Prez Sez:
Zero Tolerance on Sexual Harassment & Assault

By Paul Fong, AFT 6157 President

Gender inequality exists in many forms. The one we are used to is gender income inequality. A woman earns much less income for doing the same job as a man. There are other societal instances where a woman is treated worse.

Donald Trump, a candidate for President of the United States of America, is an example of this instance. He talks about women and even his daughter as an object for his fantasies and demeans them as second-class objects of his fantasies. Women are coming forward with nothing to gain in order to expose his sexual assaults and groping behavior toward them.

This type of behavior exposes the rape culture that exists in our society. Brock Turner, a Stanford University student-athlete, was charged with sexually assaulting an unconscious woman and got only a three-month jail sentence. This lenient sentence sends the wrong message as to what happens after a woman is raped. The judge talked about Turner as a future Donald Trump that is why he got a lenient sentence — upstanding and privileged.

A judge in Italy once charged a woman with her own rape citing her wearing tight denim jeans that led to her sexual assault. Now there are groups like California Coalition Against Sexual Assault, celebrating Denim Day, which I and many others signed the pledge to stop sexual assaults period.

There are movements occurring all around us to stop what Trump is doing to women. Trump will still get 40% of the votes in this election. Saying it is OK to behave like Trump in treatment of women is an insult to women and to our society as a whole.

This injustice that women face will remain in place until we get the critical mass to oppose sexual assaults and treat women with more dignity. We at SJECCD have strong sexual harassment policies. However that does not take all of us off the hook from ensuring that women are treated with dignity and that we do not allow sexual harassment or assault of any kind.

As an educational institution, we are part of society’s solver of problems and where many people look to for answers. Do we see sexual assault as a problem in the myriad of problems we need to solve? We do.

We know there are members of our faculty and staff who agree that we need to continue to focus attention, resources and training for our college and students to be proud in the future to say: Zero tolerance for any kind of sexual harassment or assault.
Budget Allocation & Your Salary
The Key Ingredient that is not Being Discussed

By David Yancey, AFT 6157 Past President, SJCC History Faculty

Most of the emphasis around developing a budget allocation model in this District has centered on giving both colleges more money so they can build more programs and receive the financial support the campuses have long needed. Also, part of the discussion is to reduce the amount of money the District Office allocates to its operations.

Surely these are all noble ideas and all worthy of consideration. This District has long denied the campuses ample funding largely to maintain its reserves, even now as Basic Aid funding grows. But there is another important consideration that must be included in these discussions that will affect every employee in this district.

What is Being Missed?

What is not being discussed is the inherent danger of designing the wrong type of model under the mistaken belief that funding all the needs of the campuses is the only important goal. The District must also invest in the people.

If the budget allocation model is created without considering the impact on the salaries and benefits, then this model will be seriously flawed. Let me be clear this is not just a faculty issue. If the wrong model is designed, then all employees will suffer. All the faculty, classified staff, MSCC and even administrators will be hurt (minus the Chancellor, of course, as we have seen in the past).

More Funding for the Colleges is Necessary

The AFT has been a strong supporter of increasing the funding to the colleges especially since this District is now a Basic Aid District. Our District now receives over $21 million (and counting) of Basic Aid over state apportionment. There is every sign that the future holds increasing millions to add to that amount. Every indication we hear from the CFO is that we are not going back to the old funding source of state apportionment. So there is plenty of money in this district that has amplified the increased demand from the colleges for an allocation model that more equitably divides District revenues.

However, the inherent danger here is to allocate our budget spending without building in structural protections for revenue for reasonable annual increases in salaries and benefits. This is where whatever the AFT negotiates, all the other groups usually get.

We Need a Unified Employee Voice

All the above being said, what is needed is that all constituency groups and their respective leaders must join together and support a model that protects our collective bargaining unit’s access to revenue each year that is sufficient to support GOOD wage and benefit increases for everyone.

We certainly support the role of the Academic Senates in this process as well as our CSEA brothers and sisters. But make no mistake, the District will use any division in our collective voices to drive wedges between us to deny us reasonable wage and benefit increases.

So we at AFT 6157 are asking for all groups of employees in this District to come together and stand united to ensure that whatever budget allocation model is agreed to that it contains adequate structural protections for our future salaries and benefits. We must unite and speak collectively to protect our future.
The Trick is in what Cannot be Seen …
and it may be Your Money that’s Disappearing …

By Randy Pratt, AFT 6157 Vice President

During the last contract cycle, your AFT 6157 bargaining team — Mark Newton, Frank Espinoza, Barbara Hanfling, Randy Pratt and Jory Segal — negotiated that the District be more transparent in reporting sick leave accrual and usage for all full-time and adjunct faculty. The negotiations team was successful, and the District is reworking their reporting system, which will be implemented soon. But there is more to the story.

On your Leave Balance Summary, not your Pay Advice, is listed your earned sick leave balance in hours for all adjunct faculty and all full-time faculty for overload, summer and intersession assignments. Have you looked at this document? What do you not see? And, why is the information you do not see important?

For accountants and payroll professionals what is missing is obvious. There are no notations (transactions) indicating date and amount of sick leave hours accrued or withdrawn (hours utilized).

For example, if an adjunct faculty member was assigned a load for Fall 15 or full-time member was assigned overload, one would like to see a notation or transaction on the leave balance indicating the amount of sick leave earned. And, if a faculty member used three hours of sick leave time during that same semester, it would be helpful to see that transaction on the record as well. However, faculty are only provided a total number of sick leave hours available and no transaction data.

If this information was posted regularly it would be a simple task to check for accuracy in Districts’ maintenance of our earned sick leave. We have now bargained that this information will be updated monthly, which is a good thing. But, this information is not provided by the District yet, making it next to impossible, but fortunately not impossible, to do a self-audit of the Districts’ numbers.

Not providing this information is the equivalent of your bank providing you a statement whenever they decided and only providing a running balance with no record of deposits or withdrawals. If this were the case with your bank, you would have a very difficult time challenging their books since you don’t really have any records reported to you that would be helpful in verification or tracking purposes.

Reporting sick leave transactions where faculty can track the hours going into and out of their account, (I thought) should be as basic to payroll professionals as it is to me making sure students get into and out of their kayaks during kayaking class. But, apparently, that has not been the case.

Well long story short, the District is now paying attention and will be getting monthly information to our full-time and adjunct faculty and also ensuring that any accounting errors will be taken care of.

We look forward to being able to track our regular and overload sick leave on MyWeb and ensure we are receiving the correct amount of sick leave.

We will be meeting with the District to go over methods of accrual and STRS reporting. Once we have agreed on these, we will let the membership know what they need to look for and how we will ensure all reporting is correct. Just like your pay stub, please take a look at your sick leave balances too.

Be assured, your Union leadership will continue to work hard on your behalf in this effort. Stay tuned.

Letter to the Union

Dear Randy,

It’s been ten years since I retired from Evergreen, and it’s likely you don’t remember me. (Math Dept.)

I’d like you to know how much I appreciated “Faculty Deserve Better” in the September Faculty Matters. Before I began full-time teaching at Evergreen in 1985 I was definitely a free-way flyer. Indeed, for two years I taught 31 hours/week at five locations! I support any and all efforts to improve the conditions, compensation and respect for part-time faculty.

Keep up the good work!

Seth Zimmerman
Bellingham, WA
16th Annual Picnic: We Keep on Celebrating!
Mentorship Program Success:
Female DJ Among our Faculty
Maritez Apigo, SJCC ESL Faculty Member

By Jory Segal, AFT 6157 Mentor, Adjunct Executive Board Member at Large/Grievance Officer

I was very excited to assume the role of mentor for a new faculty member. I could not have chosen a more interesting mentee. Maritez is a woman with many talents. I thoroughly enjoyed interviewing her because her answers to my questions never failed to surprise and amaze me.

Why did you want to become a teacher? I think that my interest in teaching began when I was a little girl. My little sister and I would play school, I was the teacher and she was the pupil. I had a lot of fun teaching her. Later on in life I went through a couple of phases with interest in fashion design and accounting, but I eventually realized that teaching was my calling.

Where did you teach before you came to SJCC this fall? I taught as an adjunct at Chabot College for four years, and before that I was full-time teacher in middle and high school.

Where did you go to school? Santa Monica Community College for two years, and then finished my undergraduate degree at UCLA. My master’s degree was completed at SFSU.

Tell me a little about yourself. I am married with two children. My daughter is 5 years old and my son is 3 years old. My husband is also a teacher who is presently working as a teaching coach in a Linked Learning Coach position.

What are your hobbies? I study modern jazz, and ballet. I also work as a DJ for weddings, private events and clubs. There are only a few female DJ’s in the Bay Area.

What are your creative approaches to teaching? I believe in integrating technology into classes, flipped classrooms (including posting online lectures), and working on improving our use of technology in the classroom.

Where do you see yourself in 15 years? At SJCC, teaching. There are only five other ESL full-time faculty and I am the first new hire in more than 12 years. It will be interesting to see how the ESL program evolves as a new faculty member becomes part of the program. Non-credit classes should also have an impact on our program.

I also hope to pay off my mortgage and save enough to send my children off to college.

Where do you like to vacation? We love to go to Hawaii every winter break. The children love the beach, and it is great to get away from the cold.

I had to interrupt at this point and state for the record that I am from Chicago and have lived in Minnesota. COLD? BAY AREA? You’re kidding. I happen to think that California, in January, is lovely as long as it is not raining.
Mentorship Program Success: Accomplished Iranian Pianist
Maryam Farshadfar, EVC Music Faculty Member

By Elaine Kafle, Mentor, EVC Council of Division Reps, CNA Faculty

New full-time faculty member, Maryam Farshadfar, never has a dull moment. The accomplished and very talented pianist, who once taught music at Karbordi University and Tehran Conservatory (both in Tehran, Iran), performs at least every month at a music concert or show when she is not busy organizing music events or teaching her load of six classes at EVC.

Maryam performed on the piano in a big summer festival in Texas. Earlier in the year, upon winning the concerto competition she appeared as soloist with CCW orchestra at West Valley College (you could watch her performance on YouTube: https://youtu.be/owg1W8M0N-0).

Maryam, the only full-time music instructor at EVC, previously taught as an adjunct for three semesters, but has actually been teaching piano since the young age of 15.

“Piano is my passion!” she exclaims.

Maryam is “first off, a concert performer” and began playing the piano at the age of 6. She received her master’s degree from Tehran Art University in classical piano performance and has performed in solo recitals and with chamber ensembles in U.S., Europe and Middle East.

Just recently, she finished her Ph.D. at Montreal University (having taken some transferrable courses at UC Berkeley). Maryam’s Ph.D. is in ethnomusicology; her study focus was on the piano music of Iran. Through this study, she learned in depth about music analysis, piano history, world music, as well as how to play other instruments (the Persian version of the dulcimer “santur” and the “tar.”)

Upon being offered the full-time role at EVC, Maryam likened the task to that of “helping to save a sinking ship.” It was her work, along with adjuncts in the department that helped revive the music program, which had been kept afloat by adjuncts for numerous years.

It again has a choir group that has performed during two of our professional development days and will also perform at the nearby Silver Creek Senior Center in late October.

MaryamFarshadfar performing on stage.

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from this television show.

We, as the faculty, are the ones with the most valuable sources of information that the administrator can learn from and learn about our college culture. The question is if administrators are taking advantage of this resource? Are we as faculty being able to give feedback? Are we being asked quality questions, and are we giving honest answers? If this is happening we are grateful for the opportunity to express ourselves.

We know if the students are getting what they need. We know about the staff morale, and we also know whether administrators are doing their job effectively.

If you watched the “Next Generation” television series, the subordinates asked many times “permission to speak freely” when they were in Piccard’s office. The subordinates knew that Picard would not take retaliation or retribution against them. This trust was an essential ingredient in the two-way communication.

Regarding the staff morale, it is important to keep it at a high level to maintain warp speed, as figure of speech. One way of keeping high morale is to continue building positively over what the staff has already correctly built.

Engage …
The Future of Program Review

By Judith Bell, Program Review Coordinator and Program Review Committee Chair

Writing annual and comprehensive Academic Program Reviews is one of the responsibilities of full-time faculty, one that will most likely be with us for the foreseeable future. But what is the Program Review process good for? Is it just something to check off our to-do list or can it provide real benefits to students, programs and the college?

Part of the charge of the Program Review Committee reads: “As a key component of the integrated planning and resource allocation model, Program Reviews provide systematic, data-driven information that allows the College to examine the overall effectiveness of the institution.”

As the Program Review process migrates to CurricuNET, the Program Review Committee (PRvC) is looking at ways to align our practices more closely to the planning aspect of our charge. Some benefits of increasing the focus on program strategic planning are:

- Closer alignment with Accreditation Standards, including:
  - Identification of equity gaps through the use of disaggregated data
  - Increased alignment of Program Review with the budget allocation process
  - Better use of SLO data in the Program Review process
- The opportunity for programs to develop a vision, goals and action plan to meet those goals
- The encouragement of innovation and cross-disciplinary collaboration
- The establishment of Academic Program Reviews as a foundation for planning and budgeting for the college

The PRvC is recommending that the college runs some facilitated strategic planning sessions for programs who are interested in developing plans that can be incorporated into their program reviews. Some advantages to participating in these sessions would be:

1. Faculty will have the opportunity to work together in a facilitated environment.
2. Programs can get a jump-start on the Program Review process for the next cycle.
3. By addressing gaps and issues, faculty can have a positive, lasting and ongoing impact on the performance of their programs.
4. Supplemental funding will be considered to support your creativity and reinvention efforts.

The AFT 6157 and the Academic Senate have strongly supported the shared governance model at SJCC, but it is up to the faculty to participate in and strengthen the process. A powerful, planning-based Program Review process that uses both quantitative and qualitative data to support innovative ideas that promote student success will put academic programs very much at the heart of college planning and budgeting. The time has never been better for us to strengthen our programs, increase collaboration and innovation, and promote faculty involvement in the shared governance of SJCC.

Missing Our Retired Faculty

Former Counselor and Head of Student Services dies at 95

By Jerry Strelitz, Retired Faculty

Dr. Margaret Butler Olive, age 95, died on May 24, 2016 at her residence in Colorado. She was a longtime counselor at San Jose City College and later, head of Student Services at Evergreen Valley College. She was one of those people who inspired confidence from her peers.

After she earned her doctorate, she mentored many others who would follow in her footsteps. Margaret’s integrity helped to resolve many issues before they became major causes. Her presence automatically added veracity to any given issue.

Margaret’s husband, Dr. Carl Butler, worked for many years at San Jose State University. They made a wonderful team.