



FOOTHILL-DE ANZA FACULTY ASSOCIATION
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The Check is in the Mail!



As you likely know, the ratification vote in September resulted in the approval of a 7.22% salary increase for 2023-2024. You can expect that 7.22% COLA, retroactive to July 1, 2023 in your October 31, 2023 check.

If for some reason you don't receive your COLA in the October Check, please notify [FA](#).

Join FA Today!



President's Report: All the News Unfit to Print

**FA President
Tim Shively**

DATELINE: LOS ALTOS HILLS, OCT. 24, 2023

Amid the catastrophe of the West Bank, the ineptitude of the Republican House, and our continually declining environment, folks may not have a lot of appetite for earth shattering local news. We did have (thankfully) an anticlimactic earthquake warning the other day, but bear with me as I give you the latest FHDA roundup....

Foothill loves its doggies!

Most people (including myself) were probably not even aware that there was a dog park on campus. But after being enlightened as to its destitute condition by Veterinary Technology Program personnel, I was delighted to see Senior Admin step up to circumvent

the entrenched bureaucracy which had prevented its upkeep and get the grass trimmed (and even schedule regular trimming). Of course, being that such facilities are an accreditation requirement for the program does give a little impetus. A shout out, in particular, to BW, who put this on his own budget, and to CSEA union folks for getting a job well done. This is the way our colleges should function when we all work together.

And De Anza loves its bunnies.

Or so one might presume from the brightly colored ceramic rabbits which have proliferated across the campus amid greenery and atop whiskey barrels (I'm not sure what role whiskey may have played in the proliferation of these prolific little creatures, but I guess it being the year of the rabbit and all...). I have it on good authority that an actual family of lapins has taken up residence near the A quad. Whether they felt welcomed or insulted by the (allegedly) \$30K simulacra animals is not known. But if it can clear budgetary hurdles, maybe we can expect brightly colored pellets deposited around campus as well as the regular variety.

Bunnies aside, it would be more than a hare off the truth to suggest that other residents of the A Quad are content with such displays in lieu of having a new Arts center constructed on campus. The District and College administrators are at it again, concocting multiple bad options of facilities plans for the college, all of which prioritize a new Student Services building (and accompanying renovations to existing spaces) over a new Arts facility. One plan floated to the Shared Governance Committee overseeing such Measure G expenditures has the Arts remaining where they are and a new Student Services Building in the footprint of the Flint (not clear what would then become of the \$100M earmarked for a new Events Center). It's doubtful whether any of these new formulations will receive a warm welcome from the Board of Trustees.

The Governor does not like repetition.

At least not when it comes to education. That's the message from [his refusal to sign AB 811](#), the "[Seymour-Campbell Student Success Act of 2012: repeating credit courses](#)." As the gov'nor himself puts it, "While one of the main goals of this bill is help increase enrollment at the CCC, it also creates a fiscal incentive for community colleges to encourage repeating certain credit courses contrary to the Vision for Success, the Roadmap for the California Community Colleges and key legislative efforts, such as AB 705 (Irwin, 2017)." Well, frankly, yes—anything that can be done to correct the legislative overreach of efforts such as AB 705 and its progeny should be immediately put into action. But Newsom here comes off sounding like a sound bite out of the Deukmejian era and not the future liberal pretender to the White House. Remember when there was a movement to charge extra fees to students who wished to enroll in CCC classes but already possessed a degree? This was a smack in the face to Arts and Physical Education programs in particular. To the extent that we continue to shut out lifelong learners and students who do have the flexibility to experiment in their educational paths, we are headed back in that direction. I can't help but look across Stevens Creek Blvd. at the rising Senior living towers and wondering what those future residents will think about a College that doesn't serve the *entire* community but advocates only the factory model (get 'em in and get 'em out) favored by the corporate education "reform" groups who have the governor's ear (and wallet, apparently).

Anyone for a dip?

When I get worked up like that I wish I had someplace nearby to cool off. But I would hesitate to stick my toe in the water at Foothill. Not just because there hasn't been any water for more than a year while the pool has been closed for repairs, but because the political waters around the topic of heating the pool are a little too warm for my tastes. Either we can replace the current gas boilers with a new "hybrid system" (which would create some energy savings for \$20M) or we could go to all electric boilers, which would save much more energy and be less impactful on the environment (but to the tune of \$40M). And there are some variations on those options, including one suggestion of filling in the pool.

Summer Board meetings addressing the Pool situation were hyperextended (3.5 hours in one instance), with the August meeting allocating 2 hours to that one agenda item. Speakers from all corners of the political spectrum—community members, ecologists, architects, faculty staff and students current and former have all weighed in. And certain Board members have become remarkably and outspokenly "green" in a remarkably short period of time (perhaps as a result of conversations with said constituents) while others just see red. Although the Faculty Association has not taken an official position on the issue, I think we are bound to support our faculty who teach in that area who say continuing their classes at the De Anza pool is not sustainable. How this all will further precipitate remains to be seen.

Tracking the changes

I'd like to end on a positive note (at least some of us think it's positive) from quarters which need some positivity right about now. Recently, Chancellor Lambert agreed to meet with members of the De Anza College track team to hear their concerns about the depredations ensuing to their program after Coach Nick Mattis was placed on administrative leave. The Coach has since returned

to the job, but the impact on the track athletes, their scholarship hopes, the jobs of assistant coaches, was devastating. From what I witnessed, the students truly appreciated that the Chancellor *took an interest* and even apologized for what had occurred. You can read more about the details in the fine write up by the *La Voz* reporters who **covered the meeting**. But to circle back to the beginning of this article, that is precisely what District employees and students alike so desperately need at this point in time— administrative intervention when it's called for and a willingness to acknowledge when things go wrong. Take care of yourselves and others out there.

NEWS FLASH: As of Monday morning the bunnies (the simulacra ones) have disappeared from De Anza campus, barrels and all. It is not clear at this juncture whether they were abducted, if foul play was involved (the living lapins would be prime suspects), or if, mission accomplished, they have simply hopped on to other locations. A missing lepus bulletin has been ordered, and, anyone who has any information about their whereabouts is urged to contact the authorities.

FA Thanks and Welcomes Our New Members!



Long Phan DA

Rolando Robles Ramirez FH

Charles Van Meurs DA

Know Your Contract Pay While on PDL – How It Works

Kathy Perino Chief Negotiator

Faculty who submitted a Professional Development Leave (aka sabbatical) application by last week's deadline now await the decision of the PDL committee. The committee appoints a member to be the point person for each application, and often the committee member will contact the applicant with questions about the application. The application is then discussed by the full PDL committee. The application approval process is often a back-and-forth process, so if you are contacted during the approval process, that is a normal part of the process.



Assuming your application is approved, it is important to understand how your compensation will change while on PDL. This year, when September paychecks were issued, we had a handful of questions about the pay calculation, so we want to make sure all applicants understand how pay is calculated while on PDL.

Article 17.5 of the Agreement states that pay while on PDL is 85% of full salary. Faculty often take one quarter of PDL per year for three successive years, and they assume this means their paychecks will show 85% of pay during the quarter they are on PDL, and 100% of pay during the other quarters. But, this isn't how full-time faculty pay works. Full-time salaries are always annualized, which means that when there is an adjustment to salary (whether due to PDL, a reduction in contract, or partial unpaid leave), payroll will make an adjustment to your annual salary and then divide so that every paycheck is equal. Here's how the annualization works when on PDL.

If you are taking all three quarters of your PDL in the same academic year, then your annual salary will be 85% of your normal annual salary. This pay will be divided into ten equal paychecks (for 10 month faculty). In this case, each paycheck will contain 85% of your normal salary. Any earned Professional Achievement Awards (PAAs) are unchanged while on PDL, so you will continue

to receive the full PAA payment in each check.

If you do not take your PDL for a full year and instead distribute your three quarters across multiple academic years, then the adjustment to your annual salary depends on how many quarters you take each year.

If you take one quarter of PDL for three successive years, then in each of these academic years you will be on PDL one quarter at 85% pay and in full-paid status the other two quarters. Because your salary is annualized, this does not mean you will get paychecks at 85% rate for one quarter and full paychecks for the other two quarters. Working at 85% for one-third of the year and 100% for two-thirds of the year is equivalent to earning 95% of pay for the entire year. Therefore, if you take one quarter of PDL for three successive years, ten-month faculty will receive ten equal paychecks at 95% of their normal salary during each year they take a quarter of PDL. (Eleven- or twelve- month faculty will receive eleven or twelve equal paychecks).

Here's another scenario. Some faculty choose to take the three quarters within one calendar year: Winter and Spring of one academic year followed by Fall in the second year. In this scenario, the faculty member is on PDL for two quarters in the first academic year, and one quarter in the second academic year. For the first year, the faculty member is working at 100% for the Fall quarter, then is on PDL for Winter and Spring at 85% pay. Working one-third of the year at 100% and two-thirds of the year at 85% is equivalent to earning 90% pay for the entire year. Therefore, for the first academic year, they will have ten equal paychecks at 90% of their regular salary. In the second academic year, they are on PDL for just one of the three quarters, so they will receive ten equal paychecks at 95% of their salary.

In all cases, any earned PAA awards are unaffected by PDL, so everyone with a PAA should continue to receive that full amount while on PDL, no matter the configuration of the PDL.

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Particularly for Part-timers

Raymond Brennan
Part-time Associate Secretary

Welcome to a New Academic Year!

First off, you should know that the **Faculty Association's website has** been given a makeover, and you are encouraged to take a look. On the front page of the website is a tab for Part-time faculty. Under that tab is a link to "**The ABC's of Part-time Faculty employment**" among other informational items. The ABC's is an extensive, dare I say exhaustive, alphabetical list that answers nearly any question a part-time faculty member might have about their working conditions, rights, and more.

Your Faculty Association exists to serve its members, all faculty actually, whether a member of the FA or not. One of FA's responsibilities is to ensure its members have the information they need to make informed decisions, know their rights, and navigate conflicts. The revised website is an effort to make useful information more available, and to further that goal, FA will begin offering a couple of listening sessions each quarter to hear the concerns of faculty and answer any questions they may have. The days and times of those sessions will be announced in future editions of the *FA News*.

Legislative Updates: Though there were high hopes this summer that Assembly Bill 811 (Mike Fong D) would become law and expand repeatability, allowing students to repeat a credit course in arts, humanities, kinesiology, foreign languages, and English as a second language up to two times, such was not to be as Governor Newsom vetoed the bill when it reached his desk on October 8. Expanded repeatability would have allowed students to enhance their skills in the enumerated courses, and this opportunity is something that the community colleges have been trying to bring back for several years. The negative consequences of the veto are not only visited on students and class offerings, but also on faculty via the expanded work opportunities that would have likely been extended to part-time faculty.

Next up is the renewed effort to raise the 67% cap on part-time load to 85%. This effort has gone to the legislation twice already. Both efforts were carried by Assemblymember (Medina D). The first iteration was AB 375 which passed unanimously through both chambers only to be vetoed by the governor on October 8 of 2021. An identical bill, AB 1856 sponsored again by Medina, also passed unanimously through both chambers only to be vetoed by the governor on September 25 of last year. In the first case, the governor's fear was that allowing part-time faculty to teach 85% of a full-time load would trigger obligations under the Affordable Care Act (ACA) and thereby be an expense to the districts and by extension to the state. Entities working to support this bill presented the governor with a ruling from the IRS that proved the bill would not incur any obligations under the ACA.

Having shown the governor this reality, the hope was the second effort at raising the cap, AB 1856, would be signed into law. It wasn't, and this time the governor's rationale was that he wanted to wait to see whether the effects from the ongoing \$200 million he has allocated to reduce the cost of health care for part-time workers would somehow obviate the need to raise the cap. This apples and oranges thinking is puzzling at best. Many part-time faculty teach at two or more districts simply to cobble together a living wage. Raising the cap might permit some part-time faculty the opportunity to teach for a single district thus eliminating the need to be freeway flyers and enabling those faculty to be more engaged on their sole campus.

So, making a decent living is one point; health care is another. Yes, the governor has allocated \$200 million to help defray part-timers' health care costs, and as reported last year in this newsletter, efforts to utilize the district's share of that \$200 million are ongoing, and those efforts may well lead to reduced health care costs for part-time faculty soon.

Speaking of Health Care:

On Friday the 13th of this month, there was a protest in front of the San Jose Evergreen Community College's District offices on Market Street in downtown San Jose. The protest was to encourage the SJ-EV District to take its share of the \$200 million dollars mentioned above and use it to defray some of the health care costs for their part-time faculty. (At SJ-EV the full-time faculty have their health care paid in full by the district while most part-time faculty in the district find Covered California to be a more affordable option than the abysmal health care support offered by the district.)

Though San Jose Evergreen is represented by the American Federation of Teachers (AFT), and its members were well-represented, the protest was also attended by members of the California Federation of teachers (CFT) from campuses as far as San Francisco City College to the north and Coast Community College to the south. There were several members of the Foothill – De Anza student body in attendance as were a few of our faculty members (See the PAC update in this newsletter).

That's it for this month folks except to remind you that your FA has your back. Should you have any questions, concerns, or suggestions for how we might better serve you, we are only a phone call or email away.

Congratulations to the New Executive Council Members!



Brendan Mar: Chemistry De Anza Kathy Perino: Mathematics Foothill Bob Stockwell : Political Science De Anza

FA NEEDS YOU!



We still have openings for a full-time faculty member from Foothill and a part-time faculty member from either campus. Both are full year replacements.

Meetings are currently held face-to-face the first and third Wednesdays of the month from 3:00 to 5:30 p.m. Meetings alternate between the two campuses. While there is no release time for these positions, council members are paid \$100.00 for each executive council meeting attended. FA encourages faculty who are interested in participating in their union to "test-drive" a union position.

Please send a letter of interest to **Susanne Elwell** by Tuesday, October 31 at noon.

FA-PAC Update Fall 2023

Rally to Win Healthcare for Part-Time Faculty: Friday, October 13th, at the San Jose Evergreen Community College District Office



FA-PAC Intern Coordinator Isabel Caballero Teixeira, faculty mentors Danny Solomon and Laura Chin and some of her POLI 1 students (first row)

The Faculty Association Political Action Committee (FA-PAC) is the political arm of the union. It advances the interests of faculty through campaigns and elections, advocacy, and community organizing.

The FA-PAC consists of five voting members:

- Jim Nguyen (De Anza full-time representative)
- Kerri Ryer (Foothill full-time representative)
- Tim Shively (FA President)
- Danny Solomon (District part-time faculty representative)
- Bob Stockwell (Chair)

All faculty are welcome! We meet the fourth Wednesday of every month, typically from 3:30-4:30 pm via Zoom. Please contact **Bob Stockwell** for more information.

Since 2012 the FA-PAC has maintained a student internship program. We are excited to present this year's cohort:

- Rami Abukhater, De Anza
- Audrey Kim, De Anza
- Isabel Caballero Teixeira, Intern Coordinator, De Anza.
- Raiyah Hussain, Foothill

Antonio Facio, De Anza
Justin Fry, De Anza
Molara Mabogunje, Foothill
Leila Salam, De Anza

Faculty mentors include Laura Chin, Eric Reed, Daphne Small, Danny Solomon, and Bob Stockwell.

The FA-PAC Internship Program is a faculty-student collaboration: PAC funds compensate faculty mentors and the intern coordinator; DASG and ASFC Advocacy funds pay student interns. Together we organize and fight to advance our collective interests!



Our Fall 2023 priorities include these projects:

- Continued Arts advocacy work at De Anza through the Measure G Taskforce and in coalition with Arts faculty and students
- Ongoing housing advocacy work through the District Affordable Housing Taskforce (chaired by Eric Reed) to build and/or purchase below-market rate student, faculty, and staff housing
- Volunteer mobilization
- Community engagement and shared governance
- Voter registration and education

The election, advocacy, and organizing work of the PAC and its continued engagement with the FA-PAC Internship Program is made possible by the approximately 150 faculty (and staff and administrators) who make voluntary contributions averaging \$8.71/month.

If you're already a supporter, thank you! If you wish to increase your support or become a supporter, please do so: [FA-PAC Voluntary Payroll Deduction Form](#).

And, if you want to become involved with the PAC and/or the FA-PAC Internship Program, please contact [Bob Stockwell](#). Thank you!

Important Deadlines



Following is a list of many, but not all, important contractual deadlines for the 2023-24 academic year. If any of these deadlines apply to you, be sure to mark your calendar and read the the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, [Ilan Glasman](#) (408.864.8802)

The full academic year list of "Important Deadlines"

2023

Nov. 30: Probationary faculty employee request early declaration of a prob-zero year (6A.1.3.1).

Dec. 8: Part-time faculty file intention to change salary column starting in the Winter Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

Dec. 15: Full-time faculty submit Early Retirement Incentive Notice to District Human Resources Office (*20.4*).

2024

Jan. 5: Part-time faculty submit completion of requirements documentation for column change starting Winter quarter to campus Personnel Office (*Appendix B. 1, C, E, G*).

Jan. 16: *Article 18* faculty meet with the appropriate administrator to determine their reduced contract schedule (*18.8.1, Appendix W*).

- Foothill, **Eric Reed** (650.949.7091)

Questions can also be directed to the [FA](#) Office Manager **Susanne Elwell** (650.949.7544)

Please note: if you miss a contractual deadline, even by a single day, you may lose significant benefits or have to wait a full year before becoming eligible again. This calendar is on the *FA* website under “*FA* Current Announcements.”

Feb. 5: Professional Development Leave Committee makes recommendations to the Board at its meeting in February (17.13.3).

Feb. 15: Full-time faculty submit requirements to establish additional Faculty Service Areas (FSA)s (15.9).

Mar. 1: Full-time faculty submit written initial request for *Article 18* pre-retirement reduction in contract to college president (18.8.2, *Appendix W*). See 18.9 to request percentage change in subsequent years.

Equity Action: Tips for Creating Equitable and Inclusive Assignments

It isn't always easy to come up with an assignment that is both inclusive and equitable. It seems like it would be a lot harder in Math than, say, in English Composition. In this article, we try to offer some equitable and inclusive assignments for you to consider.



One way to make sure students feel visible in class is to provide them with a variety of options for completing assignments. This allows them to choose the option that is most comfortable and accessible for them. Work to avoid using stereotypes or biases in your assignments. For example, avoid using gendered language or assuming that all students have the same cultural background. Be clear and concise in your instructions, and avoid using jargon or technical terms that students may not be familiar with. Provide students with feedback on their assignments that will help them to learn from their mistakes and improve their performance. The goal is to create a safe and supportive learning environment where all students feel comfortable sharing their ideas and experiences.

Here are a few examples of assignments that help to create equitable and inclusive environments in different areas. The key is to be mindful of the diversity of your students' backgrounds and experiences, and to choose assignments that are relevant and engaging for all students

Artistic Expression:

- Create a piece of art that celebrates the diversity of your community. This assignment encourages students to explore and celebrate the diversity of their community, which can help to foster a sense of belonging and inclusion for all students.
- Write a song or poem about a social issue that is important to you. This assignment pushes students to use their voice to speak out about important social issues, and to share their perspectives with others.
- Design a poster or public service announcement that promotes social justice. This assignment allows students to use their creativity to raise awareness of important social issues and to promote social justice.
- Perform a dance or play that tells the story of a marginalized group. This assignment asks students to learn about the experiences of marginalized groups, and to share those stories with others in a creative and engaging way.

Business and Finance:

- Research and present on a business or financial topic that is relevant to a marginalized group. This assignment grants students the opportunity to learn about the unique financial challenges faced by marginalized groups, and to develop solutions to those challenges.
- Create a business plan for a social enterprise that addresses a social or economic inequality. This assignment makes room for students to use their business skills to make a positive impact on society and to address social and economic inequalities.
- Develop a financial literacy workshop for underserved youth. This assignment puts students in the role of teaching financial literacy skills to underserved youth, which can help them to achieve financial success in the future.
- Write a case study on the ethical implications of a business practice. This assignment compels students to think critically about the ethical implications of business practices, and to consider the impact of business on society.

Language and Communication:

- Write a blog post or article about the importance of language diversity. This assignment permits students to learn about the importance of language diversity and to raise awareness of the challenges faced by speakers of marginalized languages.
- Write a story or poem in a language other than your native language or write a short story from the perspective of a marginalized character.. This assignment permits students to learn about and celebrate other cultures and languages or to learn about and empathize with the experiences of marginalized people.
- Write a personal essay about a time when you felt marginalized or excluded. What did you learn from the experience? How did it shape your identity? This assignment asks students to share their own experiences of marginalization and exclusion, and to reflect on how those experiences have shaped their identities.
- Create a cultural exchange project with students from another country or region where a world language is spoken. This assignment allows students to learn about and experience different cultures, and to build relationships with students from other parts of the world.
- Create a public service announcement or social media campaign about a social justice issue. This assignment allows students to use their communication skills to raise awareness of important social issues and to promote social justice.
- Write a letter or give a speech to your elected representative about a social justice issue that is important to you. This assignment pushes students to use their voice to advocate for social justice and to make a difference in their community.
- Analyze a literary work through a critical lens that focuses on issues of race, gender, class, or sexuality. This assignment allows students to think critically about the ways in which literature can reflect and perpetuate social inequalities.

Health and Life Sciences:

- Research and present on a health issue that disproportionately affects a marginalized group. This assignment helps students to learn about the unique health challenges faced by marginalized groups, and to develop solutions to those challenges.
- Create a public service announcement about a health issue that disproportionately affects a marginalized group. This assignment encourages students to use their creativity to raise awareness of important health issues and to promote health equity.
- Write a case study on the ethical implications of a health research project. This assignment allows students to think critically about the ethical implications of health research, and to consider the impact of health research on marginalized groups.
- Research and present on an environmental justice issue that disproportionately affects a marginalized group. With this assignment students to learn about the unique environmental challenges faced by marginalized groups, and to develop solutions to those challenges.
- Write a satirical essay or cartoon about an environmental issue. This assignment emboldens students to use their creativity to raise awareness of important environmental issues in a humorous and engaging way.
- Analyze an environmental study through a critical lens that focuses on issues of race, gender, class, or sexuality. This assignment inspires students to think critically about the ways in which environmental studies research can reflect and perpetuate social inequalities.
- Design and conduct an experiment to test the effects of an environmental factor on a diverse population. This assignment spurs students to apply their scientific knowledge to real-world problems and to consider the impact of environmental factors on different groups of people.

Physical Sciences and Technology:

- Develop an app or website that is accessible to people with disabilities. This assignment allows students to use their technology skills to develop products and services that are inclusive for all people.
- Research and present on the environmental impact of a new technology on marginalized communities. This assignment permits students to explore potential negative impacts of new technologies on marginalized communities, and to develop strategies to mitigate those impacts.
- Create a public service announcement about a safety issue that disproportionately affects marginalized groups. This assignment asks students to use their creativity to raise awareness of important science-related safety issues and to promote safety for all people.
- Create a presentation on a scientist from a marginalized group. What are their contributions to the field? How have they overcome challenges to achieve their goals? This assignment allows students to learn about the contributions of scientists from marginalized groups and to challenge the stereotype that science is a field dominated by white men.
- Use mathematical modeling to simulate the spread of a disease or the impact of climate change. This assignment asks students to apply their mathematical skills to model complex systems and to predict the potential impacts of those systems on society.
- Design and conduct an experiment to test the effects of a physics phenomenon on a diverse population. This assignment inspires students to apply their physics knowledge to real-world problems and to consider the impact of physics on different

groups of people.

- Design and conduct an experiment to test the effects of a chemical or environmental factor on a diverse population. This assignment pushes students to apply their scientific knowledge to real-world problems and to consider the impact of chemicals and environmental factors on different groups of people.

Social Sciences and Humanities:

- Research and present on a social or political issue that is important to a marginalized group. This assignment motivates students to learn about the unique challenges faced by marginalized groups and to develop solutions to those challenges.
- Create a public service announcement about a social or political issue that is important to a marginalized group. This assignment allows students to use their creativity to raise awareness of important social issues and to promote social justice.
- Develop a policy proposal to address a social or economic inequality that affects a marginalized group. This assignment creates space for students to use their knowledge of social sciences and humanities to develop policies that can improve the lives of marginalized people.
- Write a satirical essay or cartoon about a social justice issue. This assignment stimulates students to use their creativity to raise awareness of important social issues and to promote social justice in a humorous and engaging way.
- Analyze a social science study through a critical lens that focuses on issues of race, gender, class, or sexuality. This assignment allows students to think critically about the ways in which social science research can reflect and perpetuate social inequalities.

All of these assignments are equitable and inclusive because they allow students to learn about and address the unique challenges faced by marginalized groups. They also provide students with opportunities to learn in different ways and to demonstrate their learning in a variety of ways. In addition to being equitable and inclusive, these assignments are also designed to be engaging and relevant to students' lives. By working on these assignments, students will gain valuable knowledge and skills, and they will also have the opportunity to make a positive impact on their communities.

Here are some suggestions for how these assignments can be made even more equitable and inclusive:

- Provide students with a variety of sources to choose from, including sources from marginalized perspectives. This will help students to get a more complete understanding of the social and political issues that they are researching.
- Allow students to choose topics that are personally meaningful to them. This will help students to stay engaged in their work and to produce more thoughtful and insightful assignments.
- Provide students with opportunities to share their work with others, such as through class presentations or online forums. This will help students to learn from each other and to develop their communication skills.

By following these tips, you can create a more equitable and inclusive learning environment for everyone in your classroom.

What Do you Think?

We welcome your feedback. Use the "Share Your Voice" link below!

- Feedback on Scheduling Negotiations
- Content Suggestions
- Formatting Suggestion
- Private response to writer or editor (will not be published)
- Letter to editor in response to content. This may be published in a future issue of the *FA News*.
- Request to have your relevant article or information published in the *FA News*. Please include a detailed description of your planned article.
- Any other constructive feedback you would like to provide.



Share Your Voice: Shape Our Future

Fhda Faculty Association

FA Executive Council Members

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