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FHDA Faculty Association

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FOOTHILL-DE ANZA FACULTY ASSOCIATION
25 March 2025
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Shelter from the Storm: an *FA News* update

For those who did not attend any of our Chancellor's recent townhalls on DEIA concerns in the face of potential Federal scrutiny and repression, nor the March 10 Board of Trustees meeting where a revision of the Board's "[Resolution 2025-05...Reaffirming Support of Undocumented Students and the Privacy of Student Records](#)," was supposed to have been considered, nor read the last couple of *FA News* issues (for shame!), I'm here to let you know that the emerging resolution to designate FHDA as a Sanctuary District for undocumented students and employees is even stronger and on track for consideration by the full Board of Trustees at their April 7 meeting.

A collective group of faculty, staff, students and both college presidents met on March 19 to iron out the differences between the multiple resolutions circulating and "Finalize a Sanctuary Resolution." In the space of an hour, we were able to strengthen some of the language, eliminate redundancies, tighten up the overall structure and even do some wordsmithing! This group will meet again on March 26 to finalize the document before submitting it to the Board of Trustees.

Given the horrific things happening around us as the Federal government tries their damndest to eliminate the Dept. of Education, stomp out freedom of speech on our campuses, deport legal resident students who dare to speak their minds and generally scare us all into submission (see, for example, [Columbia's capitulation to Trump's demand that it put its Middle Eastern, South Asian and African Studies Dept. into receivership](#)). FA is thankful that we work in a place where both the District and Board are willing to stand up to such unreasonable demands.



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: A Travesty of a Mockery of a Sham of a Mockery of two Mockeries of a Sham

FA President Tim Shively

Speaking of sanctuary, recently I found myself wondering why, among other organizations, the Community College League of California, that robust body of CEO's and Trustees, did not appear to be organizing individual districts to get on board locally with [the system's sanctuary status](#). It became apparent that the distraction around this and additional Trumpian targets might be providing cover for the league to pursue other, divisive interests. I refer to the League's press release of March 12 (you may have received it in a March 13 email) entitled, "[Community College League of California Calls for Reform of Outdated Fifty Percent Law to Support Modern Student](#)

[Success](#)." This disingenuous piece of neoliberal claptrap should be questioned as much for what it does not mention as for its glib rhetoric and weakly supported claims. Due to considerations of space and readers' patience, I'm not going to be exhaustive, but here are some low lights:

The most egregious omission of both press release and report is the absence of *any* mention of the soon to be released results of [the state's long overdue 50% law audit of 10 randomly selected districts](#). Word on the street is that the audit itself has been completed, and auditors are allowing

time for audited districts to respond prior to public release of the results (similar to what occurred with our own District's inclusion in the 2022 audit of Districts' use of Full-time faculty hiring funds). I would wager that the League's Report is precisely timed to be preliminary to the audit's release in an effort to mute its impact. If legislation can be introduced in the interim or shortly after that would lower the 50% threshold of general fund money that *must* be spent on instructional costs, the audit might seem somewhat of a moot point (as might any penalties which would otherwise ensue for districts found to be in violation). Regardless, the word "audit" appears nowhere in either release or report—odd, considering that while the League makes some attempt to recount the history of the 50% law, it also completely overlooks [an earlier audit in 2000](#) which established that many districts had not been in compliance with the law. Surprise, surprise.

By contrast, the League makes profuse reference to "student." This is my intentionally non-count reference because in the hands of the League, students are more of a quality, a substance which can be collectively dispensed like grout to fill in rhetorical cracks and argumentative gaps. In the 594 word press release (about a page and a half, single spaced), the word "student(s)" appears 22 times. In the 27 page report? 230 references (to say nothing of "learner(s)" and other such synonyms). My point being that in their efforts to come across as student centric, they come off more as sycophantic. To extend a metaphor, they seem to have bitten off more than they can chew with this report, and unable to swallow the entirety of what they've set in motion, move it back and forth between their jaws like some indigestible piece of gristle, spewing student encomiums all the while. Let's be real: if anyone knows students, it's the faculty who work with them, in both instructional and support capacities. And when one hears these administrative leaders and corporate researchers, many of whom have little direct experience working with students, telling us what they "really" need to succeed, it comes across, frankly, as a bit forced.

Within this context, the Report makes a number of suspect claims such as that "Instructional quality and small class sizes are much weaker predictors of student success in higher education compared to K-12. If that's the case, one wonders how dual enrollment fits into the equation? While they have duly cited their cherry picked resource (Roberts, J. 2018, "[Professional staff contributions to students retention and success in higher education](#)," *Journal of Higher Education Policy and Management*, 40 (2): 140-53), it is based on *Australian* higher education, with no acknowledgment thereof or how it might need to be adapted to a California Community College context. They also note that "research suggests that the overall interaction between the student and their institution of higher education is much more important and is in fact the primary driver of student success," and go on to claim that "an institution's ability to meaningfully and holistically engage students and promote their sense of self-efficacy, belonging, well-being and emotional health are critical factors in college student success and *have been shown to be more important than faculty quality*" [my emphasis]. I'll just let that sit in your mouths for a moment—I can't swallow it—and move on to some other concerns.

The Press Release rightfully notes that "comprehensive support systems like counseling, basic needs and wellness programs, and technology services promote student achievement and post-college success." But by what logic does that justify cutting into the amount of funding spent on instruction, which is the ground zero for why students come to institutions of higher learning in the first place? The Report insists that the 1961 50% Law "created when community colleges were also under California's Department of Education—ignores the realities of today's college students and undermines their success." But (at least according to AI) the California League of Community Colleges was itself "formed in 1907 with the Upward Extension Law creating community colleges in California." By extension, shouldn't the League itself be updated "to ensure contemporary CCC students receive the support they need based on 21st century evidence on higher learning"? Rather than cannibalizing upon Instruction, how about the League gets off their duffs and advocate that the lowest funded higher ed system in the state receive additional dollars to cover such newly recognized needs?

There have been attempts over the years to include non-instructional faculty (counselors, librarians, et al) in the equation of stipulated funding, which, in the abstract, I think most faculty would support. Most recently this was manifested in last year's failed SB 1039 (Wilk) which would have erected a new "60%" funding model. Hmmm, an additional 10% to cover all faculty driven support services? Come back and talk to me when we get it up to the "75% law." In reality, their 50% attack is more a robbing Peter and Paul to pay Priscilla scheme. According to information from FACC [obtained from the California Community College's Chancellor's Office "Data Mart,"](#) from 2012-2022, the number of the system's administrators increased by 40%, while the growth of all other employees was capped at 2%. During the pandemic, the number of "actual full-time faculty declined from 19,482 serving 1.053 million students to 18,696 serving 1.029 million students; **post-pandemic**, student enrollment is only down 2.3%, but the number of full-time faculty plummeted by 16.3%. In stark contrast, the number of college administrators increased by 15.5% during the same period."

Another facet of CCC regulations the League conveniently misconstrues is the ratio of full-time to part-time faculty, stating that the Faculty Obligation Number (FON) "requires that at least 75% of the hours of credit instruction must be taught by full-time instructors...ensuring that colleges can't fire full-time faculty and replace them with adjuncts when budgets get tight." Well, I won't say nothing could be further, but this is certainly far from the truth. Were districts "required" to be at 75% FT instruction, we probably wouldn't need to worry so much about a 50% law, as paying salaries on the 75% might cover a good portion of the requisite funding. But even a quick glance at the state [Chancellor's Office FON report](#) reveals that last year, only 3 Districts were at or above 75%, Peralta, Sonoma, and San Francisco (due to recent extensive program eliminations and layoffs). You might remember our own District's previous administration's attempts to game the FON (as reported in the *FA News*) when in Fall 2022, it claimed to be at 78.5% full-time faculty—quite a leap from Fall 2021's 51%—and doubled down on it with Fall 2023's 75% claim before reason reasserted itself with 2024's 51%. It seems that this has *still* not been corrected in the Chancellor's Office records, something FA will have to look into. But regardless, since it was instituted in 1988, the FON was never a fixed, collectively applied number, but a formula for how, over time, each District could reach the *goal* of 75%. The fact that few of them ever have, to say nothing of sustaining that ratio, considerably diminishes the Report's claims that "The FON is a safeguard that protects faculty from excessive teaching loads, and provides a level of job security."

I could go on to talk about the Report's fallacies around unions and class sizes, such as that "modern-day faculty protections have class sizes capped at the district level....the California Community Colleges class size caps are stipulated by union contracts" and that "every single contract has specific language addressing class size caps, rendering the protections of the 50% Law redundant." Well, in point of fact, the Districts and the unions can *negotiate* class sizes. But for the 30+ years I've taught in the California Community College system, I can only recall *one* union having successfully negotiated for smaller class sizes without a corresponding reduction in load, suggesting that we need even more "redundancy" to shore up our

protections. I'd like to close, though, by mentioning how, in their methodology summary, ResearchEd notes that after interviewing CEOs at a single event, "none of whom offered support for the law...bias in survey response may have occurred." Well, duh—what CEO would not like to have free reign in determining how to allocate their district's funding? I think, though, that the sensible ones work within the context of the law to support their instructional programs and the students they serve and find creative ways to address their additional resource needs.

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, April 7, high noon) Send a letter of interest to **Erika Cervantes**.

FA is also seeking a Part-time faculty member from either campus and one full-time member from Foothill to serve as an Executive Council replacements 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!

Negotiations and Benefits Updates



Kathy Perino
Chief Negotiator

Negotiations Update

The FA and District negotiating teams continue to discuss interests and options related to full-time faculty "professional responsibilities" outside of the duties associated with classroom instruction and office hours, counseling, or library duties. We are using an interest-based bargaining approach, so rather than trade proposals for specific requirements, we are discussing shared interests and then working to develop contract

language based on those shared interests. The good news is that the two parties have many shared interests such as developing a system that values all types of faculty work, minimizing paperwork and tracking, sharing the work fairly to avoid faculty burnout, creating something that is easy to understand, and including diversity in the voices present.

We are in the early stages of moving from shared interests to possible models to consider. When we are closer to a concrete model or system for faculty to review, we will share with all faculty.

In addition to the revision of the PAA system, FA has requested a class size study to compare individual section max class sizes as well as total number of students per academic year against class sizes in other community colleges. And, we are asking for a salary study to compare FHDA salaries to faculty salaries in the bay area.

Any new language for the 2025-28 contract must be ratified by the membership, and hopefully we will have a document to ratify by the end of Spring quarter.

Benefits Update – Dependent Eligibility Verification Coming Soon

Every decade or so, employees who carry dependents on their health insurance must participate in a Dependent Eligibility Verification. The last time FHDA did a full dependent verification was in 2010, so FHDA will be conducting a dependent verification this spring to ensure that those covered on FHDA plans are eligible for coverage. Those eligible include your spouse or domestic partner, your child (biological, adopted, or stepchild) up to age 26, or your unmarried disabled child of any age who is wholly dependent upon you or your spouse for support.

For most employees, a copy of the cover page of your most recent tax form will suffice as verification (redact social security numbers and financial information before submitting). Other options for verification (birth certificates, marriage certificates, declaration of domestic partnership, etc.) are allowed as well, and in some cases, such as verification of a disabled child, you may be asked for additional documentation. All verifications can be submitted electronically via secure website managed by Secova, the same company that handles our open enrollment each year. Employees who are not comfortable with an electronic submission can also send in the verification via fax or US mail.

We recognize that some recently hired employees, or those who have just added a dependent, may have submitted documentation at the time of initial enrollment of dependents. At the same time, some employees have carried dependents for about 15 years since the last submission of documentation. No matter how long it has been since you last submitted documents, you still need to participate in this verification.

Employees with covered dependents will receive a verification packet from the district on May 1. In it, you will find complete instructions and requirements for the verification. The deadline to submit your documents will be June 6, 2025. When your verification is complete, you will receive confirmation from Secova.

FA asks that you please take this verification seriously. If you do not verify your dependents by the deadline, they will be dropped from coverage. We want to provide benefits to all who are eligible in the most cost-effective manner, and this verification is part of that process. If you need help understanding the process or verifying your dependents, district benefits staff and FA are here to help you with the process.

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

Join FA Today!

New Foothill Conciliator Onboard!

Foothill will have a new FA Conciliator starting this spring. Rosa Nguyen is a Chemistry instructor who is also the current MESA program faculty sponsor. Since starting at Foothill in 2013, she has served in many roles, including Chemistry department chair, STEM Center non-credit faculty coordinator, and Standard I Accreditation faculty team lead, in addition to having been the Chair of several Tenure Review Committees. She is definitely familiar with many of the different campus programs and the range of faculty duties associated with those.

FA Staff found her to be a strong listener with good analytical and problem-solving skills and very detail-oriented. We are sure that she will apply those skills to support the contract while remaining patient, empathetic, and kind. Having had occasion to observe her in action during a recent meeting with a campus administrator, we've found her to be a quick read of the situation with an almost intuitive sense of which questions to ask

and when. We appreciate the years of service that current Conciliator Eric Reed has put into this position and feel confident Foothill faculty will be in good hands with Rosa.



FA-PAC Winter 2025 Update

This has been a very busy winter quarter. The **FA-PAC** and **FA-PAC Internship Program** (FA-PAC IP) are working hard on a number of important initiatives. If you'd like to get involved with **FA-PAC** or the **FA-PAC Internship Program**, please contact **Laura Chin**, **Danny Solomon**, or **Bob Stockwell**. Please share this opportunity with your students.

Faculty Association Political Action Committee (FA-PAC)

FA-PAC voting members include Danny Solomon (district part-time), Kerri Ryer (Foothill full-time), Tim Shively (FA president), Bob Stockwell (chair), and Jim Nguyen (De Anza full-time). We met online January and February, fourth Wednesdays, 3-4pm. January's agenda covered FPPC filings, Stevens Creek Corridor and Wolfe Road Housing

Projects, the Sanctuary Resolution, and internship program planning. February focused on the A&P Conference, legislative visits, and spring internship plans.

FA-PAC Internship Program

The **FA-PAC Internship Program** pairs faculty mentors (\$1,000 stipend/quarter from PAC funds) with student interns (\$22.07/hour from DASG/ASFC Student Representation Fee funds). They meet Fridays from 12:30-2:00 pm via Zoom and in smaller workgroups.



Public Policy School and FA-PAC interns lobbying in Sacramento. From left to right: Heldana Desta, Gillian Grubb, Yin Yung, Krishna Sumesh, Assemblymember Patrick Ahrens, Staffer Eliot King, Shaur Kadiyala, and Jim Nguyen.

Employee and Student Housing

Faculty mentor Danny Solomon and interns track affordable housing developments and participate in the District's Housing Task Force. The District is now taking concrete steps toward student housing, with a potential purchase site identified. The Task Force is developing policies for student safety and equitable access.

Solidarity Organizing

We're defending vulnerable community members against deportation efforts by promoting rights education and strengthening solidarity with HEFAS and the Pride Center through grassroots organizing and institutional commitments.

Police Tasers

Despite public opposition, we're concerned about the district police plan to introduce tasers. Intern Khadijah Abdalla has prepared a resolution for DASG consideration in spring quarter.

Student Representation Fee Campaign

Student volunteers are promoting the \$2/quarter Student Representation Fee that funds advocacy work, including this program. Intern Riki Alvarez created social media accounts, while others developed flyers and a forthcoming *La Voz* article.

FACCC Conference/Legislative Visits

Interns Gillian Grubb and Shaur Kadiyala attended the **FACCC Advocacy & Policy Conference** and conducted nine legislative visits, advocating for universal COLA and discussing bills affecting the college community. For details, see the Public Policy School's Budget and Legislation talking points: **2025 Legislative Leave Behind FINAL**.



VTA Strike Support

Interns are supporting striking bus drivers while advocating for transportation alternatives, including requesting Uber/Lyft vouchers from the Basic Needs Center.

DASG Budget and Pay Updates DASG increased our 2025-2026 Fund 46 (SRF) allocation by \$3,000, enabling us to hire up to six interns. Additionally, FA-PAC intern pay rose from \$19.87 to \$22.07/hour in January 2025. We're recruiting for 2025-2026 – please share the FA-PAC Internship Program Application with your students. Thank you DASG and ASFC for supporting this work!

Finally, thank you to faculty and staff supporters whose voluntary monthly contributions make faculty mentorship possible! Join Us – Become a FA-PAC Supporter Today!

 **FA-PAC Voluntary Payroll Deduction Form**

We are looking for faculty mentors for next year. If you'd like to learn more about **FA-PAC** or the **FA-PAC Internship Program**, please contact **Laura Chin**, **Danny Solomon**, or **Bob Stockwell**. Thank you!



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

The List of Important Deadlines

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*).

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.”

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 1: 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*).

Navigating Our Classrooms in Changing Times

Let's face it – the political landscape has shifted, and many of us in higher education are wondering what this means for our teaching and our students. As we adjust to the new Trump administration, those of us committed to progressive educational values might be feeling uncertain. But we've been here before, and we'll navigate this together.

Sticking to what we know works is perhaps our best strategy right now. Politics comes and goes, but our core mission remains. This is a good time to remember why we got into this gig in the first place. We're here to foster critical thinking, evidence-based reasoning, and meaningful dialogue. These fundamentals transcend any administration. By doubling down on analytical skills and source evaluation, we're giving our students tools they'll use long after any presidential term ends. These approaches serve students across the political spectrum while maintaining our educational integrity.

Building resilient classroom communities becomes even more important during political transitions. Our classrooms are often where the rubber meets the road. We've found that starting sessions with brief check-ins about current events can create space for students to process their reactions without derailing the curriculum. A simple "Any thoughts about what's happening in the news before we dive into today's material?" acknowledges reality while keeping our academic focus. When difficult topics emerge, we can lean on discussion frameworks that keep conversations productive. "I'd like to hear more about your reasoning" often works better than instant debate. Some of us use anonymous discussion boards where students can raise sensitive questions they might not voice in person – a strategy that often reveals the real concerns simmering beneath the surface. We need to remember that for many students, especially those from marginalized communities, our classrooms might represent a crucial intellectual home. Maintaining consistent expectations and inclusive practices isn't just good teaching – it's a lifeline for students navigating uncertain waters outside our classroom walls.

Connecting with our colleagues provides essential support during challenging times. We're not in this alone. Grabbing coffee with like-minded faculty members isn't just therapy (though it can be that too) – it's how we share teaching strategies that work and support each other through challenging moments. Many of us find these informal connections more valuable than formal programming. Our professional networks, both on campus and in our disciplines, offer resources specifically designed for teaching in politically complex environments. Tapping into these conversations helps us feel less isolated and more effective.

Keeping the faith while keeping our eyes open allows us to model balanced civic engagement. Our students are watching how we respond to political shifts. When they see us maintaining both awareness and optimism, it models a balanced approach they can





apply in their own lives. What we're doing today may not show results until years later. The critical inquiry habits we're cultivating will flourish regardless of who's in office. We need to trust our process – our work matters in the long game, even when the immediate future seems uncertain.

Mixing it up with some low-key civic action can transform anxiety into purpose. If we're feeling restless, channeling that energy into constructive action helps. Maybe that's serving on a faculty senate committee, maybe it's organizing a campus forum, or maybe it's just writing an occasional letter to representatives. Nothing heroic required – just normal citizen stuff that shows our students how democracy functions day by day. Many of us find that doing something, even something small, feels more productive than just worrying. Our students might benefit from projects that connect course material to current events without forcing our political perspectives. Sometimes though, just

maintaining thoughtful classroom dialogue is contribution enough.

Look, we've been here before. Higher education has weathered political shifts for centuries, and somehow students keep learning and faculty keep teaching. Let's stay vigilant about what matters, but also trust that the foundations of good education are remarkably resilient. This period will pass, and meanwhile, we've got each other's backs and important work to do. It's going to be okay.

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

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