

AFTER-WORDS

A NEWSLETTER FOR THE RETIREES OF THE
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

VOLUME XLII, ISSUE 1

WWW.DEANZA.EDU/FODARA

SEPTEMBER 2020

Greetings from the Board!

We hope everyone is doing OK during these trying times. For the first time since FODARA was established, this year, sadly, we had to cancel our social events. We've missed seeing all the smiling faces and having fun together: enjoying delicious meals, awarding great prizes, and catching up with friends and former colleagues—you can read on p. 14 how some of us have been keeping busy these past few months. Wishing you all a healthy and happy fall.

—*Mike Paccioretti*

FODARA Events Cancelled

Via email exchanges and Zoom meetings, the Board has decided to cancel both upcoming fall events due to covid-19 concerns. We will miss seeing the clever costumes at the **October Pizza "Thing"** and miss sharing holiday cheer at the **December Holiday Luncheon**. We hope to see you all next year!

FHDA Events To Be Rescheduled



De Anza's California History Center's 50th Anniversary celebration: Along with highlighting the CHC's many activities, classes, and exhibits over the years, a major focus will be to honor the District's retirees.



The Foothill College Alumni Hall-of-Fame Induction & All-Class Reunion Party: At this new event, participants, guests, and speakers will celebrate the achievements of former students.

FODARA members will be notified when these District events are rescheduled via the listserv and/or *After-Words*.

FODARA BOARD OF DIRECTORS 2020-21

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Newsletter Editor	Linda Lane		lanelinda@fhda.edu

FODARA EVENT CALENDAR 2020-21

Sept 08	Tues	Board Meeting	1:00 pm	via Zoom*	Open to All
Oct		Pizza "Thing" cancelled			
Nov 03	Tues	Board Meeting	time-TBD	via Zoom*	Open to All
Dec		Holiday Lunch cancelled			
Jan 05	Tues	Board Meeting	time-TBD	via Zoom*	Open to All
Mar 02	Tues	Board Meeting	time-TBD	via Zoom*	Open to All
Apr		Wine Tasting-- TBD			Open to All
May 04	Tues	Board Meeting	time-TBD	via Zoom*	Open to All
June		Summer Picnic-- TBD			Open to All

** If you would like to participate in the September 8 or future Board meeting held via Zoom, please email FODARA Secretary Tom Roza for link/password.*

FODARA COMMITTEES 2020-21

District Benefits	Tom Strand, strandtom@fhda.edu Faith Milonas, milonasfaith@fhda.edu
After-Words Email	Cindy Castillo, cindycastillo@comcast.net
After-Words Paper Mailing	Janice Carr, janicecarr@pacbell.net
Scholarships	Mike Brandy, brandymike@gmail.com
Social Events	Volunteers needed (2021)

CalPERS OPEN ENROLLMENT FOR 2021

- *Dates: September 21-October 16. NOTE: Eligible retirees who wish to restart benefits after a gap in coverage, must apply as a **new** member.*
- *Effective Dates for Changes: January 1-December 31, 2021; for those **not** making changes, current benefits automatically rollover.*
- *Notification: In late summer, eligible retirees will receive in the mail to home address an informational packet with instructions for using Secova to enroll in or make changes to current FHDA benefits: medical, dental, vision, optional insurance plans. Members with a myCalPERS account can log in to view details of their 2020 CalPERS health plan and of other 2021 plans available.*
- *2021 Contribution Rates: FHDA plan contribution rates are negotiated so **differ** from CalPERS plan rates listed online, on CalPERS documents, and via phone; **FHDA 2021 contribution rates for active employees and eligible retirees will remain the same as in 2020**
http://hr.fhda.edu/_downloads/Retiree%20Contribution%20Rates_PY%202020%20revised.pdf.*
- *Open Enrollment Assistance: This year due to covid-19 campus closures, no informational workshops are scheduled; a "How-to-Enroll" document with details on making benefit changes via Secova should be posted on the District website prior to September 21.*

HEALTH CARE BENEFITS UPDATE- 5 ITEMS

Following is a summary of the June 18, 2020, Joint Labor Management Benefits Committee (JLMBC) meeting held via Zoom. If the group meets again prior to the November issue of *After-Words*, information pertinent to retirees will be emailed via the FODARA listserv.

1. CalPERS Preliminary Rates for 2021 / Rate Stabilization Fund

Based on information and cost estimates below, the parties agreed active employee/eligible retiree contributions for 2021 will remain at the 2020 levels.

- A 5.3 percent aggregate premium increase is projected for 2021: 7.2 percent for Full-Time employees/Non-Medicare Retirees and 0.5 percent for Medicare Retirees, including estimated Medicare Part B reimbursement. In 2020, even though the District extended the deadline, the number of requests for Medicare Part B reimbursement decreased. Lockton surmised the decrease might relate to the impact of COVID-19, although no information is yet available, so used the cost of reimbursement for 2019 to come up with the 0.5 percent aggregate increase for Medicare Retirees.

- Lockton's 5.3 percent projection is based on five assumptions: (1) no change to member contributions; (2) no change in plan enrollment; (3) no change to dental plan funding; (4) -6.2 percent decrease to vision plan funding; and (5) the availability of \$2,474,888 from the Rate Stabilization Fund (RSF). Note: The RSF is scheduled to receive an augmentation of \$2,000,000 from the District, as negotiated by the unions, which will be added to its current balance.
- For 95 percent of Full-Time and Non-Medicare Retiree enrollments, the health plans driving the cost increase are PERS Choice (8.7 percent increase), PERS Select (8.9 percent increase), Kaiser (5.9 percent increase). However, these numbers could decrease significantly after September 2020 Open Enrollment.

2. COVID Percentages Applied

The Basic HMO Plans added costs to accommodate COVID; these increases were minor—0-2 percent—thus will not significantly impact overall costs.

3. Dental/Vision Renewal Figures

Keenan, Lockton's consultant for the vision and dental plans, is projecting a 5 percent increase in the dental plan even though the cost went down -3.9 percent for 2020. Keenan also projects a 3.5 percent increase in vision plan even though the cost went down -10.1 percent for 2020. Based on these numbers, Lockton recommends the District keep the same funding rate for dental as last year of \$118.39, and lower the cost of vision from the current \$13.80 to \$12.95.

4. CalPERS Recommendations for Board Approval:

- Expand the Blue Shield Trio network; however, if approved, this extension will not impact Region 1, Bay Area;
- Enhance the Kaiser Senior Advantage Plan: add a post-hospital discharge meal delivery—up to 80 meals—and include routine and post hospitalization transport within a 50-mile radius of up to 24 rides or unlimited rides for up to 30 days;
- Provide as part of all Senior Advantage Plans some types of unskilled home care up to 16 hours per month;
- Add Sharp Medicare, a new Medicare supplemental plan (no detail yet available).

5. Pending Items:

JLMBC's request for a Self-Insured Schools of California (SICS) quote is on hold due to COVID-19; SICS does not have the resources at this time to develop a proposal.

—*Faith Milonas, Tom Strand*

FODARA Benefits Representatives
MilonasFaith@fhda.edu, StrandTom@fhda.edu

DE ANZA PRESIDENT SELECTED



Lloyd A. Holmes, a veteran educator with a track record of removing barriers to student success, became president of De Anza College on July 1, 2020. He is the college's fourth president since its founding in 1967.

Holmes grew up in Mississippi, where he earned an associate degree at Itawamba Community College and a bachelor's degree at the University of Mississippi, both in accounting. He continued his studies at the University of Mississippi by earning a master's degree in higher education and student personnel services, followed by a doctorate in educational leadership.

His previous position was Vice President of Student Services at Monroe Community College in Rochester, N.Y., part of the State University of New York (SUNY) system of two- and four-year schools. During his six years at Monroe, he provided statewide leadership by mentoring other colleges in implementing the SUNY Guided Pathways model, after successfully leading that initiative at Monroe. He also served on the SUNY Food Insecurity Task Force, formed to address student hunger, and as an administrator at North Shore Community College in Massachusetts, Coastal Carolina University in South Carolina and the University of Mississippi. He has taught graduate and undergraduate students and worked as a residence hall adviser, financial aid adviser, coordinator of student wellness and alcohol and drug abuse programs, and dean of students. Throughout his career, he has been devoted to expanding student equity and success.

As De Anza president, Holmes leads a team of senior staff including vice presidents and associate vice presidents of Instruction, Administrative Services, Student Services and Communications and External Relations. He is also part of the leadership team for the Foothill-De Anza Community College District, along with district Chancellor Judy C. Miner, three vice chancellors, and the president of Foothill College.

Holmes contact information and his first "Messages from the President" are available at <http://www.deanza.edu/president/>. Welcome to Foothill-De Anza, Dr. Holmes!

COVID-19 Student Emergency Fund

Join us in helping students by giving a gift now

Emergency Funds Provide Lifeline for Students

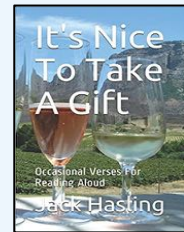
- Loans of 250 Chrome books
- Grants of up to \$1,000 to meet financial hardships
- Food e-gift cards to help food insecurity
- Student Technology Ambassadors to help peers with online learning

To read more about this program, go to <https://foundation.fnda.edu/stories/covid-19.html#.XqHHeC3Myi5>; you can make a tax-deductible contribution online at <https://secure.donationpay.org/fnda/emergencyfund.php>.

ONLINE, ONLINE, ONLINE: STUDENTS, GRADUATION, NEW COURSE



Poet and novelist Jack Hasling, Foothill retiree and long-time FODARA member, offers an amusing look at student life in today's online environment. All of his books are available on Amazon.com, and, during these challenging times, *It's Nice to Take a Gift: Occasional Verses for Reading Aloud* can help start meaningful conversations in person or online.



THE VIRTUAL GRADUATE

To graduate from college now
you'll need the Internet,
A computer or an iPhone—
after that you'll be all set.
There isn't any chance that there
will ever be a swindle
Since all the textbooks that you read
will always be on Kindle.

Lecturing is all on Zoom
not in the lecture hall.
And TA's will be Tweeting—
they won't bother you at all.
Libraries are obsolete
because they are so slow;
Just go on line and Google
anything you want to know.

And labs—well, there are programs now
that reconstruct the studies.
Seminars are chat rooms
where you can always find your buddies.
You can simulate most everything—
the ball and senior dance.
You can even go to iTunes now
for Pomp and Circumstance.

And then at graduation
you won't have to fight the mob,
Just download your diploma
and start lookin' for a job.

—Jack Hasling
June 2020

Calling All Retirees!

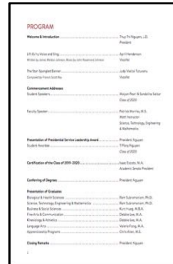


Share your news with fellow FHDA retirees by submitting an article or details/photos of a creative endeavor to *After-Words*, which is emailed to over 900 FODARA members!

- Submit an article with an update on you/your life, reflections on retirement, activities you enjoy and recommend to others, volunteer work or programs you'd like to promote, contact details for your blog/website, etc.
- Submit a poem or drawing or photos of artwork or projects.

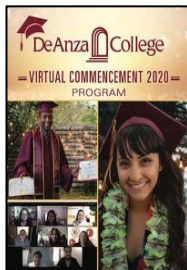
Email the above—articles may be edited for space— along with a photo of you to *After-Words* editor Linda Lane (lanelinda@fhda.edu).

Speaking of the virtual *graduate*... for the first time in the history of both campuses, **Graduation 2020** was held entirely online, Foothill's 60th and De Anza's 53rd event. This format eliminated the "bad"—the endless search for a parking space, the attempt to keep cool or warm sitting outdoors, and the strain of trying to hear the speakers and students' names over crowd noise—and included all the "good"—the festiveness, gowns, speeches, well-wishes, and awards.



To see **Foothill College's** graduation webpage, go to <https://foothill.edu/graduation/> and click on the link to their virtual video. Or go directly to YouTube by clicking on this link:

https://www.youtube.com/watch?v=ba3dpoPnWiA&feature=youtu.be&utm_source=newsletter&utm_medium=email&utm_content=Foothill%20College%2060th%20Annual%20Commencement%20&utm_campaign=Education%20Matters%20Summer%202020



To see **De Anza College's** graduation webpage, go to <https://www.deanza.edu/graduation/> and click on the video. Or go directly to YouTube by clicking on this link:

https://www.youtube.com/watch?v=v6JBb2ttESE&feature=youtu.be&utm_source=newsletter&utm_medium=email&utm_content=De%20Anza%20College%2053rd%20Annual%20Commencement%20Ceremony&utm_campaign=Education%20Matters%20Summer%202020

A New Online Course: **CONTACT TRACING AND CASE INVESTIGATION**

If you'd like to help combat Covid-19, sign up for this **free** online class at https://foothill.augusoft.net/index.cfm?method=ClassInfo.ClassInformation&int_class_id=1935&int_category_id=3&int_sub_category_id=110&int_catalog_id=0

The course is offered through Foothill College's Community Education Department so open to everyone. It consists of four self-paced modules, which will begin September 21 and must be completed by December 11; registration closes September 28. Two options are available:

- Option A: students complete the four modules and commit to volunteer shifts—remotely from home—with Santa Clara County's contract tracer program
- Option B: students complete the four modules without the volunteer component

For more information, email instructor Rebecca Ryan (RyanRebecca@fhda.edu)



It's not *too* early to send in your 2020-21 voluntary \$10 FODARA dues! These dollars fund FODARA's four student scholarships—two at De Anza, two at Foothill—and students these days definitely need financial assistance. FODARA members typically submit dues along with event registration forms, but, since fall events are cancelled and winter events are tentative, ***please*** consider sending a check, made out to "FODARA," directly to the Treasurer: Ed Burling, FODARA, 17700 Bruce Ave., Monte Sereno, CA. 95030.

FODARA SCHOLARSHIP WINNERS

For 2019-20, FODARA awarded four \$1000 scholarships, two at De Anza and two at Foothill. Below are the winning students' inspiring personal essays (edited for privacy and space).

Chancy (Foothill) Major: Psychology for Transfer

I am a psychology major with the long-term goal of becoming a clinical psychologist for Veterans Affairs. My own struggles with mental illness and drug addiction after the military has inspired me to achieve this goal. I overcame my addiction with the help of the VA and now actively give back to the veteran community. I want to inspire veterans and be living proof they can overcome their challenges if they work hard at it and want to change their lifestyle. I went from being homeless in 2016 to becoming a recipient of a \$16,000 scholarship in 2019. This scholarship was for Stanford's Veteran Accelerator Program to enroll in summer classes with eleven fellow veterans from around the nation. Having that opportunity allowed me to truly see my potential and assured me academia is the right path for me to pursue.

Since at Foothill College, I have maintained a 4.00 GPA and am a member of the Honors Institute, which has allowed me to step out of my comfort zone to take classes outside my major. I love learning and challenging myself. This quarter other group members and I are conducting a case study to investigate faculty level of knowledge and awareness regarding their students' challenges with mental illness. This research is important to us because good mental health is a vital factor in the success of students in a college setting. We will present the findings this year at the Western Psychological Association in San Francisco. I applied to the Bay Honors Research Symposium and hope to present research I conducted on how the U.S. public policy solutions for the opioid epidemic are directly impacting individuals at risk of relapse or addiction. Outside of school, I assist Dr. Stephanie Wong by recruiting dyads in the United States for a cross-cultural research study with researchers in Korea. Approved by the Institutional Review Board, it examines the subjective well-being of patients and caregivers in Korea and the United States. I recently found out that I have been accepted to attend Palo Alto University's Psychology and Social Action undergraduate program.

Throughout my life I have encountered institutions far from ideal so understand how they can have a negative impact on our society. I know what it feels like to be at the mercy of an institution and not have the ability to stand up for myself or be heard. I want to learn how to work effectively with others to impact society and our institutions in ways that can improve peoples' lives. An obstacle I am trying to overcome at the moment is securing funding to cover me all the way through graduate school. I am extremely grateful that as a veteran I have resources that allow me to focus primarily on school. I am currently attempting to get 84-months of funding through Vocational Rehabilitation, chapter 31, to cover my school cost up to a Ph.D. Foothill has given me opportunities to discover myself within an academic environment, and the amazing professors have opened my eyes to what higher education has to offer.

Rose (Foothill) Major: English for Transfer

On a cloudy Monday afternoon, I was sitting in my mother's car as she drove me to the dentist. During the ride, my mother asked what I wanted to do in the future. I felt the need to say something other than "I don't know," and after a few minutes I told my mother I wanted to be a pharmacist. She approved and said this job fit with my calm, organized personality. However, I wasn't satisfied with what I said. I didn't want to become a pharmacist. In fact, I didn't know what I wanted to do for a living. Yet, I still kept with it—until college.

During my first year at Foothill College, I came to realize I'm very good at English; I excel in and enjoy all my English classes. When my English 1B professor complimented me on one of my essays, "Impressive work, Rose. You'd make a great academic. I hope you go for it," I figured out what I wanted to do in life. I want to become an English professor and teach English composition and literature at a community college or a university, improving students' reading and writing skills, as well as helping them see the power of language.

To reach my goal, I plan to obtain an Associate Degree for Transfer in English at Foothill, transfer to UC Santa Cruz to obtain a Ph.D. in literature, get my teaching credentials at UCSC, then pursue teaching internships and tutoring. For the ADT in English, I've been taking the required English courses, and to guarantee my transfer to UCSC, I applied to the Transfer Admission Guarantee program. During my time at Foothill, I've been tutoring a lot of students in English for the EOPS and Pass the Torch programs, a fulfilling experience for me. I learned how to effectively tutor students by attentively listening to them, asking them positive feedback questions, and giving them the time to think about what they need to do. This experience also allowed me to hone my English skills and knowledge, skills that will help me excel in future courses and as an English professor. However, in pursuit of becoming an English professor, I have to overcome obstacles: not having a car, parental pressures, and my financial situation.

Although I have a driver's license, I don't have my own car to drive to school. My mother can't drive me to school because of her work. So I have to take public transportation, VTA and CalTrain, even though it takes two hours to get to school. With a scholarship, I will be able to buy a car to drive to school, and, when I transfer to UCSC, having my own car will make it easier to buy groceries and school supplies.

With pressure to take care of my mother in the future, I'm working very hard to obtain a Ph.D., staying on top of my classes and meeting with my EOPS counselor to discuss important academic decisions. I'm striving for a Ph.D. not only to take care of my mother but also because, as the workforce becomes more competitive and the country more expensive to live in, a doctorate will give me an advantage over other job-seekers. A scholarship, therefore, will help me achieve this goal by providing me some money to pay for graduate education. As a first-generation college student of a low-income, single-parent family, I am on my own when it comes to paying for college. My mother works at a barbershop and makes only enough to pay rent and buy some food.

I have very big goals in life and dream of teaching English in a community college or university, discussing literature with my students and helping them become strong readers and writers—ultimately benefiting everyone they communicate with in this world. To fulfill this dream, I work very hard in school and take advantage of the financial aid available to me. A scholarship will help me overcome these obstacles, achieve my dream, and attain the future I want.

Luis (De Anza) Major: Sociology for Transfer

Immigrating to the United States from Mexico at the age of seven, encountering a demanding academic environment in high school, and being rejected by my top four college choices were all challenges that I overcame with the support from my family and each made me the strong person I am today.

I come from a very humble family: my father quit school in the second grade to help my grandfather with farm work, and my mother did not have enough money to attend college. My family immigrated to the United States in search for financial stability, but my father had an extremely difficult time finding a stable job so we constantly moved around the United States. We eventually settled in San Jose, where my father got a job and I began the third grade. Constantly moving around affected me greatly because I hated being the new kid. I did not want to make friends because I knew I would be leaving eventually; therefore, I was never able to connect to any teacher or academic figure. Another aspect of my life that changed was the connection with my family. After immigrating, I had to wait ten years before I saw my grandparents again.

I encountered another challenge as I began high school. Though my success in middle school granted me a scholarship at Bellarmine College Preparatory, a top high school in Silicon Valley, I began to struggle academically, something I was not accustomed to. I was scared to raise my hand in class as I thought people would judge me for asking a stupid question. I did not tell anyone about my struggles until my sister called and I broke down. I told her I could not do it and that Bellarmine was not the place for me. Then she reminded me of all the sacrifices my parents have done for my siblings and me. I needed that tough love from her to get me focused again. After that conversation, all the nervousness and self-doubt left my body. I began to ask all my questions without fear of being labeled as dumb and attended office hours as I needed them. As I look back at this experience, I learned that to prosper in life you need help from others and asking for it does not label you as stupid or unintelligent.

After enduring all the academic blows from Bellarmine and obtaining a relatively high grade point average, I expected to attend one of my top four colleges. Unfortunately, I was rejected from all of them: USC, UC Berkeley, UCLA, and Stanford. I began to fall apart. I would not get out of my bed all day because I felt I had disappointed my parents and my sister, who all expected me to attend UC Berkeley. All the confidence I had obtained throughout my life was gone. Although I was accepted to several four-year universities, I made the decision to go to De Anza because I feel that I belong at UC Berkeley. My family was very supportive of my decision, but it still did not change my feeling of failure. Today I am still coping with insecurities and self doubt but hoping one day I will be at the UC Berkeley campus as a student.

My plans for the future are to attend UC Berkeley and earn a Bachelor's Degree in Sociology. After graduating from Berkeley, I will attend Stanford School of Medicine where I will obtain my Medical Doctor's degree. I want to begin my surgical residency the following year and specialize in neurological surgery. After completing my residency and passing the U.S. Medical Licensing Exam, I will become a neurological surgeon.

As I reflect on all my goals I have set for myself, my legacy will be proving the stereotype of immigrants wrong. I want to be a living example of why defending immigration reforms, like DACA (Deferred Action for Childhood Arrivals), and all the Dreamers in our country should be a priority for this nation. I will never stop activating for immigration reform in this country because we all deserve to dream big without the fear of deportation.

Katelyn (De Anza) Major: Business Admin for Transfer

Before I begin writing about my goals, I want to give background for the activities I listed in my application since I believe they have shaped my academic decisions and goals. I'm currently a business major at De Anza College, part of the Honors Program, and hope to be involved with the student newspaper, La Voz, next quarter or year. I love writing, and my interests in business have driven me to take part in activities such as writing on the student newspaper at my high school and ultimately taking on the role of Business Manager. I hope I can continue to write at De Anza even after I transfer to another university.

My parents are first generation immigrants, so it was surprising to them that I enjoyed reading and writing English, their second language. Both my father and mother are originally

from Taiwan, and the stories they share of their lives has always been an inspiration for me to write. I love collaborating with others in team environments; the end result is something amazing that we all pitched in to produce; it is this personal belief that draws me to continue seeking opportunities to volunteer with students who have special needs, but it is also due to my own experiences. Before I was born, my dad was diagnosed with multiple sclerosis (MS). I never understood the gravity of this disease when I was young; to me, it seemed like a long word with implications I didn't understand. It was only in high school when I realized how much of him had changed. MS affects people differently and can alter physical and mental ability, as well as emotional stability. My dad could not remember events that happened during the week, or even in that morning.

During my junior year, he underwent a major hip replacement due to arthritis. He spoke of weakness in both legs, and he needed more time to think, move, and do all the basic family activities we took for granted. My mom supported him and our family, including my younger sister, through his surgeries and MRI scans, and worked extra hard at her job as a kindergarten teacher during my time in high school. It is my mom's resilience that encourages me never to give up. We went through major financial changes my senior year, with piling medical costs and car repairs, items that had been so insignificant now adding up, resulting in having to refinance our home and take out multiple loans to be able to repair the roof and the gutters. I worry constantly about my parents, especially their lack of 401k investments that ensure secure finances during retirement.

My goal is to use the resources I have available and work hard, in hopes that I can secure my future and theirs. Through education I want to learn more about other people, contribute to society, and give back to those whose support I leaned on in my academic journey.

A thank you email Katelyn sent to Cindy Castillo:

Hi Cindy! Hope you're doing well!

I found your contact on the FODARA webpage and just wanted to express my gratitude for having been chosen as a recipient of the FODARA scholarship. I'm very grateful for this opportunity to continue my academic journey with the generosity of FODARA, and I just wanted to thank you and everyone for your support and taking the time to read and review my application.

I'd be thankful if you had the time or would like to pass along this message to the rest of FODARA!

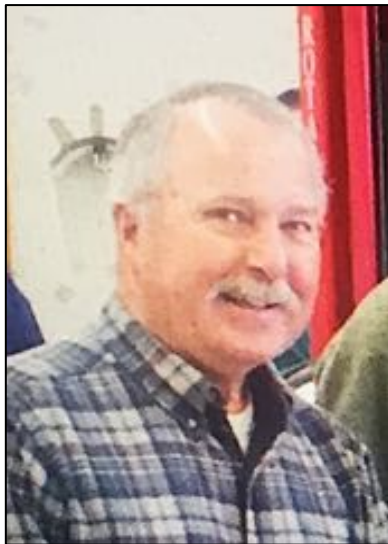
I'd also like to add that at the time of application, I was running for student body President, and I'm happy to say that I will be serving as De Anza Student Body President for 2020-2021! This scholarship is super meaningful to me because I feel that I can give back to the community through service and advocacy and I feel honored and grateful to have the financial support of FODARA as I do so.

Thank you!
Katelyn



In Memoriam
James A. Atchison
Robert J. Leigh Jr.
Daniel James O'Donnell

If you know of an FHDA retiree who passed away but is not listed on FODARA's In Memoriam webpage, please email the name to Cindy Castillo (cindycastillo@comcast.net). Tribute articles are always welcome—email draft to After-Words editor Linda Lane (lanelinda@fhda.edu).



Robert J. Leigh Jr., age 77, passed away May 30 in Phoenix, Arizona, from complications of pneumonia following heart surgery.

Bob was born April 1, 1943, in Glendale, California. A proud 1961 graduate of Abraham Lincoln High School in San Francisco, he went on to earn his teaching credential and Master's Degree in Industrial Studies from San Francisco State University. Bob began his career in education as the Auto Shop teacher at Fairfield's Vanden High School. After a successful three years there, he returned to the Bay Area to accept the Auto Shop position at Sunnyvale High School. Three years later in 1972, he was offered and accepted a faculty position in the De Anza College Automotive Technology Program. He retired in 2003.

Initially, his assignment was to teach the Introduction to Automotive Principles courses. After a short and successful tenure in that position, he was assigned the responsibility for the Automotive Chassis Systems Program, a one-year course of instruction, which included training in the servicing of Manual and Automatic Transmissions, Final-Drive Systems, and Suspension and Brake Systems. During this time, he also served three years as Chairman of the Automotive Department. For many years, he served on the Foothill-De Anza Faculty Association Executive Committee, an important role in the mutual governance of the College District. He always contributed to the good-of-the-order in any way that he could.

He is survived by Janette Leigh, his wife of fifty-three years, his two daughters Karin Olson (Chief of Staff to the CFO of Adobe), Stacy Amicarelli (also an educator), two grandsons, Jake and Max Amicarelli, and his favorite two sons-in-law, Jeffrey Olson and Michael Amicarelli.

The Automotive Technology program at De Anza has created a Bob Leigh Memorial Scholarship. At this year's graduation ceremony, Auto Tech faculty awarded a \$500 scholarship in Bob's name. In lieu of flowers, the family requests donations be made to the Foothill-De Anza Foundation to help support auto-tech students. To make a contribution, visit the FHDA Foundation's secure website at <https://secure.donationpay.org/fhda/> and in the *Designate Your Gift* section, type Bob's name in the box next to *In Memory Of*.

Daniel James O'Donnell, age 88, passed away July 2020 in Mountain View, California.



Dan was born in 1931 in Seattle, Washington, graduated from Bellarmine College Preparatory in 1950, and attended Santa Clara University, graduating with a BS in 1954 and a MS in 1963. At both schools he made lifelong friends. He spent two years at Fort Sill, Oklahoma, as a first lieutenant in artillery. He worked at IBM and in the aerospace industry, and then found a happy niche as instructor at De Anza College in the Computer Science Division. He retired in 1995.

Dan enjoyed participation in his children's sports, alumni affairs, St Simon Parish, and the Los Altos Rotary. He was a fun, interesting, and moral man who kept his sense of humor until the end. Dan is survived by his wife Pat, sons Dan and Kevin, grandsons Jonathan, Daniel and Brian. He is preceded in death by his grandson Forrest. No service is planned at this time.



According to the online FHDA District Board minutes, five people retired at the end of Spring or Summer Quarter 2020:

- *Lena Chang, DA Learning Resources*
- *David Scott Hertler, DA Physical Education*
- *Christine Magnin, DA DSPS*
- *Bonnie Mell, DA Bio/Health/ES*
- *Susan Yoes, DA Language Arts*

Apologies if anyone was inadvertently included or excluded.

We wish all retirees a happy, healthy post-employment life! New and “old” retirees are invited to join and support FODARA by signing up for the listserv (email cindycastillo@comcast.net), by volunteering to serve on the Board or another committee—meetings currently held via Zoom—(email pacciorettimike@sbcglobal.net), by submitting \$10 voluntary dues and an article for *After-words* (email treasurer edburling@gmail.com and newsletter editor lanelinda@fhda.edu, respectively). And, when life returns to normal, by attending the annual social events. For more information about FODARA and the many great services it provides to retirees, visit <http://www.deanza.edu/fodara/index.html>.

Board Members Update

At the August 11 unofficial board meeting via Zoom, members below shared what they have been doing these days; can you match the activity with the member? (answers on p. 16)



Ed Burling



Janice Carr



Cindy Castillo



Linda Conroy



Bill Lewis



Mike Paccioretti



Tom Roza

1. Reads horror slasher novels
2. Helps care for mother
3. Paints labyrinths in the back yard
4. Makes jam
5. Tends to vegetable garden
6. Grafted small native apricot orchard
7. Takes daily Jazzercise classes
8. Makes photo books of past vacations
9. Cleaned out garage
10. Helped a friend take clothing to the homeless
11. Taking an online class
12. Writing a second novel
13. Bikes several times a week with friend
14. Recovering from open heart surgery
15. Sings in virtual concerts



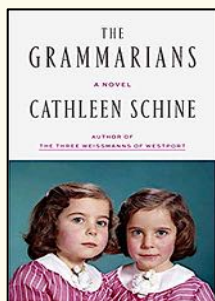
looks delicious, Ed!

Ed Burling, FODARA Treasurer, shares his bread making techniques: While sheltering in place, I have been working on baking bread. I find it very creative and therapeutic. After experimenting with three different sourdough starters and five different recipes, I have finally achieved a decent loaf of French bread with a chewy crust and big holes. The trick is to use only starter, bread flour, water and salt (no oil or sugar). After mixing, I keep the dough moist and use only enough flour to fold it over a few times without vigorous kneading. To form a firm crust, I toss three ice cubes onto the floor of the pre-heated oven as I start to bake the bread. I haven't bought a loaf of store bread for 6 months.

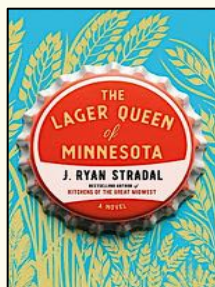
Linda Lane, FODARA After-Words editor, shares how she has been spending her time: I have been reading, reading, reading since April, when my local library system set up a new virus-safe process—books ordered online are picked up in a paper bag on a table in the drive-thru parking lot (no human interactions!). Below are three books I enjoyed this summer:



Olive, Again, by Elizabeth Strout (2019), is a sequel to *Olive Kitteridge* (2008). Olive, played by Frances McDormand in the TV mini-series (perfect casting!), is now in her seventies so slightly more introspective but still more than willing to voice her opinions on the foibles and failings of others; she also reveals her struggles adapting to aging and the death of loved ones. Though most chapters are devoted to Olive, some feature other residents of the fictional town of Crosby, Maine. The various plot lines are intriguing and the characters and places are minutely described: Strout is an excellent writer and an acute observer of human emotions, strengths, and frailties.



Witty and original, **The Grammarians**, by Cathleen Schine (2019), tracks the lives of two sisters enthralled and obsessed with words, especially abstruse ones. A review in *The New Yorker* describes the book as "a rich study of ... how language should be used": in other words, we are treated to a spirited debate between prescriptivism (language rules are absolute) and descriptivism (language evolves through usage). The book, Schine's eleventh comic novel, is well-written and quite interesting... at least to a former English instructor.



You don't *have* to like beer to like this book, but it helps. **The Lager Queen of Minnesota**, by J. Ryan Stradal, offers a charming but complex tale of three generations of women in a Minnesota family. They are smart, hard-working, resilient, kind women who, Stradal says, are composites of his mother, grandmothers, and other strong Midwestern women (the men are nice, too). The story is "lite" (pun intended) and uplifting.



Got Books?

Since most of us have plenty of extra time these days and reading is a pleasant and thoughtful pastime, please share your favorite books. Email title/author and a brief description of the book to Cindy Castillo (cindycastillo@comcast.net); she will post the details on the FODARA website under the "Good Books" link and the books will be featured in the next issue of *After-Words*.

If you're considering creating your own online book club, below are tips for success:

Identify the primary goal of the club: Goals range from an informal get-together to share life experiences related to a book, while enjoying coffee or wine, to a detailed dissection of chapters to highlight how, and how well, the writer develops plot, characters, and themes. It's very likely members have diverse expectations of a book club, as well as different reading styles, so it's best to clarify the intent *before* the first meeting to get everyone "on the same page."

Set parameters: Before or at the first meeting, decide the following:

- schedule—how often to meet;
- length of each meeting;
- number of pages assigned between meetings;
- reading assignments, such as to highlight favorite passages or note questions on plot;
- structure/organization of meetings, e.g., a fixed agenda or free-style discussion;
- procedure if an overly enthusiastic (heated) conversation occurs;
- if desired, method of selecting a moderator for all meetings or rotated.

Choose books:

- ask members to share book titles then attempt to get consensus;
- ask a member/moderator to provide a list of books and vote;
- rotate choice among members.

Decide on type of questions: Align discussions with goal of the book club. If focusing on the craft of writing, ask questions that identify and evaluate elements of the story/narrative. If reading for enjoyment, pose questions that are experience-driven, such as why characters are likeable/unlikeable and which events are or aren't plausible. Or start a conversation by having members read passages they particularly liked or found memorable and thought-provoking. Or, if available, use pre-made discussion questions at the end of a book or online.

Learn the platform: Book club members will likely have different levels of expertise with the software/format chosen, so, to converse easily and comfortably, prior to the first official meeting, log-on to share how-to instructions, troubleshooting guides, and user-friendly tips.

Answers to Board Members' activities:

Ed Burling: #3, 4

Linda Conroy: #9, 10, 11

Tom Roza: #12, 13

Janice Carr: #5, 6

Bill Lewis: #14, 15

Cindy Castillo: #7, 8

Mike Paccioretti: #1, #2