

FACULTY MATTERS



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AMERICAN FEDERATION OF TEACHERS
LOCAL 6157

Prez Sez... The Faculty Obligation Number A Floor Not A Ceiling

By David Yancey, FA, AFT 6157 President

The Details of the Process

For those of you not familiar with a Faculty Obligation Number (FON), it is a very critical number with which we should all be familiar. The FON was established by the Board of Governor's (BOG) in their Code of Regulations, Title 5, and Section 51205 (c) (1). Contained in this section of the BOG Code of Regulations is the process used to determine the minimum number of full time faculty each district is required to maintain or face serious financial penalty.

To understand this calculation may take more time out of your life than you are willing to give because it is reasonably complicated and based on a series of reported numbers surrounding the "funded FTES" in a district in any given fall semester. *(i.e. projected fundable growth at the Advance Apportionment, OR, the actual percentage of change at P2 at the Recalculation Apportionment, blah, blah, blah....my head is already*

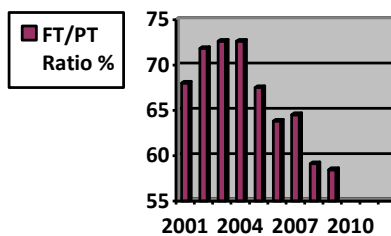
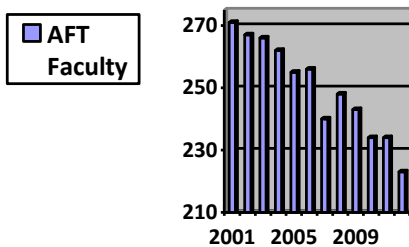
hurting). Once the FTES number is determined then the Board of Governors determines how to adjust the FON in that district. It works like this.

In adequately funded years this base number of full time faculty is increased by an "adjusted" percentage of change in a district's FTES. In English this means that in good times when your district increases its FTES (full time equivalent students) your number of full time faculty increases. In inadequately funded years the regulations described above allows the BOG to freeze the FON regardless of any increase in FTES. Even worse, if your district fails to meet their minimum required level of FTES, even in a "frozen year" then their district's FON can be reduced.

How Did We Get Here?

Some of you will remember our district's old pattern of "robbing Peter to pay Paul". Almost every year the district administration would take FTES

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FALL FOUR

www.fa-aft6157.org

(408) 288-3106
fax (408) 295-7482

213 Student Center
San José City College

Acacia 1-205
Evergreen Valley College

San José City College
2100 Moorpark Avenue
San José, CA 95128

The Faculty Obligation Number

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EXECUTIVE BOARD MEMBERS

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from summer to meet the minimum requirement for the prior year. We were forced into that mode because the administration insisted on not going over our cap of paid FTES. It was a never ending cycle that ultimately led us to a negative position called “Stabilization Funding” and the state stepped in and bailed us out. The long term effect of this status is part of the reason our FON is going down and not up. I think our district has now learned from those mistakes.

Over the last several years our district has fortunately increased its annual FTES. This was accomplished by the efforts of all. The whole district has extended itself; faculty, staff and administrators have all worked hard to pull us out of the negative patterns of past administrations. Our district now sees the wisdom in the concept of having a cushion of FTES to ensure we are always growing. Furthermore the current district leadership and college presidents see the role and impact of full time faculty play in ensuring one of our primary and fundamental goals, Student Success.

What Do We Do Now?

The subtitle of this article is “A Floor and Not a Ceiling”. This perspective should be the view of the FON in any district in this state, especially ours. The legislature set the FON to ensure a “minimum” number of full time faculty were teaching in California’s community colleges. As good as our adjunct faculty are, they know what we all know, and that is that students benefit more by having consistent access to faculty beyond the classroom.

We need more of our adjunct faculty to become full time faculty. It is good for

the students and good for the faculty. Research clearly supports that higher student retention leads to an increase in student success when classes are taught by full time faculty. Over the last seven years we have lost almost forty (40) full time faculty positions (dropping from 272 to 234) and next year our FON is predicted to fall to 223 possibly making us lose close to fifty (50) full time faculty over the past 10 years.

We are all aware that the academic work of the colleges and the district are dependent on having adequate numbers of full time faculty. Accreditation was just the latest example of that necessity. And that is to say nothing of the ongoing need for program reviews, curriculum updating and the myriad of committee work necessary for the functioning of the college. We are all struggling with meeting the requirements for SLO’s and it is clear that the responsibility for ensuring this work gets done falls on the shoulders of the full time faculty. Adjunct faculty are not paid for this extracurricular work and therefore cannot be expected to carry this weight.

It is the position of the FA, AFT 6157 that the San Jose Evergreen Community College District must reverse the trend of declining numbers of full time faculty we have seen in the past several years and start hiring more full time faculty. If we truly believe in our mission to ensure our students the best opportunity for success then the “faculty voice” needs to be strong and loud. Every division and each Academic Senate should echo the voice of the Faculty Union in demanding more full time faculty positions.

How to Enjoy Your Retirement...Even More

By Linda Ferrell, FA, AFT 6157 Fiscal Officer

It is important to save for retirement. A pension may not be enough to sustain your preferred lifestyle after you retire. Most people also need additional funds. Employees of school districts are eligible to contribute to **403(b) and 457 accounts**. A 403(b) is somewhat similar to a 401(k) account. The money contributed to a 403(b) is not taxable during the year earned as long as you contribute according to IRS regulations. This may put you in a lower current tax bracket and shields the earnings from the 403(b) funds from current taxable income. You will pay taxes on the money when you withdraw it after your retire.

You can learn more about 403(b)'s and view the district's eligible 403(b) vendors at <http://www.403bcompare.com>. This is a great way to save



for retirement but make sure you understand the IRS regulations which may change. Read the IRS Publication 571 about 403(b) accounts. Go to <http://www.irs.gov/publications/index.html> and select Publication 571.

You could also contribute to a 457 Plan which is a deferred compensation plan. A 457 has different tax rules than a 403(b). You can contribute to

a 457 even if you made maximum contribution to a 403(b). Go to the IRS website at <http://www.irs.gov/retirement/article/0,,id=172437,00.html> to learn more about 457 plans. From there you can access Publication 4484, which compares different retirement plans. Our district has three eligible vendors with whom you can contribute to a 457 Plan. These three vendors are: CAL PERS, TIAA-CREFF and VALIC.

Make sure you thoroughly investigate all vendors, their funds, and retirement plans as well as the penalties for early withdrawals, maximum contribution limits, and annual fees. Invest your hard earned money wisely. Time is a very important factor in investing. Try not to put this off and invest in your future now so you can enjoy your retirement years.

Personal Notes - Welcome to the Union Family!



Carmen Solorzano

Donovan Carmichael was born November 15th 2011 weighing 7 lbs, 13 ounces, 20 inches long.



Lorena Mata

Mateo Jacob Mata was born on November 20th at 2:08 pm weighing 8 lbs. 2.8 oz., 21 inches long.

Students Defend Value of Community Colleges

By Dr. Hasan Z. Rahim, SJCC Math Instructor

A recent report by the American Institute for Research titled “The Hidden Costs of Community Colleges” (http://www.air.org/files/AIR_Hidden_Costs_of_Community_Colleges_Oct2011.pdf) raises some tough questions about the money spent by the federal, state and local governments on America’s community colleges.

Data from 2004 to 2009 show that federal, state and local governments spent nearly \$4 billion on full-time community college students who dropped out after their first year. The expenditure was the highest in California - \$480 million - for such students over the five-year period. There is a trend of increasing community college enrollment and spending but it appears to be accompanied by declining completion rates. The report suggests that while community colleges make significant contributions to educating our students, taxpayers in states like California are not getting “an adequate amount of return” on their investments.

What do San Jose City College students think of the report by the American Institute of Research?

Here are some student reactions from my class:

Brown finds the focus on “return on investment” misguided. The community college system gives students who aren’t academically strong in high school the opportunity for a second shot at continuing their higher education “The community college system



has provided me with all the necessary connections and resources I need to further my academic career,” says Brown. “Not only have I learned a lot, I have also benefited from the many programs community colleges offer. One of these programs is the UC tag transfer program which allows



guaranteed admission into one of seven UC campuses provided they complete the necessary lower division classes required. This is an amazing opportunity for hard-working students.”

But what about students who drop out after their first year in spite of such opportunities? As **Brown** sees it, there could be any number of reasons for it. Maybe the student has had a death or a major family crisis and had to temporarily leave school. Maybe the student was in financial trouble and had to withdraw to take care of those issues. Maybe he or she had to work at a job that did not allow any time for school and so it became an existential issue. “Regardless of how many students drop out, let us not forget the many success stories of students who graduate from community colleges and go on to further their academic careers. I am one of those success stories.

Evelyn finds that tuition and fees are constantly raised for community colleges. Textbooks are getting more expensive instead of less, in spite of the promises of “digital revolution,”

Evelyn says that for many the total fee to attend classes become overwhelming, leading students to conclude that school is not possible until they reach financial stability. “I know a few students who wanted to attend college but were forced to drop out. They lost financial aid due to a poor grade and so couldn’t return. Cutting funding to community colleges will deprive students in genuine

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Students Defend Value of Community Colleges

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need of financial aid and will be bad for our society.”

Lynn is a newcomer to the United States. She was paying for her own education until her funds depleted to the extent that she had to cut down her units. When she found out that she was eligible for financial aid, she applied and was approved. “Since then my college life has become easier. I am able to pay all the fees for my credits. Education is really important, not only for us as individuals, but for the entire society.

If government funding for community colleges stop, then many Americans will become vulnerable and their rights maybe be trampled. The costs of college education continue to spiral upward, making tuition costs increasingly burdensome for college students and their families. I believe



that the government should invest more in the Pell and State tuition grant programs. If not, the rising student loan problem is going to hurt our economy and could become as big a problem as the mortgage crisis.”

Mary finds it terribly misleading that the report questioning the value of community colleges focused entirely on the government costs for students who

dropped out. “There was no mention of the overall cost for all community college students and what percentage of that cost was for dropouts. Mary knows many students for whom community college is the only way they can afford a college degree. The cost of a four-year at a university is simply too expensive.

“But the value of a college education is not only a degree, which is merely a piece of paper. The true value lies in improving oneself through the acquisition of knowledge. This value became obvious to me when two courses I had taken, Biology and Astronomy, which were not part of my major, filled me with a sense of wonder and an intense interest in the world around me. Whether pursuing a degree or for self-improvement, if it becomes necessary to drop out after one year, I think the money spent is still worth it.”

Retiree Corner



The AFT 6157- Retiree group met in November. The group was joined by Chancellor Rita Cepeda and SJCC President Barbara Kavalier.

Meeting in the Margin

The ECCTYC 2011 Conference

By Sravani Banerjee, EVC Council of Division Reps



Sravani Banerjee, Sterling Warner, Andrew Lam & Roohi Vora at the 2011 ECCTYC Conference

The English Council of California Two-Year Colleges (ECCTYC) hosted its 2011 Conference, *Meeting in the Margin: Discourses on Reading and Writing*, at Burlingame from October 20-22. ECCTYC is a professional organization whose membership includes departments of English and their faculty in all public and private two-year colleges in California, including the 112 state community colleges. ECCTYC also represents California two-year college English faculty at the national level as the Pacific Coast Region in the Two-Year College English Association. TYCA is part of the College Section of the National Council of Teachers of English.

The purpose of ECCTYC is to advance English teaching and learning in the two-year college by providing opportunities for the exchange of discipline information, promoting

professional interaction and growth among its members, and articulating concerns of the discipline to professional and policy-making groups.

Sterling Warner, Roohi Vora, Sravani Banerjee and Sarah Lisha from Evergreen Valley College and **Joe Shakarchi** from San Jose City College presented at the conference. The sessions covered a variety of

topics such as: *Conducting Classroom Research; Teaching Social Issues; Pedagogical Trends; Teaching Creative Writing; Peer Revision; Diversity Among Students; Using Literature/Film in The Composition Classroom; Service Learning; Online and Hybrid Instruction; Teaching Electronic Research; Developmental Writing; Critical Thinking; ESL and The Composition Classroom;; Plagiarism; Writing Across The Disciplines*. The most popular sessions were those that focused on teaching practices, Basic Skills and social media, especially **Facebook** in the composition classroom.

The speakers included **Katie Hern** who heads the California Acceleration Project, **Andrew Lam**; Award Winning Author and Editor, **Jeannie Barroga**, a nationally-produced playwright, teacher, director, and local video producer, and **Aimee Suzara**, writer/performer, cultural worker and educator. ECCTYC Conferences present wonderful opportunities to network, increase our skills, and work toward great student success in the classroom.

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Know Your Rights

By Debbie DeLaRosa, FA, AFT 6157 Grievance Officer

Tough Economic Times- How to Increase your Pay Moving Across the Salary Schedule

During these difficult financial times, AFT 6157 wants to remind its members that the collective bargaining agreement contains a number of options for potential pay increases. One of these options is moving across the salary schedule.



Moving across the salary schedule does allow for many different ways to increase your pay. Faculty can earn graduate units, undergraduate units and use non-academic activities for movement. Classes III and IV require an additional 15 units and Class V requires 21 additional units to move across. The requirements for each of these areas are listed below and can be found in Article 8.9.3-8.9.9 (Full Time Faculty) and Article 9.8 (Adjunct Faculty).

Graduate Units

To earn graduate units, faculty simply take graduate unit classes of their choice. These units do not need approval by the Professional Recognition Committee (PRC). When units are completed, faculty members will provide their dean a copy of the materials to be submitted to Human Resources. Faculty will submit the official transcripts to HR. Units earned during a sabbatical can be used for movement across the salary schedule.

Undergraduate Units

Undergraduate course work (lower division and upper division courses) can be used for advancement if the faculty member can show that the

classes improve the faculty member's skills in their teaching or service area. These units must be approved by the Professional Recognition Committee. Official transcripts must be submitted to HR. Units earned during a sabbatical can be used for movement across the salary schedule.

Credit for Non-Academic Experience

Credit for Non-Academic Experience require approval by the PRC and a written report of the work completed and its relevant value, including written certification of non-academic experience, on forms provided by the District. Sixty (60) hours of nonacademic work shall be required to earn one (1) unit. A maximum of six (6) unit equivalent may be credited to any single lane move.

Credit for Learning Communities and Service Learning

1. Learning Communities: To qualify, a faculty member, in addition to participating in the faculty member's own class, must participate in the linked class for a minimum of one hour per week and confer with their colleague on the planning of the classroom activities and

instructional strategies. For each unit (1 unit) of linked classroom time (not the faculty member's own class) a faculty member shall receive 1 semester unit credit.

A maximum of six (6) unit equivalents may be credited to any single class movement for participation in this initiative.

2. Service Learning: To qualify, a faculty member must supervise and evaluate students' service learning activities. Additionally, faculty members shall develop and implement service-learning projects for students by working directly with the Service-Learning Coordinator(s) and/or directly contacting community organizations.

For every ten (10) students in a service-learning project per semester, the faculty member shall receive one (1) semester unit credit. A maximum of six (6) unit equivalents may be credited to any single class movement for participation in this initiative.

If you submit your paperwork to HR before the 15th of the month, (after getting approval from the PRC for certain units and activities), within a regular annual payroll cycle, your movement and pay increase will be in the next monthly pay period, providing you receive a paycheck that month.

Please refer to your FA AFT 6157 contract Appendix K for the necessary forms. www.fa-aft6157.org/contract.html

Adjunct News and Views

Welcome to our New EVC Adjunct Representative-Paul Humann

We are very excited to welcome to our FA, AFT 6157 Paul Humann as the EVC adjunct representative. Paul is filling a vacant position and was appointed by the Executive Board at its November 18th meeting. Paul was asked to write a bit about himself, which we have reprinted below:



“I started as an adjunct at EVC in the Fall of 2010. Since then, I have been teaching freshman and developmental composition as both a Lecturer and Writing Lab instructor. I am currently only at the very beginning of my teaching career, but my family has a strong history in education and union membership (both of my parents and two of my grandparents were teachers and union members in Southern California), and I am excited to participate in that tradition. Furthermore, I view labor unions as some of the most important democratic institutions we have, and I am proud to be a part of that process.

When I’m not at EVC or grading papers, you can probably find me trying to win a few bucks at one of the local

card tournaments here in San Jose, or on rarer occasions, at a poetry reading in San Francisco.”

Adjunct Faculty: Right to Collect Unemployment over Intersession

By Barbara Hanfling, Executive Director FA, AFT 6157

Adjunct faculty have the right to collect unemployment (UE) over intersession, based on a Superior Court decision filed by the CFT called **Cervisi et al vs. Unemployment Insurance Appeal Board**. The Superior Court stated the following: “...the assignment form issued to the instructors stated that: ‘employment is contingent upon adequate class enrollment.’” The Court also held that the record established that the offers of employment made by the school employer were “contingent on adequate enrollment, funding, and the approval of the District’s Board of Governors.”

The Superior Court concluded that “under the statute, an assignment that is contingent on enrollment, funding, or program changes is not a ‘reasonable assurance’ of employment.” Based on this Court Decision fought for by San Francisco CFT local, adjunct faculty now enjoy a right and privilege that can help them through the times when they are not teaching. If you wish to collect unemployment, you must apply in a timely manner. Therefore, it is important that you access the unemployment board web site for all the information you might need. First file your claim for unemployment benefits with your local UE office online. If your claim *is* denied at the local level, **you must appeal this denial within the time frame listed on the denial form**. Also remember that even if you have a contract for teaching



for the spring semester, **you must answer no to the question of whether you have a guarantee to work**. That contract is not a guarantee as you know; you can be bumped from this contract. Also when asked **if you have a Union**, you must answer no to that question also, as the question is geared toward those who work from Union Hiring Halls. Unfortunately your Union doesn’t help you find jobs.

You may want to mention the Cervisi decision listed above when you are applying for UE benefits. Please feel free to contact the FA, AFT 6157 if you have any questions, and consult the following sites for more information:

EDD Unemployment Information
www.edd.ca.gov

FACCC - Unemployment Tutorial
www.faccc.org/part_time.html

FACULTY MATTERS
PRODUCTION TEAM

Editor/Lead Writer: Barbara Hanfling
Assistant Editor: Sterling Warner
Copy Edit/Layout: Patti Berg
Photos: Barbara Hanfling

Content Contributions and Guidance
from the FA, AFT 6157 Executive Board
and Faculty Members