I was tempted to call this article, "They just don't get it!" Then I said to myself, "I really can't prove they don't get it," so the title "Disconnect" made more sense. I sat at a Faculty Senate meeting the other day and listened to President Browning talk about the various possible levels of our budget crisis--and, mark my words we do have a budget crisis that will either be bad or disastrous. At one point she said that anything we add to our budget now just digs a deeper hole in the budget that becomes much more difficult to fill in the future. Disconnect!

I sat at the Board of Trustees meeting the other night and I listened to Nick Nardorlillo present an articulate analysis of the causes of our present financial crisis. Among the things he touched on were the outrageous salaries presented to those on Wall Street and in the Boardrooms. Disconnect!

How can we change the mentality of those on Wall Street or those in the Boardrooms when the same mentality prevails at the local school districts—that even when there is no money for the students they can find loads for themselves and the elite few? Oh, there is always a rationale—fairness, irreplaceability or equal pay for equal work. Reality—no—Disconnect!

The scary part is our District is not alone. Other Districts, during this economic crisis, have also given outrageous increases in compensation to their CEO's. And, yes, with the same argument, bringing them up to the median of like Districts. So as the CEO's raise to a mystical median the median raises as well and soon a new round of CEO negotiations begin.

On March 21, 2011, The Sacramento Bee published an article titled, "Chancellors' pay leapfrogs in race to the middle." The author asked, "But the middle of what?" She continued: "Mathematically, the median is the point in a group of numbers at which half are higher and half are lower. But because California does not keep track of what community college leaders are paid, an accurate ranking is hard to come by." Statistics and further details followed as the column progressed.

I can't help but wonder if the individuals the CCC CEO's hire to negotiate or to advise them on their new contracts decided to present the same arguments to all the Boards. Or, do the Board members discuss strategy on selling the contracts to the minions at the breakout sessions at their State conferences. Since two of the Chancellors mentioned in the article are woman, I wonder if their community members were told it was an equity issue as well. From the article, I do know that each Board justified the need to provide their CEO's with large increases in compensation, despite the budget deficits, due to their outstanding accomplishments and their phantom fear (ok--my words) that they would lose them to another college.

I can say that we have one of the best Boards in my 40 years at Ohlone. I have no doubt they mean well. Yet, for almost all the members there seems to be a disconnect. Perhaps they do realize that their action and that of our CEO have alienated the minions. No, not
only because they dug a new hole in the budget, but they ignored the expansive contributions of the faculty. Despicable Me and Megamind (recent animated films) took a long time to get it--that the minions were the foundation of their power and more likable. Your UFO Executive Committee followed your call to write a letter to the Board. Ninety-eight percent of those of you present (180 faculty?) at our General Membership Meeting insisted that the Board needed to connect. I do not know if we awoke the Board or reminded the Board and the Administration of all that we have done and, of course, that we are likable minions. If you have not read the letter, it can be found at our new UFO website: http://www.Ohloned.edu/org/UFO. From the myriad of e-mails the UFO Executive Board received praising the letter, I know you appreciated what we told the Board of Trustees and indirectly, the Administration. The UFO Executive Board was your voice of frustration explaining to the Board that we were the leaders behind the success of Measure G as we created the extremely positive image our college has in the community. Sure a near 14% increase in compensation would be nice to say thank you--however, speaking for myself, I would like to hear those disconnected say publicly that they goofed. They need to apologize for digging a new hole in the budget. I would love to hear them thank us for our letter. I would love to hear the disconnected recognize point by point the contributions mentioned in the letter that we, the minions, have made. I am tired of hearing and reading rationales for their actions and asking us to thank them for what they have done for Ohlone. Don't tell me what I must do at the State or Federal level. Clean-up your own house and then I can listen. Then you will be able to connect.

In Solidarity,
Alan

NEGO T I A T I O N R E P O R T
Darren Bardell (Chief Negotiator, UFO) and Heather McCarthy

We are currently at the table and negotiating further improvements to our contract. Based on the feedback that both full and part-time faculty gave on the last Gorilla Survey, we opened the following articles: Article III “Faculty Rights,” Article V “Grievance and Conciliation Procedure,” Article VII “Health and Welfare,” and Article VIII “Salary” (this article opens automatically). A detailed list of the exact clauses we opened are posted on the UFO board just outside of the Fremont campus mailroom. If you are interested to know more about what is happening at the table, please feel free to attend our executive committee meetings. Darren gives regular updates to the UFO Executive Committee as we move through the contract openers.

We are also in the process of training a new negotiator, Alison Kuehner. It is a yearlong process so we hope to have Alison ready to join us at the table full-time by Spring 2012. In addition, Susan Myers will start training in the Fall. Despite these new editions, we actually need a few more volunteers, especially science, art, and part-time faculty.

There are several levels of faculty participation in the negotiation process beyond actually sitting at the table and hammering out changes to the contract. In addition to the oversight exercised by the executive committee, we have a UFO Negotiation Team comprised of both full and part-time representatives. These team members sometimes also serve on the executive committee, but this is not a requirement for participation. The chairperson of the negotiation team, however, is an elected position. He or she usually (but not always) serves as the chief-negotiator and chooses (with the approval of the executive committee) how many members of the team to bring to the table for any given negotiation session. In good economic times, negotiations do not run year round, but for the past few years we have been meeting with the district’s negotiators most often in the Spring semester and then periodically in the summer and fall.

Moving forward, it is our goal to have at least four full-time and two part-time faculty members trained as union negotiators at all times. Furthermore, we believe it would be beneficial if faculty rotated in and out of ALL levels of the process and on a regular basis so that the broadest interests of our faculty are persistently addressed. Please consider lending your time and talents to this very important duty. If you are interested please contact either one of us and we will get you involved at any level of the negotiation process that you might be interested in.

CEER REPORT
Michele McDowell, Chair of CEER

A committee has been formed create new Student Faculty Evaluation forms. The committee has three members from the faculty senate and three from the UFO. Perry Gallagher is the committee chair. The proposed form will be reviewed by the faculty senate and UFO before being reviewed by CEER. A proposed Campus Forum on Bullying is being considered for Fall 2011. The STRS Workshop given by Bill Britton during the Learning College Fixed Flex activities was well received with standing room only. There is now an enhanced HR orientation process for new adjunct faculty which includes but is not limited to: hard copy absence form, where it is online, where their dean's office is, workman's comp information, and where to find other online resources and the handbook.

REPORT FROM SACRAMENTO
Mark Wade Lieu

Ohlone College’s Correspondent from Sacramento

SB1143 - The Student Success Task Force

It has been an interesting experience working in the Chancellor’s Office for the last four months, and I am definitely getting a slightly different perspective on things that I got from my time with the Academic Senate. Take, for example, this article’s topic: the SB1143 Student Success Task Force. Jane Patton, the current Academic Senate President, is serving on the Task Force, and she appointed Rich Hansen, a mathematics instructor at DeAnza College and the President of the California Community College Independents, to serve on it as well because
of his strong union background. My role with SB1143 has been to help organize the meetings of the Task Force, essentially working with the lead consultant to craft the “lesson plans” that structure their monthly sessions. Therefore, while Jane and Rich struggle with the actual work of the Task Force, my job is to help develop the framework within which they can do that work.

Senate Bill 1143, which created and drives the work of this Task Force, was originally envisioned as legislation that would shift the funding model for the California Community Colleges from one based on enrollments to one based on completion measures, e.g. degrees, certificates, and transfers. Moving so precipitously to a radically different funding model concerned nearly everyone in the community college system, and Senator Liu, the author, was persuaded to amend the bill to call instead for a Student Success Task Force which would review effective practices for increasing student success and then make recommendations for policy changes that would facilitate implementation of some of the practices. Coupled with this, the Task Force is also asked to come up with a list of measures that might be used in the creation of a performance-based funding model.

SB1143 has definite connections with the work of the Commission on the Future, which I wrote about in the last issue. The Task Force is considering the recommendations of the Commission in its own work, as well as reports by a wide range of researchers and organizations. However, the work of the Task Force has even greater significance than the work of the Commission since the Task Force will, by the end of this year, produce a report that will go first to the Board of Governors for adoption and then to the Legislature for enactment.

The Task Force will have met four times by the time this newsletter is published. In January, the Task Force considered various reports on effective practices, metrics related to student success, and the work of previous groups such as the Commission on the Future. In February, the Task Force wrestled with the topic of student preparation before enrollment; and in March (this is when I got involved and have remained so), it tackled the topic of basic skills. In April, the focus is on the achievement gap and the framework for the final report.

While the Task Force of 21 members is working somewhat independently in its monthly meetings, it is not working completely in isolation. As the Task Force moves forward with its work, it is seeking input on the tentative metrics and policies that it is supporting. You have the opportunity to provide feedback to the Task Force by going to the Chancellor’s Office website (cccco.edu) and clicking on the link for “Task Force on Student Success.” Once there, there is a link to “Share Your Thoughts.” In addition, the plan is for the Task Force to share its draft report with the field this fall and solicit public comment at that time.

The selection of effective practices to focus on and the attendant policy recommendations that will support their dissemination and development to a sufficient degree that there is positive movement on statewide metrics related to student success is a daunting enough task. During the summer, the Task Force engages with the politically charged topic of financial incentives and performance-based funding.

At this point, I have no idea where the Task Force is going to go with the issue of performance-based funding. However, for those of you who are interested, the Community College Research Center (CCRC) out of Teacher’s College at Columbia University has just published a very good article that examines the performance-based funding model that was implemented in Washington State in 2007. The authors examine how Washington made the choices it did in creating its system as well as the on-going challenges the system faces. There is a good balance of informed practice and pragmatism in the result. You can access the article at http://ccrc.tc.columbia.edu/Publication.asp?UID=880, and the article is titled “Performance Incentives to Improve Community College Completion: Learning from Washington State’s Student Achievement Initiative.”

Apologies in closing to all of you who thought that this temporarily-Sacramento-based denizen was going to provide insights and rumors about the impending budget. The fact is that there is really little to report other than that high-level system discussion are taking place, and priorities are being considered for the system as a whole. The budget looms over everything we do, but it’s a bit like the radiation from the damaged nuclear reactors in Japan - it’s scary and it’s out there, but we carry on in spite of the threat.

Have a very excellent end to the spring semester. I miss being at Ohlone, but I can’t say that I’m not enjoying the work I’m doing in Sacramento. Remember that I’m always available to you should you have questions - even if they aren’t about basic skills. You can still reach me at my Ohlone email: mlieu@ohlone.edu

**INTERVIEW**

**UFO Newsletter Editor, Anu Ganguly, interviews Shairon Ann Zingsheim, Associate Vice President, Human Resources and Training.**

**Editor:** What do you like about working at Ohlone College?

**Shairon:** There is so much that I love about Ohlone. The students, faculty and staff combined make Ohlone a great place to work. As a new employee I was immediately welcomed into the Ohlone family. I like that we have employees who have made education a career and are committed to Ohlone. This year we will award more than 70 service awards for employees with 5 or more years of service. Longevity makes our workplace stable and breathes strong values.
Editor: What changes have you made in HR that benefit Ohlone faculty?

Shairon: Visibility of HR services:
One of my goals for HR was to open up the office and make the space more welcoming for all employees. We have been able to accomplish this goal and we continue to work on ensuring that we are responsive and continuing to meet the needs of the organization. Shared principles:
In order to develop consistent customer service, we developed "rules of engagement" or principles by which we conduct our work:
1. Return calls and emails within 24 hours: Even if we don't have an answer, we will return calls and answer emails.
2. Serve "walk-in" customers: We now have someone who is able to sit at the front desk to greet and assist those coming to HR. We also take turns going up to the front desk and answering questions and taking care of issues on the spot.
3. Cross training: We are organized by employee groups, but are cross trained to be able to assist customers if any of us are unavailable.
4. Continuous learning: It is critical that HR staff maintain currency in our profession. Over the past year, the HR staff has attended a number of workshops and trainings to keep up with current laws and regulations.
5. Expanded office hours: We are committed to keeping our office open Monday thru Friday, from 8:00 AM - 5:00 PM, remaining open during the lunch hour.

Listed above are some general changes we have made, however your question is specific to faculty. Since joining Ohlone, I have made an effort to build relationships with individual faculty members. My core belief is that understanding comes through relationship building. Much like interest based bargaining principles, if I can understand the interests and concerns that lead a person or group to take a position on an issue, I find that some of those interests are mutual. Even if we disagree, we at least understand why we do. Some situations over the past year have sped up the process for me getting to know most of you. The college suffered the loss of 2 faculty members who were dear to the institution. I feel fortunate to have known them even for a short time. In that process however, I was able to connect with many of you and we continue to communicate regularly and openly. I am appreciative of the relationships I have built.

This year we have refocused how we work by dedicating one Senior HR Specialist to work exclusively with faculty. Kathleen Johnson has served as the HR Specialist for faculty for a number of years. Her duties included a variety of other work (not specifically related to faculty) that has now been reassigned. She is a key member of the district's negotiating team and handles all issues with part-time faculty as well. She participates on CEER and has a well developed understanding of many of the issues facing faculty. Recently she worked with a team of departmental Executive Assistants, Deans, IT and Payroll to improve the hiring and on-boarding process for adjunct faculty. In May 2011 all new hire paperwork will be accessed from the HR website. She has developed a fast track hiring process for adjuncts to minimize the deluge of paperwork before each semester begins.

Editor: What barriers do you find (working here) in improving faculty/administration relationships?

Shairon: I can't say I have identified particular barriers in improving relationships, but I can say that I am encouraged by the number of forums we have at Ohlone for employees to engage in a variety of open discussions. We are in the midst of an unprecedented budget crisis that will affect each of us in one way or another. This is an opportunity for us to come together and share ideas on how we can weather this storm. The newly created Budget Committee was formed to improve understanding of budget principles and development and to have budget questions answered. I would encourage faculty to come and join the discussion. Sometimes it takes a crisis to get us together and perhaps this is an opportunity for us to continue to "reach across the table" and get creative.

I hope that most faculty feel comfortable talking to me and others on the President's staff. All of us have open door policies, but in reality it is hard to keep big blocks of time open for "office hours". I would suggest that faculty make appointments with any of the administrators if there are particular issues to bring to our attention or just for a chat.

Dr. Browning continues to host informal lunches to encourage direct input to her and recently placed suggestion boxes to allow for anonymous ideas to be expressed.

Editor: Since the budget crisis, how many management positions have been replaced and how many new management positions or confidential positions have been created?

Shairon: Since July 2009 to present, the following management/confidential positions have been replaced and/or restructured:
(1) Associate Vice President of HR and Training, (2) Senior Human Resources Specialist, (3) Associate Vice President of Informational Technology, (4) Director of Application Services, (5) Director of Technical Services, and (6) Confidential Human Resources Assistant. I am not aware of any newly created management positions; however one confidential position was created for the Deaf Studies division. The position is a restructure of a full time position to form two part-time positions. One of those part-time positions is a Confidential Interpreter/Coordinator assigned to provide interpreting services for Deaf faculty.

Editor: In addition to the above if you want to write something else that would help us understand your role, position better, I would greatly welcome it.

Shairon: My position as the district's Chief Human Resources Officer is responsible for leading, planning, administering, and directing all procedures and activities related to personnel services and human resources management, including recruitment, retention, employee relations, benefits and wellness, equal employment opportunities, and professional development and training.

HR is a service organization and our strategic vision includes building capacity by attracting and retaining the best employees. That seems simple but it is an on-going process. If we do our work upfront by casting a wide net when recruiting and developing metrics for identifying the best, then the majority of our work is done in that aspect. The harder work is retaining a
workforce that is engaged and continually learning and developing. That is my challenge!

LETTERS TO EDITOR

Hi Anu,

Here is my view about issues related to part-timers:

At the current situation when State of California and our public educational institutions are facing financial crisis, unprecedented since the Great Depression. a) Using public tax money to grant over-employment (overload) to some faculty is not the best way of spending people's tax dollars, (unavoidable and exceptional situations are understandable.) There is a reasonable possibility that the quality of an effective teaching be also sacrificed by too much quantity, overload; b) It unfairly contributes to the rising underemployment and/or unemployment of adjunct faculty; c) It demoralizes those who don't have that privilege.

This situation is mainly due to the part-timers’ lack of a democratic and proportional power in the college institutions. Yes, it's the power that speaks and associated with related benefits and we adjunct faculty just don't have it. Those who have that power stick with their associated benefits as long as can.

As a supporter of public employees unions, I believe, the Bargaining Rights, as it is now, have shortages of adequate State’s checks and balances, so are not sustainable and need serious reforms to address, at least, two issues: a) More efficient spending of people's tax dollars, b) fair treatment of adjunct faculty, among others.

My hope that it ever happens at the college level is lower than ever.

Regards,

Ali Shokouhbakhsh

Adjunct Instructor
Ohlone College

FACULTY CONTRIBUTION

STUDENTS OF CONCERN
Rosemary O’Neil

Members of the “Students of Concern Committee” have offered the workshop “I Have a Student Who…” to introduce full time and adjunct faculty to our support services.

We are here to assist you when the emotional concerns or disruptive student behavior interrupts or interferes with your classroom instruction.

If you have a challenging student and are not sure how to handle it, please do not hesitate to consult.

Among us, our motto is: “When in Doubt, Consult”.

And we want you to adopt that model as well. Consult your friends and colleagues. Ask them how they handle certain behaviors. And if you just want to toss around a situation, consult one of us. There is nothing too little. No one needs to feel like they “should know what to do” or be embarrassed when you just aren’t sure.

It is our job to handle difficult situations. We are in the position to do so, and thereby, you don’t have to. We may have been alerted about a student. Someone may be disrupting your class, and what you don’t know is that they may be doing the same in someone else’s. We sometimes know that a pattern is emerging and it helps us to hear from you.

If you ever get a “twinge” that something is not quite right, it probably isn’t.

Just call on one of us and run it by.

Ron Travenick VP Student Services & Development (510) 659-6107
Rosemary O’Neill & Sally Bratton/Student Health Center (510) 659-6258
Ann Burdett /DSPS (510) 222-8060
Kenn Waters/ Dean of Counseling (510) 659-6120
Ben Peralta/ Campus Security (510) 659-6111
EDITOR’S CORNER

THE CURRENT BUDGET CRISIS PLACES TOPICS SUCH AS GE AND MUSIC IN THE “HOT SPOT”. THIS DISCUSSION SEEMS RELEVANT!

Carol Zilli
Ohlone Adjunct Faculty Member
Executive Director/Founder
Music for Minors II

WHY MUSIC?

If you agree with Henry James that “the arts make life” and that music is to the mind, heart, and soul as food is to the body, then you must agree that music is essential in people’s lives and especially those of children. Then why is music one of the first things cut when a budgetary crisis occurs in schools? Without music education one can only imagine a future where symphony halls are silent, concert seats are vacant, and the workplace is void of the calming and creative effect of background music.

Everyone needs music to function well in life, enjoy the beauty of a melody or be touched by a meaningful lyric. Brain scans show how music integrates both hemispheres and makes important neuron connections especially during the most susceptible times of life during the early elementary school years. Music grows brain cells, raises test scores, and balances a human being for healthy development with the power to heal, inspire, and unify while fostering cognitive development, problem solving and creativity.

Music for Minors II (MFMII), the 501 c(3) nonprofit music enrichment program, has helped to fill the musical void in local schools since 1988 serving tens of thousands of children. Thanks to the support of Dr. Gary Soren Smith, MFMII’s training class, Music 192, was established at Ohlone in 1990 and has been presented every fall ever since by Carol Zilli, Teacher of Record and Founder and Executive Director of MFMII, with the continued and valued support of Dr. Walt Birkedahl. Hundreds of dedicated community volunteers from college students to seniors, retired teachers and professional musicians to parents just loving music and children, have been professionally trained by MFMII through Ohlone College for the past 22 years and the Castro Valley Adult School since 2005. Volunteers become docents who bring music to children weekly in the Tri- City, Castro Valley, Pleasanton, and Dublin areas sharing singing, rhythmic movement and dance, instrumentation, and listening appreciation.

In addition, MFMII sponsors performance opportunities for children on professional stages and community concerts and music workshops. Many of these have been performed or presented at the Ohlone Smith Center. MFMII’s mission is to nurture the love and literacy of music in children’s classrooms and lives while enhancing academics and character education through the joy of making music together. These experiences cannot be left to chance and children cannot wait as they pass through the educational system only once. For their healthy development and the betterment of society, they must have quality music exposure during their most susceptible years.

If you love music and children and want to help MFMII keep music in children’s lives and our future, join the fall docent training class at Ohlone, Board of Directors, or become a Friend of MFMII as a donor or sponsor.

Visit the MFMII website: www.musicforminors2.org for more information or call 510-733-1189 to find out more about MFMII’s service to the community. Join us for our upcoming fun-filled dance workshop with Jo’Ann Fread on Tuesday, March 29th at Niles School in Fremont from 7-9 pm. Guaranteed to get your blood circulating while keeping that beat in your feet, this session is open to the community and in particular to our volunteer docents, board members, and Advisory Council members as well.

Why music? In the words of Kathryn B. Hull: “Not because we expect everyone to major in music… but because people will be more human, recognize beauty, be sensitive, have more love, compassion, gentleness… in short, more LIFE!”

STATE BUDGET cuts will mean that many of us Adjunct Faculty will lose our jobs here at Ohlone and at other Community Colleges to which we freeways fly.

WHAT IF YOU LOSE YOUR TEACHING JOB(S)?

Carol Lawton

Any time you lose your teaching job(s), in the summer or at semester breaks, you have a right to apply for Unemployment Compensation from the Employment Development Department (EDD).

To apply:

After you give your last final and have completed your service to all the districts where you teach, contact EDD at <edd.ca.gov> and fill out and submit the online form. (Currently it is nearly impossible to contact EDD by phone.)

When completing the form, remember that as Adjunct Faculty you are a part time temporary employee, hired on a semester by semester basis.

The reason you are no longer working is simply that the “JOB ENDED”.

You have “NO REASONABLE ASSURANCE” of re-employment because your teaching job is contingent on enrollment and several other factors.

Recognize that you no longer have any connection to the college(s). Therefore you cannot “expect to return to work for a former
employer”. You are no longer an “employee of a school or educational institution”. You are not a member or a faculty union.

The form is simple to complete. There are 40+ questions. Gather your information before you begin. Among other things, you will be asked for SS#, address, employment history, name and address of your last employer, why you are no longer working (see above), and how and what you were paid for the last 18 months.

GOOD LUCK!

**UFO NEWSLETTER GOES GREEN**

All full and part time faculty at Ohlone College will be receiving an electronic copy of the newsletter by e-mail. Some hard copies of the newsletter will be available outside the mailroom. If for some reason, you are not able to obtain a hard-copy from the mail room, please e-mail the editor (aganguly@ohlone.edu) and request a hard copy.

**SOME USEFUL FACULTY WEBSITES**

Link to the current Faculty Handbook.

(Useful for all faculty, full time and adjunct)

http://www.ohlone.edu/org/academicaffairs/facultyhandbook.html

Link to UFO Website (under construction)
http://www2.ohlone.edu/org/ufo

We want to hear from you

Please send your comments and feedback regarding this newsletter to the editor at aganguly@ohlone.edu

This newsletter is a publication of the United Faculty of Ohlone