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FA NEWS

FOOTHILL-DE ANZA FACULTY ASSOCIATION
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President's Report: Shively Re-members

FA President
Tim Shively

Back in the day, before t-rump's first term, the vast majority of Foothill-De Anza faculty were dues paying union members. There were a handful (about 4 FT'ers, if memory serves) who, for religious or other ideological objections were not, but they paid an equivalent amount into a scholarship fund. Then, came the Supreme Court "Janus" case in 2018, and the whole landscape changed. There wasn't a mass exodus of existing members fleeing for the gates, but we did have to recalibrate our efforts in order to recruit new employees. Kudos to the Professional Development Coordinators of both campuses who helped us over this hurdle (and have continued to assist us as future hurdles emerged). It proved to be particularly challenging with part-time faculty, who are hired throughout the year, and not "onboarded" with the same level of institutional support as their full-time colleagues (their orientations are voluntary rather than required, and they tend to be shuffled through HR individually rather than collectively).

Then came the pandemic, and we all had to adapt to "seeing" our colleagues only in their Hollywood Squares whenever we happened to be in the same zoom meeting (as opposed to bumping into each other around the proverbial water cooler). We're still recovering from that. This again raised the bar in terms of how we communicated with employees and disseminated information. Somewhere in the process the *FA News* went to its current electronic format, and the number of non-members began to climb, not precipitously, but steadily. Eventually, some of us began returning to campus in however limited a fashion, but many of us were now far flung due to the insanely high cost of living in the Bay Area (and California generally). Add to this the challenges of keeping an up to date membership list when it involves merging one arcane and aging database with the District's Banner output, and we started to fall behind. According to the most recent calculations, we have 28 FT non-members and 279 PT. And as increasing numbers of members retire--let's just say that they aren't being replaced at the same rate, 50% law notwithstanding.

The recent remodeling of our salary schedule was a small blessing, as when wages go up, dues revenue goes accordingly. But as most of us are only too painfully aware, this gets us past the current rate of inflation and a little more, but it doesn't go too far in Silicon Valley. FA could, I suppose, increase dues, as a way of managing increased legal costs (generally our biggest expense). But that probably wouldn't be well received by our current members, and we have always prided ourselves on having a low dues structure: .45% and .60% of gross salary for PT and FT faculty, respectively. But as I look at the ever increasing number of non-members, it is evident that if more of them would become members, we'd be more than covered. Rather than having members effectively subsidize non-members who receive the same benefits from the work of the District's exclusive bargaining agent (a status FA is determined to retain), if everyone paid their fair share, it would increase our revenue substantially. And the recent salary remodel increases would more than cover an individual's cost of dues for the entire year.

That's the economic argument. Then there's the solidarity goal--the more we are united as a faculty body, the better able we are to extract concessions (not just monetary ones) at the bargaining table. Individual faculty need to realize that this is both in their own interest and in everyone's interest. We recently hired a Membership Coordinator, who will be researching and spearheading efforts to reach out to all non-members, some of whom may not have been made aware of the benefits of joining the union. But what we also really need is your help: colleagues don't let colleagues go unmembered. If you know of faculty who have not yet joined, send them this **easy electronic link**. We thank you for your efforts, and look forward to seeing you all in September, after a well deserved summer.

JOIN OUR FACEBOOK PAGE

Negotiations Update: Changes for 2025-26 Approved

Kathy Perino
Chief Negotiator

June 2025

By a vote of 354 to 3, the Faculty Association members ratified the contract changes for 2025-26 on June 17 and 18. Prior to the ratification vote, all union members were sent documentation detailing the proposed changes. What follows is a summary of the major changes -- those that generated the most buzz in the information sessions last week. The changes will become effective July 1, 2025, once the Board of Trustees approves the changes.

Implementation teams in Human Resources, Payroll, and ETS are preparing for the salary changes, pending Board approval. Our hope is that the increased salary will appear in the September paychecks. The salary increases do impact summer paychecks, but those will require a retroactive payment in Fall. We will have an update on salary implementation in the September *FA News*.

Full-Time Faculty Salary

Step 1 of the 2024-25 salary schedule is eliminated for 2025-26. Steps 2 through 13 of the 24-25 salary schedule become steps 1 through 12 of the 25-26 schedule. A new step 13 is created following the diagonal pattern of the schedule.

In addition, steps 14 through 26 are created due to the elimination of the Professional Achievement Award system. Three-year increments, shown by Steps 14 through 16, 17 through 19, 20 through 22, and 23 through 25 replace PAA #1, PAA #2, PAA #3, and PAA #4 respectively, and Step 26 is added to the schedule. However, the first year that anyone will be on Step 26 is 2026-27.

These changes result in an increased salary between 2.9% and 5.3% depending on step and column placement, and the number of PAAs earned prior to the 2025-26 contract year.

Part-time Faculty Salary

Step 1 of each part-time schedule from 2024-25 is eliminated for 2025-26. Steps 2 through 8 of the 24-25 schedule become steps 1 through 7 of the 25-26 schedule. In addition, new steps 8, 9 and 10 are created from Appendix A, to expand the part-time salary schedules from 8 to 10 steps.

For part-time faculty on steps 1 through 7, this results in a salary increase between about 3.4% and 5.4%, depending on salary placement. Part-time faculty who have taught at least one full-time equivalent year (0.99 load), but not yet two, while on step 8 will move to the new step 9 and will see an increase as much as 7.8%. Part-time faculty who have taught at least two full-time equivalent years (1.98 load) while on step 8 will move to step 10 and see an increase of as much as 11% per assignment.

Opening Days

Part-time faculty compensation for opening days increases from $150/day to $300/day. Scheduled activities will not exceed 6 hours per day, including lunch.

Early Notice Incentive

The filing timeline for early notice of retirement for full-time faculty is moving from Fall quarter to Spring quarter, a year before the faculty member's retirement date. This means that faculty planning to retire at the end of Spring 2027 can file an early notice AND irrevocable resignation in Spring 2026. Submission of the early notice will allow the colleges to plan for the position replacement in the hiring process for the following year. In return, faculty will receive $7500 in October, following retirement.

ONE TIME ONLY exception to the timelines for the Early Notice:

For Spring 2026 retirements ONLY, the District has agreed to accept the new Appendix X (irrevocable resignation and early notice) during the first week of Fall 2025. Full-time faculty who submit the new form by 5:00 pm, September 26, 2025 will be eligible for the $7500 incentive. Use the summer to consider your retirement options and watch for the new form and submission directions in September.

Training/Retraining Funds

The amount available in the training/retraining fund increases from $60,000 per year to $75,000 per year. Faculty now have two separate application periods. First priority goes to those applications submitted by May 1 of the year preceding the academic year in which the studies or trainings will occur. If training/retraining funds remain after May applications are reviewed and awarded, a second application period ending the following November 1 is allowed.

Tuition allowances for courses at public accredited institutions will be a maximum of $420 per semester unit or $280 per quarter unit. For private institutions, the allowance becomes a maximum of $585 per semester unit or $390 per quarter unit. For non-transcripted trainings or studies, faculty are allowed a maximum of $2000 per year.

Professional Achievement Awards

Professional Achievement Awards and all references to PAA are deleted from the contract. All faculty with earned PAAs have the equivalent (actually a little more) incorporated into the salary steps on the 2025-26 salary schedule. Eleven and twelve-month faculty who normally receive a PAA amount in a summer check will have that summer amount incorporated into the retroactive summer payment coming in Fall.

Note: The last PAA applications (EVER) from this year are due July 10. This is an extension of the normal July 1 deadline to allow transcripts from spring quarter schools to be included in this last round of applications. Any approved awards from this year affect placement on the new 2025-26 salary schedule.

Join The Union Team

FA is seeking one Full-time faculty member from Foothill to serve as an Executive Council replacement for fall quarter, 2025 **and one Part-time faculty member from either campus** to serve as an Executive Council replacement for the 2025-26 academic year.

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** by 5 pm, Friday, June 27 .

Get Involved!

Particularly for Part-Timers

Raymond Brennan
Part-time Secretary

Welcome to the end of another academic year! May we all get through finals with sanity and a sense of humor intact.

Though many of you were able to attend one of the informational sessions hosted by the Faculty Association Negotiation Team, others were not able to attend. So, to start things off, allow me to share some very good news for part-time faculty thanks to the tireless efforts of Kathy Perino, the chief negotiator, and her Negotiation Team.

Let's start with money. If you go **here** and click on the tab at the bottom left that says "Appendix C," you will see the old salary schedule for part-time teaching faculty (Appendix C) alongside the new schedule. The first thing to notice is that the old step 1 has been eliminated. The new schedule's step 1 is what the former step 2 was. Additionally, there are two more steps at the bottom of the schedule. With the elimination of the old step 1, everyone moves up one step. Plus, those part-time faculty who have languished at step 8 but who have a year's equivalent of full-time teaching will be moved to step 9, and those who have been on step 8 even longer and have two or more years of equivalent full-time teaching will move to step 10. The new salary schedule goes into effect for summer school!

Next, the Team was able to negotiate a doubling of pay for part-time faculty who attend opening day—which is now limited to six hours, including lunch—from $150 to $300. There are other negotiated changes, the explanations of which can be found **here**.

Those of you who are not yet members of the Faculty Association, one way to express your thanks to the Negotiation Team and all that they do for us would be to become a member. (No matter your step and column, the raise that has been negotiated will more than cover your dues for some years to come.) Becoming a member is simple enough. **Here is the form needed.**

So that was the good news. Unfortunately, for many part-time faculty, the end of spring quarter means no work. For those for whom this is true, you are eligible for unemployment benefits, so I think repeating the information from the last issue of the FA News about how to file is in order.

All part-time faculty teaching in spring quarter who do not have a summer class are entitled to unemployment benefits. Part-time faculty teaching two classes in spring but who only have one in summer can apply for unemployment benefits based on their income reduction. You may file for unemployment benefits after your last teaching day of the quarter.

Rather than use a grotesque amount of ink to explain the ins and outs of unemployment filing, allow me to point you to two places that should provide some clarity about the filing process. The first is the section on unemployment found on the **FA's website**. At the top of the home page, you will find a drop-down menu for part-time faculty. From that menu, select "**The ABC's of Part-time Faculty Employment.**" Near the bottom of this exceptionally long, alphabetically arranged document is the basic information you need to know about unemployment. Know that the California EDD is now imposing stricter identification requirements on those filing for unemployment benefits. Specifically, you will be

required to use the **ID.me** or **id.gov** system to verify who you are before you can file a claim. It is best to get the identification verification out of the way before trying to file a claim.

Another source of excellent information can be found on Cabrillo College part-time Professor John Govsky's **Contingent World** website, a site he assiduously keeps up-to-date. Here you will not simply find instructions for how to file for unemployment—one set for first-time filers, another for those reopening a previous claim—for every question asked by EDD there is a screenshot, and in many cases, John provides the one correct answer to give. For example, when asked if you are a member of a union, the correct answer is NO. The Faculty Association is a collective bargaining association, not a union. Similarly, if asked if you have assurance of future employment, the answer is NO since any offer of a future class is contingent on a number of things, and due to a California Supreme Court ruling many years ago, a contingent offer of future employment is not sufficient reason to deny one unemployment benefits.

Finally, it is crucial that when asked for a phone number, you give the correct number which will be answered by a staff member in HR who knows how to answer EDD's questions. The De Anza number to give EDD is: 408-864-8711. For Foothill faculty, the number is: 650-949-7625. When asked for your supervisor, give your dean's name, of course, but when asked for your employer's phone number, be sure to use the number above.

If you have your unemployment claim denied, please contact me right away, so that we can begin the appeal process. I've not lost an appeal yet!

I think this gets us to the end of another quarter. I wish you all a relaxing and rejuvenating summer!

FA Thanks and Welcomes its New Members

Sarah Munoz - FH Math
Caleb Zerger - FH Physics
Crystal Hernandez Martinez - FH Counseling
Angelica Esquivel Moreno - DA Chicanx and Latinx Studies
Margarete Leclerc - DA Chemistry
Maritza Arreola - DA Office of College Life
Nikki Kipple - FH Graphic and Interactive Design
Anna Nguyen - DA Office of Outreach
Melissa Sherman - DA Nursing
Nina Moslowitz - DA Asian American Studies
Amir Alem - DA Administration of Justice
Carmen Lizardi-Folley - DA Spanish

The Ethical Use of AI in College Classrooms: Navigating the New Frontier

Remember the panic that swept through campuses when ChatGPT burst onto the scene in late 2022? Many educators scrambled to update syllabi with hasty AI policies, fretting about students outsourcing their essays with a few keystrokes. Fast forward to today, and how the tables have turned. According to Kashmir Hill's revealing May 2025 piece in **The New York Times**, students now scour Rate My Professors to complain about instructors who rely too heavily on AI, flagging suspiciously ChatGPT-esque language like "crucial" and "delve" in feedback.

The article tells the story of Marie, a 22-year-old who received an A on her anthropology paper, only to discover her professor had accidentally included their entire ChatGPT conversation in the feedback section—complete with instructions to generate "really nice feedback" based on a rubric. (Ah, this is just like the student discussion response that includes [*insert peer name]). When confronted, the professor insisted they had read the essay and merely used AI as a guide. Marie's response resonates with many students: they're "paying, often quite a lot, to be taught by humans, not an algorithm that they, too, could consult for free" (Hill,).

Educators can empathize with both sides of this dilemma. Most entered the profession for those "lightbulb moments" when students truly connect with material. Yet they also face the reality of overwhelming workloads, sometimes teaching as a "third job" with hundreds of students across multiple sections. The temptation to use AI as an "automated teaching assistant" is understandable when faced with mountains of grading and limited hours in the day.

The conversations happening across FHDA District campuses reflect this tension. As faculty discuss in hallways and committee meetings, they're collectively trying to distinguish between AI uses that enhance their educational mission and those that undermine it. The key difference may lie in whether these tools streamline routine tasks, allowing more time for meaningful student engagement, or whether they replace expertise and judgment in ways students rightfully find concerning.

This distinction becomes clearer when considering different roles in the educational journey. Most faculty have completed their formal learning in their disciplines—they've already developed the critical thinking skills they're trying to instill in students. For educators, AI might reasonably serve as an efficiency tool, helping generate diverse examples or streamline administrative tasks. Students, however, are still actively developing these fundamental cognitive abilities. When they bypass the productive struggle of wrestling with difficult material by using AI, they miss crucial opportunities to build the mental muscles that will serve them throughout their lives.

Many educators find themselves reflecting on how their relationship with calculators changed throughout their educational journeys. What was once forbidden in early math classes (to ensure mastery of basic computation) later became an essential tool once foundational skills had developed. Similarly, the ethical boundaries for AI use might differ depending on the learning stage and educational goals at hand.

Perhaps the most challenging aspect of this new landscape is how to be transparent about AI use without undermining credibility. The Times article highlighted that there was "no consensus among professors who use AI as a teaching tool [...] Some emphasized the importance of transparency with students when deploying generative A.I., while others said they didn't disclose its use because of students' skepticism about the technology."

This hesitation is understandable. Educators work hard to establish their expertise, and admitting AI assistance might feel like conceding weakness. Yet transparency builds trust, and modeling responsible technology use teaches students valuable lessons about working alongside these tools. When using AI to help identify patterns in student writing, being clear that these observations serve as starting points for analysis, not replacements for it, helps students understand the process. By demystifying these approaches, educators help students understand that technology serves educational goals rather than dictating them.

The conversations happening now mirror those academic predecessors had about calculators, internet research, and other transformative technologies. Each generation of educators has thoughtfully considered how new tools might best serve enduring commitments to learning and development. What matters most as faculty navigate these questions is maintaining open dialogue, approaching discussions with curiosity rather than defensiveness, and remembering that while the technology may be new, dedication to student growth remains steadfast.

With these principles in mind, here are ten (potentially) ethical (and humanized) ways instructors can incorporate AI into their teaching practices:

1. Creating inclusive teaching materials - Generating explanations of the same concept at different reading levels for a diverse classroom

2. Developing accessible content - Converting text-heavy lecture notes into structured formats with headings and alt-text for screen readers

3. Generating varied practice examples - Creating multiple versions of calculus problems with different variables but similar difficulty levels

4. Streamlining administrative tasks - Automating the creation of weekly announcement templates to free up time for student meetings

5. Providing personalized feedback - Suggesting tailored improvement strategies for individual student essays based on their specific writing patterns

6. Simulating authentic scenarios - Creating realistic patient case studies for nursing students that incorporate diverse backgrounds and conditions

7. Facilitating differentiated instruction - Developing tiered activities for a biology class where students can engage with content at appropriate challenge levels

8. Revising and refining grading rubrics with supportive, growth-oriented language that encourages student engagement and focuses on improvement rather than deficit-based assessment.

9. Developing discussion prompts - Generating thought-provoking questions about a literary text that encourage students to connect themes to current events

10. Modeling responsible AI use - Demonstrating to a computer science class how AI tools can be used to debug code while explaining the importance of understanding the underlying programming principles *

But how do I let students know I used AI without ruining my credibility as an expert?

When sharing AI use in providing personalized feedback with students, an instructor might provide the following transparency statement:

I've used an AI tool to help analyze common patterns in your writing and generate some targeted suggestions for improvement. The AI identified recurring tendencies in your sentence structure and word choice, which I've reviewed and supplemented with my own insights. While the AI helped me efficiently identify these patterns across your entire essay, I've carefully evaluated each suggestion to ensure they align with our course goals and your individual writing development. I encourage you to view these suggestions as starting points for revision rather than prescriptive changes. I'm happy to discuss any of these recommendations during office hours to help you understand not just what to change, but why these adjustments might strengthen your writing.*

When sharing AI use in generating varied practice examples with students, an instructor might provide the following transparency statement:

I've incorporated an AI tool to help create the additional practice problems for our calculus unit. After designing several core problems that target the specific integration techniques we're studying, I used AI to generate multiple variations with different numerical values and functions while maintaining the same conceptual difficulty. This allows you to practice the same skills with fresh problems that prevent memorization of answers and instead focus on strengthening your problem-solving process. I've carefully reviewed each AI-generated problem to ensure mathematical accuracy and appropriate challenge level. This approach gives you more opportunities to develop fluency with these techniques before the exam while allowing me to dedicate more class time to addressing your specific questions and conceptual challenges.*

Ultimately, faculty members retain the autonomy to decide whether and how to incorporate AI into their teaching practice. This choice should be guided not only by considerations of efficiency and workload management but also by the fundamental question of how these tools affect student learning. As educators navigate these decisions, perhaps the most important consideration is how they can help students develop a healthy relationship with AI—one that leverages these powerful tools without surrendering the essential critical thinking skills that education aims to cultivate. By thoughtfully modeling responsible AI use and creating appropriate boundaries, educators can prepare students not just for a world where these technologies exist, but for one where humans still need to thoughtfully evaluate, question, and sometimes override algorithmic outputs. After all, teaching students to think for themselves remains our most essential task, regardless of which technological tools assist in the process.

* **Claude.ai** graciously, and very quickly, wrote the list of Ethical ways to use AI in the classroom (except number 8) and the two transparency statements, prompted by specific parameters and several revision requests!

Join FA Today!

The List of Important Deadlines

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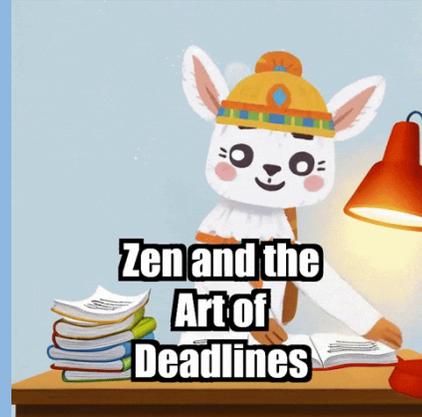
June 30: Full-time faculty file intent to change salary column for (the next) academic year with campus Personnel Office (*Appendix A, B*).

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*).

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 is normally published ten times during the academic year by the Foothill-De Anza Faculty Association, an independent California corporation certified by the California Public Employment Relations Board as the exclusive employee representative for the faculty of the Foothill-De Anza Community College District. Letters and articles from District faculty are invited. Ph: 650.949.7544 *FA*

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