

President's Report

Embracing Change...

by Debi Bolter, YFA President

Change, defined at dictionary.com is "to make the *form, nature, content, future course, etc.*, of (something) *different* from what it is or *from what it would be if left alone.*" YCCD has symbolized change over the last decade. Count the number of presidents at each college in the last 10 years, or the number of deans in your division in the last several years. With each new leader comes a change in the vision, a change in man-

agement style, a change in interpretation of the college culture, a change in participatory governance *or a different future course.*

How about online teaching? At MJC in 2007/08 about 1 out of 6 classes was online or hybrid. In 2013/14 it changed to about 1 out of 4 (*CurricuNet*). Faculty have facilitated this change beyond the classroom--stepping into new positions (Distance Education Coordinators), negotiating revised contract language in evaluations, and bargaining a new Distance Education Article 37.

Substantial structural changes have been welcomed on both MJC campuses and at Columbia campus. Measure E money has re-shaped the face of YCCD, and faculty have advanced these facilities changes to foster program growth and improvement.

Our mission *content* has changed. No longer do we target life-long learners. New regulations have prompted an overhaul of how we schedule. Faculty have risen to the 'change-challenge'.

The state budget *forms* change at our colleges with equity money, new "matriculation" funding, and base allocation modifications. Faculty advocate for positive change—to spend these new monies to best support our students and college goals.

Reflecting over the decade, I am struck by how flexible, adaptable and resourceful faculty have been. Even in the face of change that hasn't been advantageous, faculty have remained steadfast and constant in their dedication to students, the colleges and the district. As faculty, we are permanent elements in the swirl of the leadership, legislative, budget and facility changes. YFA supports change, championing change that is not simply *different*, but data-driven, demonstrated progress. Change should be for the *better* – particularly for our students.



Debi Bolter

Negotiations Notes

by Iris Carroll, YFA Secretary



By now you should have received your first set of *Negotiation Notes*. What are they and why are you getting them? In our effort to keep you better informed, the YFA negotiations team recommended and the District agreed that each bargaining unit will take their own notes and communicate directly with unit members. No more watered-down *Table Talks*! Now, after every negotiation session, I will draft a set of notes to send out to you directly. *Negotiation Notes* will not show "he said," "she said," but they will contain a more complete rendering of our discussions of the issues.

This new direct communication is reflective of the change in our negotiation style. *Table Talks* were a product of interest-based bargaining, in which both teams presented a common communication. With our new hybrid model of negotiation, in which we're applying best practices from both traditional and interest-based bargaining, our communication will reflect YFA interests and issues more fully.

If you read *Negotiation Notes*, you can no longer say that you have no idea what is going on in negotiations. The more we all understand the issues and can work as a unified body with one voice, the stronger our union will be. To be successful in negotiations, we need a strong union with invested membership. Together we can build our strength.

By the Numbers: Our CA Community College students (source FACCC)

- 80%: number of law enforcement, EMTs and firefighters credentialed at CCCs
- 70%: number of nurses in California credentialed at CCCs
- 48%: UC STEM bachelor's degrees earned by CCC transfer students
- 24%: number of community college students in US enrolled in CCCs



CONTRACT CORNER: Full-time Faculty, Sick Leave and the 8.5 divisor

by Sarah Curl, YFA MJC Vice President and Grievance Officer



Article 11.2 specifies how full-time faculty accumulate sick leave, but the contract is silent on how sick leave is deducted. At YCCD, past practice has been somewhat inconsistent for partial days, but generally if a faculty missed a day, regardless of how many accountable hours were missed, they were charged on full day of sick leave.

YFA raised the issue of sick leave deduction in EER (Employer–Employee Relations Committee). YFA and YCCD agreed that:

- a faculty's responsibilities include more than accountable time/hours (classes, office hours, or non-instructional) ;
- a work week consists of five 8 ½-hour days;

- when a faculty member utilizes sick leave, only the accountable hours missed will be deducted; and
- overload classes will have sick time deducted on an hourly basis from the overload bank of sick leave.

So a faculty member who misses 4 ¼ hours of class and office hours (no overload classes) has missed ½ of an 8 ½-hour day, or $4.25 / 8.5 = 0.5$ days. When you fill out a sick leave (or personal necessity) form, the hours you miss will be divided by 8.5 to calculate the amount of day missed.

This agreement clarifies the benefits portion of our contract, and represents an improvement in current practice for faculty sick leave calculation.

When will the new system be implemented? Soon, we hope. Check the next edition of The Advocate for an update.

Faculty Representative Spotlight:

Elzbieta Jarrett is a math instructor at Modesto Junior College where she has taught for 23 years. She taught for ten years at Wroclaw University in Poland and for three years at Western Michigan University (as a Teaching Assistant).

Where are you from originally?

I was born and raised in Poland, where I spent the first half of my life. After earning my Masters degree in Mathematics from Wroclaw University, I worked at the University teaching mathematics and doing research for about 10 years. I then left Poland for South Africa, where I worked at the Council for Scientific and Industrial Research in Pretoria, South Africa. After moving to the United States, I earned two Ph.D.'s (one each in Mathematics and Computer Science) from Western Michigan University in Kalamazoo, Michigan. I then moved to California, and have been teaching at MJC ever since.

What originally sparked your interest in mathematics?

From early childhood I was surrounded by people who loved math. My mom would write a number and asked me to draw a figure or object using that number. Even today, when I see "2", I see a swan, the number "8" is a snowman, and so on. Rather than being scary or intimidating, in our family, numbers were always fun. I was introduced to various math – related puzzles when I barely knew how to add and subtract numbers (Instead "Where is Waldo", I was playing "Where are numbers 1 – 25?"). My elementary school math teacher, Mr. Makulec, taught me to think "outside the box". He would ask questions such as "Five mice are eating a piece of cheese when a cat sneaks up and eats one. How many mice are left?" His answer was not "4" but "0" (because the other mice ran away). As a result, I grew up thinking that math can be a play, a game, or a hobby, rather than a chore or tedious work.

What is the best part about teaching your subject?

I think that the best part of teaching, regardless of a subject, are students. When teaching remedial classes, I see quite a few students coming with an assumption that they are not good at math. My goal is to show them that with positive attitude and good work habit they can succeed. There is no greater reward than to see them doing well and leaving my class with gained confidence.

What do you do for fun?

In a spare time I usually work on math/logic puzzles, such as Sudoku, Kakuro, Paint-doku, Calcu-doku, or Slitherlink. I also enjoy scrapbooking and I am learning quilting. I love to travel, but that requires more free time. I lived in Europe for many years, so I had a chance to visit many countries there. I have also been to Africa and New Zealand, but I have never been to South America. I would really like to visit Argentina and Chile – who knows, maybe next year?

What are you reading?

The Calculus of Friendship, What a Teacher and Student Learned about Life While Corresponding about Math by Steven Strogatz. It is a book about lifelong friendship between a student and his professor that was based primarily on a shared love of calculus.



Elzbieta Jarrett