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# FA NEWS

**FOOTHILL-DE ANZA FACULTY ASSOCIATION**  
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## President's Report: "Now is Here"

### FA President Tim Shively

Back in the mid-90's, when Pete Wilson was in the governor's mansion, I was teaching a unit on immigration in my developmental writing class (such classes did once exist), and my students were putting Prop 187 through its paces to determine whether undocumented residents should be able to avail themselves of social services. Most felt that on a humanitarian basis, there should be at least some access, such as for food, medicine, emergency services, even the very education they themselves were benefitting from; and there were others concerned about the potential drain this posed for taxpayers. But there was one individual who was very adamant that no immigrants should be allowed in the country at all, despite our nation's long history of at times even encouraging immigration and our existing legal paths towards citizenship. When pressed on this, it became evident that the student in question was himself a recent immigrant, and the other students grilled him on this inconsistency. "But I am here now," he declared. "Now we close the doors."

This has stuck with me over the years, partially due to the perennial demonization of immigrants, documented and otherwise (as in [Prop 187's directive for teachers to report individuals "suspected" of being undocumented](#)), but also in how, despite the shifting locus of orientation around this issue (who today could imagine that it would be the federal government who ultimately stepped in to rule Prop 187 unconstitutional), self-serving and insular attitudes such as my former student's continue to posture as rational and even emulative positions. Under the trump administration, the dismissive and demeaning scapegoating of immigrants for our economic and other social ills has been extended to legal residents of this country, particularly students, who have been apprehended on the street, refused due process, [forcibly removed to areas with likely less friendly judicial rulings \(e.g. Louisiana\)](#), and subject to concerted efforts to remove them permanently from the country. Such methods are in keeping with other brutal trump immigration enforcement actions, such as separating children from their parents, detaining foreign visitors and tourists at the border for protracted periods (yes, even Canadian citizens), and deporting supposed "terrorists" on trumped up charges to prisons outside of our borders (yes, I'm talking about [Kilmar Armando Arego Garcia](#)). But these are our students who were given permission to come to this country to study, rearranged their lives accordingly, and have paid exorbitant amounts of money to do so. They deserve much better, and it is up to us to see that they get it.

At Foothill-De Anza, it was on April 4 that we first learned that four international students had their ["SEVIS" \(Student Exchange and Visitor Information System\) records terminated](#). According to Jennifer Brook, Executive Director of our International Student Programs, nothing was communicated directly to the District from the Department of Homeland Security, nor even to the students themselves. These terminations were all done remotely, and only due to the periodic running of SEVIS reports did the District discover them and immediately contact the impacted students. An additional group of five students was discovered when running updated reports several days later, and all F1 students were then alerted. We all subsequently received the April 11 College Presidents' and Chancellor's communications sent out to the general District community. Since then, the

number of impacted students has remained at nine, six at De Anza and three at Foothill. Around the state, Santa Monica College has also seen nine terminations (we two serve the biggest populations of international students in the system), San Mateo one, Los Rios one and more recently, Pasadena City two and North Orange County Fullerton two. While nationally the number of terminations and outright removal of students had been growing for some weeks, it was initially clustered among Ivy League schools on the East Coast, **and then began to spread to other research universities across the country**. But it was particularly disconcerting to witness it hit the community colleges, whose students already tend to be more vulnerable to economic, housing and other forms of displacement.

There is a sophistic legal distinction between termination of SEVIS records and revocation of student Visas—so let's just say that the red carpet has been rolled up to facilitate these students' imminent departures. And even the SEVIS field rep was unable to answer the District's questions about why. Some of our students have accordingly already voluntarily left the country rather than face the uncertainties of remaining here and possibly being detained while their fates are determined by an impersonal system. Indeed, some have suggested this entire "campaign" is AI run, given the recent purge of much of the federal work force as well as the funding needed to run regulatory departments (remember, our illustrious commander in chief wants to ultimately eliminate the Department of Education). This makes a certain sense given that, according to the District, there doesn't appear to be any "pattern" in terms of specific demographics that were targeted, say, Muslim students, or students who engaged in pro-Palestinian activities, or students from a specific nation or geographic region. Due to FERPA and other confidentiality protocols, I, of course, was not able to review any information on individual students.

State legislation has been introduced to address the potential (and likely) disruption to students' educational plans. **AB 695 (Fong), the "California Community Colleges Access and Continuity for Deported Students Act,"** would permit students who are deported to continue their studies remotely at the same rate of tuition they paid prior to their removal (i.e. if they had been a documented resident, they would not have to pay the non-resident rate most international students do). This is all fine and dandy, but doesn't address the difficulties students may face in continuing their program of study at all. Foothill College has been working with some of its SEVIS purged students to allow them to complete their studies online, though there have not yet emerged any specific regulations in collaboration with the Academic Senate, and this is ultimately going to need to be a District level solution. While not providing any actual legal assistance to the impacted students, the District has provided them with a list of pro bono attorneys should they wish to explore their legal options. And it has itself signed on to an **amicus brief in AAUP -vs- Rubio**, in an effort to collectively push back against these unilateral and unwarranted federal actions.

That is encouraging. I am concerned, however, that not all Districts may be as forward thinking and some even regressive in their response to this attack on international residents. One need **look no further than the state of Florida** to see a more complicit orientation. Nevertheless, I would argue that our own response needs to be much more public—for one, so that ordinary citizens are reminded on a daily basis of how this imminent threat to international students could be easily turned towards domestic "undesirables," such as unions, our LGBTQ+ communities, and those of non-Christian faiths, to name a few potential targets. Ordinarily, one would look to the central authority of the relevant higher ed system for policy and guidance with such matters. But the California Community Colleges' Chancellor's Office (CCCCO) has offered very little—at least publicly (**nothing on their website, for example**)—and there does not seem to have been much if any collaboration with our state's other higher ed systems. I am told that the CCCCCO has struggled to be "balanced" in its response to these visa terminations. And that is exactly how we got into this mess in the first place, by enabling, in the interest of "fairness," individuals and groups who demonstrated they did not have the best interests of the country or its residents in mind. I feel little compulsion in being "fair" towards political agendas which seek to undermine our governance systems and social institutions, to say nothing of trampling on the individuals who rely upon them. As I've noted before in these pages, such ideological hatred is beyond partisan. It is a malignancy that must be eliminated now, before we slide any further into plutocracy. And your FA will do its small part to get this rock rolling. Watch out below.



*The image shown is intentionally AI-generated with slight imperfections to protect the identities of at-risk international students who could face serious consequences if personally identified in advocacy materials related to this petition.*

## Bay Area Community College Faculty Demand Protections Against Student Visa Revocations

Faculty unions at San Mateo and Foothill-De Anza Community College Districts are urgently calling for action after multiple international student visas were recently terminated without due process.

They have developed a petition which demands districts provide legal support, remote learning options, continued financial aid, and transparency for affected students. Faculty believe these deportations harm students, damage community trust, and threaten fundamental freedoms.

Join educators in standing up for international students' rights by signing this petition today. Help turn this into a regional and statewide movement to protect vulnerable students from unjust visa terminations.

[Sign the petition here](#)

**Get Involved and do some good!**

## Negotiations Updates

**Kathy Perino**  
Chief Negotiator

### Negotiations Update: IBB and Progress toward Simpler Full-time Salary System

Earlier this year, the district and FA negotiation teams participated in an Interest Based Bargaining (IBB) training, hoping that the new and not-so-new faces at the table could move toward a more productive and less contentious process. We are still in the middle of the process, but thus far I would give the experience a thumbs up.

Most of the negotiations sessions have been spent discussing the issues with the current full-time salary system and associated job expectations. The present system requires all full-time faculty to file proof of nine quarter units of professional growth every four





years to continue to move through the salary schedule. Then, at step 13 of the salary schedule, faculty must apply for the professional achievement award and document that, in addition to the nine quarter units of professional growth earned and the required evaluations, "service" to the college or district has also been performed in each of the past four years. Because the system requires an application for the award, even though the requirements to get the award are consistent with expectations of full-time faculty, STRS continues to scrutinize the earnings and is again stating that the compensation is not creditable for pension calculations, despite the fact that it has been creditable for 40 years.

Most of the negotiation time since January has been spent developing a new system, still in the works but now ready to share for preliminary feedback, that describes the job expectations for full-time faculty - in other words, what full-time faculty are expected to do for the pay differential between full-time and part-time faculty.

Please note that the terms "PAA," "service," or "PGA" are intentionally NOT used in describing this progress. These terms all come with definitions that the FA is trying to move away from. So what does this new set of expectations look like? In addition to teaching/counseling/librarianship and office hours, all full-time faculty will have job expectations that fall into TWO other categories: Professional Responsibilities and Professional Development.

## Professional Responsibilities

The current idea includes a sorted list of activities that earn "points" based on the scope, time requirement, and need (either based on demand or critical function) for the activity. Faculty will be expected to participate and earn a certain number of points (working number is 12 points) over the course of the three-year evaluation cycle. A sample of activities is listed below. This is not an exhaustive list but provides representative examples.

### Category A (6-point activities):

Academic Senate representative, FA executive council member, tenure review committee chair, Curriculum Committee rep, department chair, accreditation standard committee, standing shared governance committee member that meets 2 or more times a month for at least 1.5 hours per meeting, search (hiring) committees with high applicant numbers ("high" is still under discussion but around 25 applicants or more), campus coordinator of large campus project, like ZTC, Guided Pathways, SLO, RSLs, and Business Innovation Challenge.

### Category B (4-point activities):

New course curriculum development or curriculum update with significant changes, tenure review committee member, search (hiring) committee with lower applicant numbers, governance committees that meet less than twice a month or meetings are concentrated in only part of the year, division or department project committees, CTE advisory groups, regular participant in affinity group, Guided Pathways support team.

### Category C (1-point activities):

Scholarship reader, faculty rep on student grievance panel, club advisor, five-year curriculum update (no significant changes to COR), attendance at graduation, serving at an outreach event or open house, SLO participation (per course), conducting a student workshop, serving as a mentor to a student, volunteering hours in the tutorial centers (FH) or Villages (DA) outside of required office hours.

### Category D (1-point for attending all required division/department meetings -max of 10- in a year)

## Professional Development

In addition to professional responsibilities, full-time faculty will be required to complete a certain amount of professional development (working number is 75 hours over the course of three years). The goal is to eliminate the requirement that these be submitted to the campus on Appendices O1, O2, and O3. Instead, the intent is to utilize a reporting system in which the faculty member can self-report their professional development and discuss it with the dean with annual check-ins. (Appendix O1, O2, and O3 will still be used if faculty are earning units to move columns, but not for step movement.)

The activities that can be used to meet this requirement include the activities already accepted (course credits with the conversion that one quarter unit = 18 hours), conference attendance, and some new professional development activities such as these: Mentoring new full-time or part-time faculty, participating in a book club for discipline-specific or education/cultural competence topics, contributions toward a professional organization (officer, planning committee, advisory group), completion of required trainings outside of opening days, listening to podcasts or TED talks, attending debates, literary events, readings, or events related to one's discipline, second language learning (other than credit coursework which is already accepted), and webinars.

The exact details for a transition to this new system are still being ironed out, but the basic idea is that faculty will no longer fill out forms to officially document everything they are doing. Rather, there will be an annual check in with the dean (details still TBD) to ensure that both the professional responsibility requirement and the professional development requirement will be met at the end of the three-year evaluation cycle.

If a faculty member meets the expectations, they continue to move through the salary steps (including new salary steps to replace the PAA steps). What happens if a faculty member does not meet the professional responsibility or professional development expectation is still to be determined. However, it will most likely result in a consequence such as a pause in progression through the salary schedule, like the salary schedule freeze that occurs now if a faculty member does not complete the nine quarter units every four years.

At this point in the negotiation process, FA is looking for feedback regarding the proposed expectations for full-time faculty in terms of professional responsibilities and professional development. The FA negotiations team will be at the De Anza Academic Senate meeting on April 28, the Foothill Academic Senate meeting on May 5, and open forums will be held in early May (on Zoom) to better explain this proposal. Please watch for calendar invites for the dates of these open forums. To date, nothing has been formally agreed to, so please provide feedback to FA Executive Council representatives or to the FA negotiations team. This can be done via email or by attending the open forums.

## Other Negotiation Topics

### Option for 12 equal paychecks:

As with every contract negotiation in the last decade, FA has asked the District to allow 10- or 11-month full-time faculty who currently receive 10 or 11 equal paychecks, to opt-in to 12 equal paychecks (i.e. to choose a deferred payment system that holds back some of their existing paychecks so that they receive paychecks in the July and August months.) The human resources and payroll teams are investigating the regulations associated with STRS and PERS contributions and the additional work that is required to implement such a system. If offered, full-time faculty would not be required to receive 12 paychecks but could opt in if desired.

### Training/Retraining Application Timelines

Currently, applications for training/retraining funds must be submitted by May 1 of the year preceding the academic year in which training or coursework will occur. That is, if enrollment in some coursework is desired for the 2025-26 academic year, the application for funds to offset the cost of the studies is due by May 1. FA has proposed an additional application deadline of November 1 to distribute any funds remaining after the May 1 applications are funded. This language, along with any updated negotiated rates for

reimbursement, will be effective when the 2025-28 agreement is finalized.

## Opening Days

To meet the academic calendar requirement of 175 instructional days, all three opening days must be kept (I know....we tried). However, agreement has been reached that opening day activities, including lunch, will require at most six hours of attendance each day.

As always, feel free to email me at [fakathy@fafhda.org](mailto:fakathy@fafhda.org) if you have more questions.

## Important Updates and Reminders

- PAA application (hopefully the last) deadline moved to July 10 (from July 1).

Faculty must still file all Appendices O1, O2, and O3 by June 1.

Transcripts for courses that end June 1 – June 28 can be submitted in the first week of July as proof of completion as long as Appendix O1 was submitted by June 1 with a note that the transcripts will follow.

- If you have dependents on your medical insurance, make sure you complete your dependent verification by the stated deadlines.

## Join The Union Team

### FA Leadership Positions Open

The 2025-26 FA leadership positions of President, Vice President, Executive Secretary, and Associate Secretary for Part-Time Faculty Interests are open at the end of the quarter for one year terms. Candidates must have tenure or re-employment preference and have served on either the Executive Council or in an FA executive staff position for at least one year. To apply, email a letter of interest, addressed to the Executive Council to the FA office ([Erika Cervantes](#)) by May 16. Appointments will be made at the May 21 Council meeting.

### FA Seeks Faculty Members to Serve Two-Year Terms on Executive Council

The Faculty Association invites faculty members to step forward to take on leadership responsibilities during these challenging times. We are seeking individuals to serve two-year terms on the Executive Council beginning fall 2025 through 2027. Open positions include three full-time seats at De Anza College, three full-time seats at Foothill College, and one district-wide part-time position.

**FA NEEDS YOU!**



Executive Council meetings are currently held face-to-face on the first and third Wednesdays of each month from 3:00 to 5:30 p.m., alternating between the two campuses. While there is no release time for these positions, council members are compensated \$100.00 for each executive council meeting attended.

Faculty interested in serving on the Executive Council should submit their letters of interest and a headshot for the *FA News* by Friday, May 16. Elections will be conducted electronically on Monday, June 2 and Tuesday, June 3. Please check your campus email during these dates for your voting ballot. If you do not receive this email, contact Election Committee Chair [Robert Stockwell](#).

Results will be announced at the Executive Council meeting on Wednesday, June 4. For more information about the election process or the Executive Council positions, please contact [Robert Stockwell](#).

### FA is also seeking a Part-time faculty member from either campus

This person will 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, April 28.

## Get Involved and do some good!

# Join FA Today!

## Particularly for Part-Timers

**Ray Brennan**  
**Part-Time Associate Secretary**

### Monthly Update

Welcome to the Spring Quarter! I hope everyone had some time to relax and recharge amid the chaos roiling the country—more on that in a minute.

First, the next FA Listening Hour will be on Friday, May 2nd from 3 to 5 p.m. The link to that hour is [here](#). Given questions that have been asked recently, the Listening Hour will cover one's step and column placement when first hired and how one moves up on each. There will also be a brief discussion of Health Benefits as they pertain to part-time faculty as well as an overview of the evaluation process. If you have any non-urgent questions to which you would like an answer, please let me know in advance to ensure I have an answer for you.

It is difficult to believe that the Trump administration has been in power for fewer than one hundred days given the confusion and chaos it has unleashed. Anyone who has been paying attention must see that among other unconstitutional efforts designed to undermine this country, the administration wants all forms of education to meet the imprimatur of government overseers. Though Columbia and Princeton cravenly capitulated to the White House's demands, Harvard said no, and in its response to the White House, offered a version of [Lillian Hellman's response to McCarthy's witch hunters](#): "I cannot and will not cut my conscience to fit this year's fashions." In other words, Harvard will not rewrite their courses to fit the ideological lens through which the administration views the past and present. With [Winston Smith](#) relegated to the pages of fiction, one must assume that his embodied contemporaries are eager to carry out such important work.

It may seem that we part-time faculty in a community college on the far side of fly-over country are too remote geographically from the Ivy elites and too insignificant and disregarded as faculty for this frontal assault on higher education to concern us. Such an attitude is delusional and dangerous. A few of our students have already had their student visas revoked, as indicated in Tim Shively's article at the beginning of the news as well as the petition that follows it. So, it is not as if the Eye of Sauron has overlooked the community colleges. That means that complacency and capitulation are unacceptable. And yes, it is certainly the case that **"These are the times that try men's souls."** So, if we wish to call ourselves educators who believe that delivering quality education matters, and if we care about our students as we espouse, then we must not self-censor in the classroom, and we must not shy away from or shut down fraught conversations or elide difficult questions raised in our classrooms. If ever there was a time to speak truth to power, now is that time!







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, [Rosa Nguyen](#)

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

**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*).

**July 10:** Full-time faculty submit Professional Achievement Award application to division dean (38.2.1, 38.3).

**Aug. 22:** Part-time faculty file intention to change salary column starting in the Fall Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

**Sept. 15:** Full-time faculty submit completion of requirements documentation for salary column change in academic year 2024-25 to campus Personnel Office (*Appendix A, B*).

**Sept. 19:** Part-time faculty submit completion of requirements documentation for column change in the Fall Quarter (next academic year) to campus Personnel Office (*Appendix B.1, C, E, G*).

## When Cultural Celebration Becomes an Act of Courage

In an America where a government employee can brazenly declare he "was racist before it was cool" without consequence ([El Pais](#)), while Muslim students face relentless surveillance for attending cultural events, De Anza College's Muslim Heritage Month stands tall. Not just a celebration but an imperative act of resistance.

The Trump administration has weaponized rarely-used clauses about "adverse foreign policy consequences" to ruthlessly strip visas from international students, particularly those daring to advocate for Palestinian rights. According to [ABC News](#), officials have gone so far as to detain students WITHOUT criminal charges—a shocking assault on basic due process rights that should alarm every American who values justice. Fundamental protections, sacred to democratic governance, gone in an instant.

"In the US, the First Amendment guarantees everyone freedom of expression. Targeting a student activist is an affront, a manifestly unconstitutional act that sends the deplorable message that freedom of expression is no longer protected," says Murad Awawdeh, head of the New York Immigration Coalition ([El País](#)).

Our collective responsibility as Americans—as well as our union responsibility—burns with moral urgency. We must recognize when fundamental rights are being selectively applied. When one group's constitutional protections are compromised, we all bleed. The integrity of these protections? Irreparably weakened for everyone. This makes [De Anza's Muslim Heritage Month](#) vital. Not as merely cultural observation, but rather as a defiant reaffirmation of shared democratic values.



For Muslim students at De Anza, the simple act of participation now carries unconscionable risk. Senator Chris Murphy's words about Mahmoud Khalil echo loudly: "You can disagree with his views or his politics, but there is no evidence he has broken any law [...] He's in jail because of his political speech" ([multiple outlets](#)). Think about that. Jail. For speech. The shocking stakes for anyone attending the [Know Your Rights Workshop](#) cannot be ignored.

American union responsibility demands institutions like De Anza stand firm, unmovable bulwarks against discriminatory policies. The college shows this through the [Eid al-Fitr](#) celebration—affirming that Muslim students unquestionably belong on campus regardless of political climate. Through the [Science of the Quran](#) discussion with [Shaykh Alauddin ElBakri](#)—creating intellectual space when Muslim contributions are being systematically erased.



Most critically? The Know Your Rights Workshop. This is American responsibility in action, survival tools that ensure freedom in an increasingly hostile environment where the current federal administration appears "willing to ignore the law to instill fear and promote its racist agenda," according to [The Washington Post](#).

Legal experts have documented the government's focus. Students from "predominantly Muslim countries," regardless of their level of activism, have been targeted by a broad campaign based on religion and national origin, rather than their actions. ([The Intercept](#)). And Secretary of State Marco Rubio's chilling words? "Every time I find one of these lunatics, I take away their visa." His own words, yet he remains unashamed ([Reuters](#) and multiple other outlets).

The labor movement taught us that an injury to one is an injury to all. This principle screams even louder for our constitutional rights. When Muslim students are targeted all Americans bear responsibility regardless of faith, background, political affiliation. This is an existential threat to our collective liberties. Just as unions stand shoulder to shoulder against workplace injustice, we must unite. We cannot accept second-class citizenship for those whose rights exist at the pleasure of those in power. We will not.

Civil rights advocates warn of government directives specifically targeting Palestinian rights supporters on student visas. Actions that "stigmatize and target entire communities" ([Al Jazeera](#)). De Anza College's Muslim Heritage Month programming isn't just culturally important. It is a moral imperative, an institutional responsibility to uphold democratic principles when they're under assault.

Students organizing these events despite growing risks show their courage, unfathomable courage. They persist not just to celebrate heritage but to assert their rightful, non-negotiable place in academic life when that place is increasingly questioned. When, in fact, their very existence is questioned.

The choice facing our campus community stares us in the face. Stark. Unmistakable. Embrace our American responsibility by defending rights for all members or accept the alternative: a future of conditional rights, with democracy hollowed out, empty. Supporting Muslim Heritage Month and other historically underrepresented cultural events affirms our shared commitment to upholding constitutional protections as universal rights—not privileges granted by those in power.

The students organizing these events and the employees that support them have already demonstrated their commitment to this principle. Will the rest of us find the moral courage to fulfill our responsibility and stand with them? The answer to this question will define who we truly are as a community and as Americans.



A look at students targeted in deportations, visa revocations amid Trump's immigration crackdown



## JOIN OUR FACEBOOK PAGE

### FACCC Great Teachers Seminar Scholarships Available!

#### A Special Opportunity for Part-Time and New Full-Time Faculty

As a token of appreciation, FACCC is offering **Foothill/DeAnza four full scholarships** (worth \$2,600 each) for faculty to attend one of the Great Teachers Seminars this summer.

#### Eligibility

These scholarships are specifically for:

- All part-time faculty
- New full-time faculty (five years or less of service)

#### Seminar Locations and Dates

Choose from two beautiful California locations:

- **Southern California: San Diego, Paradise Point Resort, June 8-12**
- **Northern California: Asilomar, Monterey, August 3-7**

#### What the Scholarship Covers

Each \$2,600 scholarship includes:



- Seminar registration fee
- Four nights' double occupancy accommodations
- All meals
- \$150 travel stipend

*Note: Single rooms are available for an additional \$500 fee (not covered by the scholarship)*

## How to Apply

Visit the [FACCC website](#) for complete information and application details. **Applications are due April 30**, but early submissions are strongly encouraged as scholarships are limited.

Don't miss this valuable professional development opportunity to connect with colleagues and enhance your teaching practice in a beautiful setting!

*For additional information, please visit the FACCC website.*

## 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*

Erick Aragon (DA)

Sunghae Jung (DA)

Rich Booher (DA)  
Raymond Brennan (DA)  
Mary Donahue (DA)  
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