirement income, the importance of supplemental savings and considerations to keep in mind throughout your career. You're helping students build their future, don't forget about yours.

You are invited to join a meeting: CalSTRS Adjunct Faculty/Part-time educator Webinar. Presented by: Jennifer Helfend-Gomez, CalSTRS Stakeholder Engagement Manager, Sharon Hendricks, Co-Retirement Liaison, AFT 1521, and Dr. Jessica Saint Paul, Co-Retirement Liaison, AFT 1521. [You can register here](#). After registering, you will receive a confirmation email about joining the meeting.

If you are uncertain as to which of CalSTRS' retirement options you are in, check box 10 of your paystub. There, you will either see CalSTRS CB which means you are in the Cash Balance retirement program, or it will say CalSTRS DB which means you are in the Designated Benefits retirement program. Feel free to contact me if you have any questions.

Oh, to close, since your FA does look after your interests, we'd like to ask that you support our efforts by becoming a member if you are not already one. Dues are only 0.45% of each monthly paycheck, less than a couple cups of coffee. [You can join painlessly here](#).

That's a wrap for the quarter and the year. Wishing you all a relaxing, enjoyable holiday break.

Openings for Executive Council Members

We currently have two openings for faculty: one full-time faculty member from Foothill and one part-time faculty member from either campus.

FA NEEDS YOU!



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.

Please send a letter of interest to [Susanne Elwell](#) by Monday, January 8th at noon.



Faculty Association Political Action Committee (FA-PAC) Fall Briefing

The FA-PAC met three times in fall. Here are the highlights:

- Rallying for Part-Time healthcare at Evergreen (October)
- Adopting a PAC/PAC Internship Program budget for 2023-2024
- Interviewing two Board of Trustee Candidates for November 2024 General Election from district 5 ([FHDA Board of Trustees District Map](#))
- Endorsing Patrick Ahrens for Assembly District 26 (March 2024 Primary Election) [Patrick Ahrens for Assembly](#); [Donate to Patrick Ahrens for Assembly 2024](#)

The FA-PAC Internship Program met weekly during fall and focused its attention on housing, the arts at De Anza, and budgets.



Things are looking bright on the housing front, with Chancellor Lambert signaling a desire to make up for lost time in the development of affordable housing for faculty, staff and students and Los Altos hills demonstrating support for housing on the Foothill campus. In winter quarter, the [Affordable Housing Task Force](#) will bring a portfolio of possible housing locations to all shared governance groups across the district for ranking and comments. FA-PAC interns Antonio Facio and Raiyah Hussain serve on the task force, as well as FA members Mark Landefeld and Danny Solomon. Contact [Eric Reed](#), Chair of the task force, for further information.

With regard to De Anza Arts, Intern Coordinator Isabel Caballero Teixeira reports the Measure G Task Force is discussing three proposals (two advanced by the administration and a third counter proposal initiated by the task force itself) and is currently waiting on additional pricing information that will enable it to identify the best course of action. Working in solidarity with Arts faculty and students, the PAC Internship Program remains firmly committed to ensuring the arts are prioritized and sustained. For additional information, please contact [Isabel](#).



The budget working group, including interns Rami Abukhater and Justin Fry, submitted its funding request to DASF for 2024-2025 and will present/defend this request in winter quarter. In addition, it submitted a special allocation request for additional funding for winter and spring 2024 to increase intern hours and program capacity during the upcoming election.

Looking ahead to winter quarter, the PAC will publish an endorsement list for the Primary Election (see January *FA News*). The FA-PAC Internship Program will add voter registration and volunteer mobilization for Primary Election campaigns and initiatives to its ongoing housing, arts, and budget work.

Thanks to DASG and ASFC for funding the Internship Program. Thanks also to PAC supporters whose monthly contributions fund faculty mentor stipends and other PAC functions. If you'd like to increase your support or become a new contributor, please do so here: [FA-PAC Voluntary Payroll Deduction Form](#). If you're interested in getting involved in the PAC or the Internship Program, or if you have ideas regarding the 2024 Primary and/or General Election, please contact [Bob Stockwell](#).



De Anza Interns: Rami Abukhater, Audrey Kim, Antonio Facio, Justin Fry, and Leila Salam
Foothill Interns: Raiyah Hussain and Molara Mabogunje
Intern Coordinator: Isabel Caballero Teixeira
Faculty mentors: Laura Chin, Eric Reed, Daphne Small, Danny Solomon, and Bob Stockwell

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 the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, [Ilan Glasman](#) (408.864.5574)
- 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 wait a full year before becoming eligible again. This calendar is on the *FA* website under "*FA* Current Announcements."

The full academic year list of "[Important Deadlines](#)"

2023

Dec. 8: Part-time faculty file intention to change salary column starting in the Winter Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

Dec. 15: Full-time faculty submit Early Retirement Incentive Notice to District Human Resources Office (*20.4*).

2024

Jan. 5: Part-time faculty submit completion of requirements documentation for column change starting Winter quarter to campus Personnel Office (*Appendix B. 1, C, E, G*).

Jan. 16: *Article 18* faculty meet with the appropriate administrator to determine their reduced contract schedule (*18.8.1, Appendix W*).

Feb. 5: Professional Development Leave Committee makes recommendations to the Board at its meeting in February (*17.13.3*).

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.

Equity Action: Centering Equity in Holiday Celebrations: Fostering Inclusion in the Classroom

The holiday season is a time of joy and celebration, but it is important to ensure that these holidays are inclusive and respectful of the diverse backgrounds and traditions present in our classrooms. Centering equity during holiday celebrations is essential to creating a positive and welcoming environment for all students.

Begin by recognizing the diversity of backgrounds and traditions represented in your classroom. Recognize that not all students celebrate the same holidays or in the same way. Create an open and respectful space for students to share their cultural traditions and experiences. It helps build understanding between classmates and encourages a sense of self-improvement for everyone.

If you use holiday-based curriculum, include diverse perspectives and traditions. Explore the history and cultural significance of a

variety of celebrations, both traditional and lesser-known. This not only improves students' knowledge, but also promotes a deeper understanding of the different ways people celebrate this season around the world.

Pay attention to symbols and images shared in PowerPoint or in documents. Choose neutral, inclusive pictures that don't favor one holiday or tradition over another. Try a "holiday collage" featuring symbols from various celebrations that highlight the rich cultural diversity of your classroom.

Likewise, be careful about the language you use when talking about holidays. Instead of focusing on a single tradition, use inclusive language that recognizes diverse celebrations. For example, instead of saying "Merry Christmas," you may want to use phrases like "Happy Holidays" or "Celebrate Joyfully." This simple adjustment can help ensure that students do not feel excluded because of their beliefs or practices.

Plan activities that encourage students to share their holiday traditions with each other. This may include class presentations or joint projects highlighting the unique aspects of different celebrations. Sharing your favorite holiday foods is a great way to bond and foster a supportive community.

Be especially mindful of students' religious and cultural sensitivities. Some families may not celebrate holidays at all, while others may have specific customs or restrictions. Respect and accommodate these differences by allowing students to opt out of certain activities if they wish. Consider alternative assignments or projects that provide the same learning opportunities without compromising others' beliefs.

Centering equity in the classroom helps create a classroom environment that values diversity, promotes inclusion, and encourages mutual respect. Embracing the richness of diverse traditions helps every student feel seen and accepted, making the holiday season a truly joyful and inclusive time for everyone in the classroom community.

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 *FA News*.
- 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

Fhda Faculty Association

FA Executive Council Members

Erick Aragon (DA)

Viviana Alcazar (DA)

Raymond Brennan (DA)

Mary Donahue (DA)

Laura Gamez (FH)

Jordana Griffiths (FH)

Julie Jenkins (FH)

Ellen Judd (FH)

Brendan Mar (DA)

Rachel Mudge (FH)

James Nguyen (DH)

Kim Palmore (DA)

Kathy Perino (FH)

Tim Shively (DA)

Bob Stockwell (DA)

Felisa Vilaubi (DA)

ADMINISTRATIVE ASSISTANT: Susanne Ellwell

FA NEWS EDITOR: Kim Palmore

FA News is normally published ten 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



Copyright © 2023 FAFHDA*, All rights reserved.

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#).