

President's Report

California Community College Independents: CCCI

by Debi Bolter, YFA President

Our union parent organization CCCI held its biannual conference in October. Four YFA leadership team members attended. CCCI represents about 20,000 community college faculty members statewide, and is unique in that its primary focus is on California community colleges. This focus means that our particular issues, like student services and accreditation, take front stage in our advocacy and discussions.

This fall's conference began with a three hour *Negotiation Workshop* led by Patty Lim and David Conway, lawyers from the Law Offices of Robert J. Bezemek. Bezemek's team represents several community college faculty associa-

tions including YFA. The workshop discussed the Educational Employment Relations Act (EERA), mandatory subjects of bargaining, duties to bargain, good faith vs. bad faith bargaining, past practices and effects bargaining. The team educated union representatives on what happens when agreements cannot be reached, how PERB works (Public Employees Relations Board), what impasse is, how mediation works, and what fact-finding entails. For more information on PERB go to <http://www.perb.ca.gov/>

Jonathon Lightman, FACCC Executive Director, provided a report on the state budget and legislative bills affecting community colleges. Ed Derman, Deputy CEO of CalSTRS and Sharon Hendricks, Teachers Retirement Board Vice Chair and Community College Representative, gave a presentation on STRS and meeting our unfunded liabilities (that is, making sure that when faculty retire that are sufficient funds to cover their retirement benefits), and how these funds are being back-filled. There was much discussion about the heavy burden to both faculty and districts to meet the large increases in retirement contributions.

John P. Johns, a CPA and Forensic Accountant, gave a presentation on "*How an Expert Budget Analysis Can Assist Local Bargaining.*" Our CCCI Legislative Advocate, David Balla-Hawkins, discussed current Assembly and Senate Bills and their potential effects on community college faculty. He also discussed the ACCJC audit. CCCI was at the forefront in pursuing the audit titled, "*Colleges Are Treated Inconsistently and Opportunities Exist for Improvement in the Accreditation Process,*" which was released in June 2014. To read what the auditors found, go to <http://www.auditor.ca.gov/pdfs/reports/2013-123.pdf>



Debi Bolter

The Academic Calendar and Flex

by Sarah Curl, YFA MJC Vice President and Grievance Officer

The "flexible calendar" was legislated in 1981 and adopted by YCCD around 1990. According to the *Guidelines for the Implementation of the Flexible Calendar Program* (2007), "The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to staff, student, and instructional improvement (title 5, section 5720)." Here's the link: http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf

Full-time faculty are obligated to complete 28 hours per academic year of Flex activities (Sections 3.2.2.2-.4 in contract). Part-time and full-time faculty teaching overload are also required to fulfill FLEX obligations. These obligation are calculated as half of your weekly teaching hours—see your semester contract for the required hours.

Appropriate FLEX activities can be either institutionally planned, proposed by an individual for participants, or independently designed, but they must be related to "staff, student or instructional improvement." Examples of the many types of appropriate FLEX activities listed in the "Guidelines" link above or here (MJC) <http://www.mjc.edu/instruction/office/flex.php>

At MJC, Flex obligations are computerized: <https://flex.yosemite.edu/> Log in and click on the "Calendar" for a list of all YCCD approved FLEX activities. At Columbia, Flex is submitted through a form process. Full-time faculty will need to complete their FLEX obligations by the end of Spring semester; part-time faculty have to be finished by the end of each semester. If you haven't completed your FLEX yet and you're looking for something really interesting, try to find a workshop or talk sponsored by YFA. You'll learn a lot!



Sarah Curl

By the Numbers

- **FTEs: Full-Time Equivalent Student** This is a measure of productivity, how we earn apportionment. For credit courses it is **\$4,636 per 1 FTES**.
- **WSCH: Weekly Student Contact Hours** The total hours a faculty member is in contact with students per week. For 3 units (~54.12 hours)-compressed calendar (16.4 week semester) course: $54.12/16.4=3.3$
- **FTEF: Full-Time Equivalent Faculty** This is a measure of a faculty member's workload against the teaching load. FTEF (traditional calendar) = standard course hours / contract teaching load:
Ex: $3/15 = .20$; $4/15 = .267$; $5/15 = .33$; $3/12 = .25$; $5/16.5 = .303$; $5/18 = .277$
- Check your *Program Review* for the numbers in your department/area.

Faculty Representative Spotlight

Tom Nomof teaches physics and chemistry at Modesto Junior College and previously taught at U.C. Berkeley, the American Overseas School of Rome, Italy; San Jose State University, the American International School of Johannesburg, South Africa; and Archbishop Mitty High School in San Jose. He is originally from the San Francisco Bay Area and now lives in Modesto with his wife, Jeanine, a fifth-grade teacher in Waterford. His daughter, Venice, is a senior at Modesto High. His son, Kade, is a freshman at Downey High School. He has been the YFA Representative for Science & Engineering for about five years and is a member of the YFA Negotiations Team.

What's the best part about teaching your subject? It's always the people. I knew I wanted to devote my life to teaching long before I ever knew what subject(s) I would teach. I love math and science, but probably love history and literature just as much (although admittedly I know more about math and science than I do about history or literature). And I do a pretty good job of pretending to get excited about certain concepts, like inertia, for example, but after talking about it for the 100th time, it loses some of its appeal. Interacting with people is what drew me to the profession in the first place and that never gets old. Success in the physical sciences requires higher-order reasoning skills, so seeing students develop into better critical thinkers is the most rewarding part of teaching physical science. Even though factual knowledge will soon be forgotten, critical thinking skills will benefit students for the rest of their lives.

What originally sparked your interest in that subject? So much of my K-12 education was spent learning concepts in mathematics yet never really learning how these concepts could be used. Then I discovered physics in my senior year of high school and finally got a taste of how all these math concepts I had spent so much time learning about over the years could be applied in the real world. I experienced a certain sense of harmony and beauty when seeing how the real world could be described so eloquently with the language of mathematics. I also loved the challenge of problem solving, since most of the time spent in a physics course is spent solving word problems.

What should your fellow faculty members to know about being a representative? It's a great way to connect with col-

leagues in other disciplines since all disciplines get represented. Serving as a representative has allowed me to meet people throughout MJC (and Columbia College, too) whom I would never have met otherwise.

What do you do for fun? I would say that my primary source of fun is tennis. I can never play as much as I would like, but I still enjoy competing in tournaments and leagues. I also enjoy spending time with my kids. We spend time backpacking and camping in the summer and I spend time playing tennis with my daughter and basketball with my son. Although not necessarily interacting with them, I devote a lot of time to observing their many sporting activities - football, basketball and baseball for my son and tennis and swim for my daughter. My wife doesn't participate in the camping and backpacking trips we take in the summer---her travel tastes are a bit more exotic, but she and I take a trip each year to some far away land which is always a lot of fun. Since both of my kids were born in South Africa, we'll be taking a family trip there next summer.

What are you currently reading? Malcolm Gladwell's latest book, David and Goliath.

If you could do anything you wanted to do for one day, what would it be? Besides playing tennis with Roger Federer? I can think of many people I would love to have a conversation with---some of them like Nelson Mandela and Richard Feynman are dead, but you did say **anything**, right?



Tom Nomof

YFA HOLIDAY OPEN HOUSE

You're invited to the YFA Holiday Open House

Wednesday, December 3, 2014

Noon to 3:30 p.m.

Come enjoy some holiday refreshments
and fellowship with your friends and co-workers.



Mark

Your Calendars

On Thursday, January 8, YFA will hold two general sessions for faculty:
Contract 101 and
Negotiations 101
Both will be held at the
MJC Campus.
Stay tuned for
more information!