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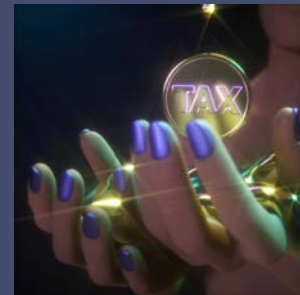
FOOTHILL-DE ANZA FACULTY ASSOCIATION
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Important Tax Information

Members can deduct \$189 of their FA dues as a charitable expense if they were a full-time member for all of 2024 or \$63 for each quarter that they worked. They can deduct \$63 if they were a part-time member and worked every quarter or \$21 for each quarter they worked.



President's Report: Waiting for that other Shoe FA President Tim Shively

I would love to focus this article on just the local, the things happening in our own district that directly impact faculty and our work, really I would. But what is shaping up on the federal level is poised to so fundamentally reshape our district and the very nature of higher education, that it must be addressed. I'm sure you've all heard the reports, from one source or another, of the trump (and no, I'm not going to capitalize that) administration's attempts to undermine our system of checks and balances, to stamp out "inefficiency" and winnow entire "sectors of government" (including a

proposed abolishment of the Department of Education). Not to mention its dismissal of a multitude of federal workers despite contractual provisions to the contrary stipulating the terms of their employment. But it's when these more federally originating malfeasances begin to infect other spheres of influence that there is a real chill factor.

Like journalism. [The Washington Post recently reneged on an advertising contract](#) signed with the advocacy group Common Cause (collaborating

with the Southern Poverty Law Center) to run an ad demanding the firing of Elon Musk (an even lower case). The newspaper gave no reason for the last minute pulling of the ad, which would have been "delivered to subscribers at the Congress, Pentagon and the White House." But it seems of a piece with the Bezos owned paper's last minute prohibition of an editorial endorsement during the presidential race (which led me, a 15 year subscriber, to cancel). And it is certainly of a piece with many prominent tech firms' (e.g. Google and Apple) decisions to follow Trump's lead in renaming the Gulf of Mexico to befit the nationalistic, xenophobic, ahistorical interests of this administration. The Associated Press refused to follow suit and was promptly [banned from covering official Whitehouse events](#) (to which they justifiably responded with a lawsuit). So much for freedom of the press. Where is one to get information from a trusted source these days when most of news is digital, social media based and driven by the whims of sycophantic billionaire technopublicans? Thank the gods [De Anza's La Voz student paper](#) is (at least occasionally) still available in print.

A little closer to home (certainly for our independent *FA News*), are unions. Specifically, the impact of recent federal actions on the [Equal Employment Opportunity Commission and the National Labor Relations Board](#) (NLRB). Trump has unilaterally removed commissioners from the former (leaving it without a quorum, unable to take action on any business) and emboldened the acting Chair to initiate a series of rescindments: removing gender and racial markers from the organization's website as well as employee guidance regarding workplace rights and LGBTQ+ protections. This despite a Supreme Court ruling that the executive branch lacks the authority to remove commissioners of independent agencies. Similarly, over at [the NLRB](#) (long the nemesis of Musk), an independent federal agency empowered to "safeguard employees' rights to organize and to determine whether to have unions as their bargaining representative," Trump fired two general counsels and a Board member (resulting in another lack of quorum and a lawsuit). All good for Silicon Valley's technopublicans (exposed in excellent local reporting by the [San Jose Spotlight](#)). And then there's Utah, which has the dubious honor of [becoming the nation's third state to ban collective bargaining for public employees](#). As if "right to work" states' negotiation methods such as Texas's "a look in the eye and a handshake" meet and confer model were not bad enough (the state allows neither unions nor academic senates for community college faculty). Orly Lobel, Director of the University of San Diego's Center for Employment and Labor Policy, confirms that the new Utah law sends "a strong antilabor signal, and is compounded with national pressures to reduce public spending on education and other public services." As a small, independent union, we probably will not face any immediate crises (as opposed to the nationally affiliated unions), but you do remember [the Janus decision](#) during Trump's first term?

Things have also ratcheted up regarding the actual work we do on our campuses. On February 14, the day celebrating Lincoln's birthday (and yes, I'm certain it was deliberately timed to drop on that date), the [Education Department's Civil Rights Office sent a letter to public institutions of higher learning](#) (I'm not certain how widely), claiming that DEI activities constitute discrimination on the basis of race, color or national origin." The "Dear Colleague" letter's appropriation and bastardization of Civil Rights rhetorical tropes and strategies to advance a right wing agenda attacking "wokeness" is completely appalling. Under this aegis, it specifically threatens institutions "offering services to subsets of students" (such as our Puente and Umoja programs), diversity focused graduation ceremonies (such as our own Latinx and LGBTQ+ ceremonies) and potentially even affinity groups. Despite this, it acknowledges (albeit in a footnote) that its "guidance does not have the force and effect of law and does not bind the public or create new legal standards" but "is designed to provide clarity to the public regarding existing legal requirements under Title VI, the Equal Protection Clause, and other federal civil rights and constitutional law principles." In other words, this is more of the Trump administration's fear mongering tactics (facilitated by the completely acquiescent US congressional "strumpettes" chorus), to try to get recalcitrant blue states to preemptively adopt its "guidance" before it's blocked in the courts. Events move fast in this world of upheaval: a federal judge in Maryland has (as of the Friday before *FA News* publication) [temporarily blocked some of the administration's attempts](#) to "pause, freeze, impede, block, cancel, or terminate any awards, contracts or obligations," or "change the terms of any current obligation" pertaining to federal DEI programs. This was in response to a motion filed by "groups representing college professors and school diversity officers," who demonstrated, to the satisfaction of the judge, that the administrations orders "were 'unconstitutionally vague on their face' and...'squarely, unconstitutionally,' violated freedom of speech."

I am encouraged by the tenor of our Colleges' responses thus far. Foothill President Whelan's recent "[President's 12345](#)" newsletter to employees and students underlines the distinction between rhetoric on the one hand and the letter of the law on the other, noting that "Foothill College is an open-access institution and does not exclude entry or participation to any program or organization based on protected categories...Our Strategic Vision for Equity and institutional position about structural racism does not invalidate our compliance." I similarly appreciate the transparency with which De Anza administrators have responded to my concerns about this letter and other federal mandates, including De Anza President Torres's comments at the February 20 College Council meeting regarding the District's intent to fight these federal efforts (also thank you to President Torres for forwarding to College Council members State Chancellor Sonya Christian's February 22 guidance to all system CEO's regarding [an-anti DEI communication from BLM](#)—that's the Bureau of Land Management, not Black Lives Matter—on the very day it was released.

Institutional programs and initiatives are one thing, and the people who work in them another, and the two should not be conflated, as is threatened in the BLM's order to "terminate, to the maximum extent allowed by law, all DEI, DEIA, and 'environmental justice' offices and positions (including but not limited to 'Chief Diversity Officer' positions)." I look forward to the development of District/Colleges plans to protect individuals with DEI markers embedded in their job titles (e.g. the recently approved position of HEFAS—"Higher Education for AB 540 Students"—Counselor at De Anza). They should not be left on the front line with targets on their backs in the almost certainly iterative attacks on DEI we are likely to experience. I am also hopeful that the pacing of information sharing will pick up. I knew of administrators attending a webinar on the "Dear Colleague" letter on 2/18, just after Washington's Day, and while I understand there may have been requisite check-ins with legal counsel as well as state officials, such as President Whelan mentions in her communication, the interim silence did little to engender trust. I did hear from faculty during that week wondering what the District was thinking and doing in this respect. Employees and students are feeling vulnerable around these flurries of federal actions. We know this stuff moves fast, but I would like our current administrative leaders to bear in mind that our District itself has had an unfortunate history in the not too distant past of being neither timely nor transparent in informing employees and students about such serious matters. I'd like to think we are turning a corner on this, but the District should avail itself of the resources at its disposal to provide prompt communication, however premonitory, when needed. I refer to the union, senate and student leaders, who can communicate rapidly with their constituencies, are generally respected by them, and can mobilize with fellow organizations regionally, statewide, and even nationally. For cliché as it may be, it is still united we stand and divided we fall. Two

Join The Union Team

The Membership Coordinator is the primary liaison and outreach position to maintain and increase membership in the Faculty Association. Previous union experience is helpful but not required—just an ability to communicate with colleagues across both campuses, a willingness to engage in tough conversations and a warm...tenacity.



YOU are a current, preferably a part-time, Foothill-De Anza faculty member, ready to start this work in the Spring quarter, with review and potential reappointment (including possible compensation increase) for the following academic year.

You'll be responsible for working with non-members both via zoom and in-person (in group and one-on-one situations). You'll run a committee composed of Union staff and volunteers, work closely with campus HR and collaborate with the FA Part-time Associate Secretary and the FA President around orientations for new employees.

You'll need excellent written and oral communication skills (no, there will not be a test), fabulous interpersonal relations abilities, enough technological savvy to work email, texts, zoom and other means of communication, and good recordkeeping skills.



Compensation: \$2307 for approx. 40 hours of work per month (step 1 column 1 of Schedule G)

(Deadline extended to Monday, March 17, high noon) Send a letter of interest to [Erika Cervantes](#).

FA is also seeking a Part-time faculty member to serve as an Executive Council replacement for Spring quarter. This is a great opportunity to get involved, take a "test drive" and learn more about the work of the FA. Compensation for these roles is **\$100 per meeting attended**. Please send a brief letter of interest to [Erika Cervantes](#) no later than Monday, March 17.

Get Involved and do some good!

Budget Update: The Reality of Cliffs, Cuts, and Calculations

Kathy Perino Chief Negotiator

A [recent article in the San Francisco Chronicle](#) about community college funding generated more than a few inquiries regarding the 2025-26 budget. The February 14 article mentions that the Peralta District is considering closing a campus due to funding formula woes, and that some community colleges are experiencing a "fiscal cliff" due to the Student-Centered Funding Formula (SCFF) and the funding freeze for the 2025-26 academic year.

Faculty have emailed me asking if FHDA is affected the same way, and if we should expect large cuts to our course offerings. The simple answers are: Yes, but we don't need to panic, and no, I don't think so, respectively. If you want more than simple answers, keep reading.

Governor Newsom's budget, released in mid-January, included a 2.43% cost of living adjustment (COLA). This means that under the SCFF, the dollars that districts receive for each full-time equivalent student, each AB 540 student, each Pell Grant student, each student who completed math and English in the first year, each ADT, etc. all increase by 2.43% in this budget. In our district, this means that the calculation the state does for our "SCFF funded amount" will increase by 2.43%. However, this SCFF total is still below the funding level that we are receiving this year (2024-25) under the Hold Harmless provision, so even though the state budget includes a 2.43% COLA, we won't see that increase.

Here's another way to think about it: Some faculty have a system of assigning grades that involves the use of two different course average calculations, and they assign the student the grade associated with the higher of the calculations – whatever is best for the



student. That's essentially what the state has been doing since the SCFF first came into being in 2017-18. Each year our funding was calculated in different ways (three, but I'm trying to stay out of the weeds here), and each year since 2017-18 we received the highest of the three amounts. The calculation that worked worst for us each year was the SCFF metric calculation, and the one that worked best for us (and the one we've been receiving) was "whatever we got the last year, increased by the COLA." Starting in 2025-26, they are still doing three calculations, but the one that works best for us is changing from "last year increased by COLA" to just "last year." Therefore, our funding level is flat for next year.

Does that mean there is a "fiscal cliff" for FHDA?

No. Newsom's January budget shows that our funding will be flat in 2025-26, not decreasing.

Are we considering closing a campus like Peralta is reportedly considering?

No. Some non-personnel costs associated with running the sites will probably increase while the funding from the state is flat, so we will have to find those dollars somewhere – most likely from our ending balance.

Does this mean we will be cutting course sections?

I don't think we can. The 50% Law states that at least half of our general fund dollars must be spent on direct instruction. In recent years we've been closer than ever to 50% (50.8% in 2023-24 when we used to be around 52% or 53%). If the funding is flat, we can't make significant cuts to instruction without dropping below the 50% required by law. Additionally, if the non-instructional costs are increasing (maintenance, power, and other operational costs), that makes it even less likely to cut instruction. Put another way, when instruction reaches only 50% of our expenditures, each additional dollar we spend on non-instruction requires us to spend an additional dollar on instruction.

Does that then mean they will cut non-instructional faculty positions like counselors, librarians, or faculty directors?

Not necessarily, but as I said earlier, we will have to be very careful about how much we spend on the non-instructional side of the budget. First, some of these positions are paid from categorical funds (like EOPS, Student Equity and Achievement and Strong Workforce) outside of our general fund so not all non-instructional positions are at risk. Second, remember that non-instructional positions also include all administrators and almost all classified positions. A state audit of the 50% law is expected to be released in the next few weeks, and word on the street is that it shows a great deal of administrative bloat in the system. Ten districts in the state were selected (FHDA was *not* included) for the audit, and rumors are that the selected districts had significant administrative growth in the past few years while enrollment and course sections were dropping. Many of you feel the same way about the number of administrative positions in FHDA, so if we have to restructure due to more than one year with a flat budget from the state, FA will carefully review exactly where our non-instructional dollars are spent.

The above answers are based on the mid-January budget proposal by Governor Newsom. Keep in mind that a few days after its release, the fires devastated LA and President Trump's executive orders began (also devastating for many of us), both of which have significant costs for the state of California. The next iteration of the 2025-26 budget, the May revise, will certainly reflect this changing budgetary landscape, but how significant those revisions will be for the community college system is a bit of a mystery.

In the meantime, our state level faculty groups (FACCC and CCCI) are advocating for changes to the SCFF so that campuses in high cost of living areas like ours aren't always the "SCFF losers." In addition, we are actively fighting to keep the protections of the 50% Law (administrators are lobbying to change it). It is a fight every day, so when you receive a request from FACCC to contact your representative, please consider doing so. Numbers matter.

As always, feel free to email me at fakathy@fafhda.org if you have more questions.

Join FA Today!

FA Thanks and Welcomes Our New Members!



- Ella Marie Ramos Usero, Child Development, De Anza
- Latosha Baldwin, Psychology, De Anza



Particularly for Part-Timers

Raymond Brennan
Part-time Associate Secretary

Monthly Update

In legal news, adjunct professors working in the Long Beach Community College District won a victory of sorts when Judge Stuart M. Rice ruled in their favor in a 2022 suit, filed against the Long Beach Community College District for wage theft. While the judge's decision was a clear win for the adjunct faculty there, Judge Rice stayed his decision pending further filings. Ultimately, adjunct faculty stand to win "millions" in backpay for uncompensated labor outside the classroom according to an adjunct faculty member there.

The Long Beach ruling will certainly be seen as a good omen by those part-time faculty from 22 community college districts in the system who have a class-action suit wending its way through the courts in Sacramento alleging the same wage theft in their own districts. The suit does not include any petitioners from the Foothill-De Anza Community College District as part-time faculty here are compensated for all aspects related to their teaching duties.

The downside to the class-action suit if it should prevail is that the monies required to compensate all those who have not been paid for teaching duties outside the classroom could necessitate budget cuts to other parts of the system should the losing districts not have sufficient funds to cover any judgements against them.

In related news, there is an effort to strengthen the language in Ed Code section 87482.3 which is related to seniority, right of assignment, maintenance of load, and other issues related to part-time employment. The desired changes have been written into a bill that its authors hope to get into this legislative session. Similar to the class-action suit mentioned above, should this bill make it into law, it would have minimal effect on part-time faculty here at Foothill-De Anza though it would greatly improve the lot of many of our colleagues across the system.

Though not well attended, last week's FA Listening Hour did provide answers to questions related to Professional Development, Unemployment, Evaluations, Retirement, and a couple of other items of interest. The FA will continue these Listening Hours and invite anyone with questions to attend. Questions can be sent to me at brennanraymond@fhda.edu. The next FA Listening Hour will be on Thursday, March 20th, from 3:00 to 4:30 p.m. The link can be found [here](#).

I think that's it for this issue. Do keep in mind that the Faculty Association exists to protect faculty members' rights as enumerated in the *Agreement*. Should you have any workplace concerns or questions, please contact us! We have your back.



Following is a list of many, but not all, important contractual deadlines for the 2024-25 academic year. If any of these deadlines apply to you, be sure to mark your calendar and read the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, **Felisa Vilaubi**
- Foothill, **Eric Reed**

Questions can also be directed to the FA Office Manager **Erika Cervantes** (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."

The List of Important Deadlines

Feb. 28: 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.

Mar. 17: *Article 19* faculty submit to District Human Resources the annual Early Retirement Service Plan for the following academic year with all required signatures for second and subsequent years of participation (19.6.2.2, Appendix U1). See 19.6.1 for initial year of participation.

Apr. 1: Full-time faculty submit written request to return to full-time employment status from *Article 18* pre-retirement reduction in contract (18.4).

Apr. 4: Part-time faculty submit completion of requirements documentation for column change starting in Spring Quarter to campus Personnel Office (Appendix B.1, C, E, G).

May 1: Full-time faculty submit application for Training/Re-Training (Appendix R) to District Office of Human Resources (35.5).

June 2: Full-time faculty submit Professional Growth Activities to campus Personnel Office for salary step advancement (Appendix A, B) and/or Professional Achievement Award application (38.3).

June 30: Full-time faculty file intent to change salary column for (the next) academic year with campus Personnel Office (Appendix A, B).

Uncovering Your Hidden Teaching Superpowers

Life Experience in the Classroom



Ever notice how your best teaching moments often draw on skills you gained long before stepping into a classroom? That restaurant manager who expertly orchestrates group projects? Those skills came from somewhere. The professor who has an uncanny ability to explain complex theories through real-world examples? There's probably a story there, too.

Every faculty member brings more to their classroom than academic credentials and subject expertise. Our paths to teaching have equipped us with unique strengths that shape how we connect with students,

present material, and build learning communities. Think about the parent who understands learning struggles because they've guided their own children through challenges. Or the former tradesperson who can break down abstract concepts into concrete steps. Someone who learned English as an adult might have special insight into supporting multilingual learners, while a background in theater could provide tools for keeping students engaged.

These experiences aren't side notes to our teaching; they're central to how we understand and reach our students. A former social worker's interviewing skills might transform student conferences. Construction experience could inform how to scaffold complex assignments. These talents often provide the perfect tools for turning challenging classroom moments into breakthroughs.

Whether over coffee with colleagues or in chance conversations between classes, sharing these experiences can spark exciting teaching innovations. Maybe your approach to explaining difficult concepts would be exactly what a colleague in another department

needs. Perhaps that casual lunch conversation about your previous career could inspire new ways of engaging students across disciplines.

What unexpected talents light up your teaching? What experiences make your approach unique? Share your story - formally or informally, with friends or across departments. You might be surprised to find your pre-teaching experiences aren't just interesting anecdotes, but rather valuable insights that could inspire and energize your fellow educators. After all, great teaching isn't just about what we learned in graduate school! It's about the whole journey that brought us together here.



[JOIN OUR FACEBOOK PAGE](#)

By the Numbers: Instructional Distribution by Type

We are often asked about how much of the instruction in our district is done by full-time faculty versus part-time faculty, and how many assignments are given as overloads to full-timers. Here's the district wide data from the FHDA Precision Campus tool available in myportal.

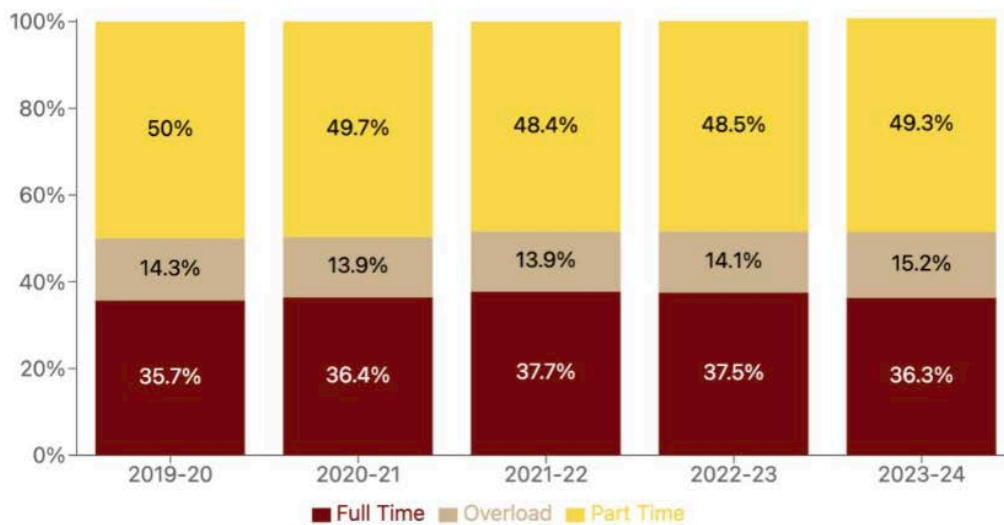
Faculty Workload

All Units

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Full Time Load	281.2	283.1	273.9	262.4	263.7	-6%
Full Time %	35.7%	36.4%	37.7%	37.5%	36.3%	2%
Overload	112.7	108.4	101.3	98.5	110.2	-2%
Overload %	14.3%	13.9%	13.9%	14.1%	15.2%	6%
Part Time Load	393.9	386.3	351.4	339.3	357.6	-9%
Part Time %	50.0%	49.7%	48.4%	48.5%	49.3%	-1%
Total FTEF	787.6	777.7	726.5	700.2	725.7	-8%

FTEF = Full Time Equivalent Faculty (a.k.a. total load available)

Percent of Available Instruction by Faculty Category



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

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FA NEWS EDITOR: Kim Palmore



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