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FA NEWS

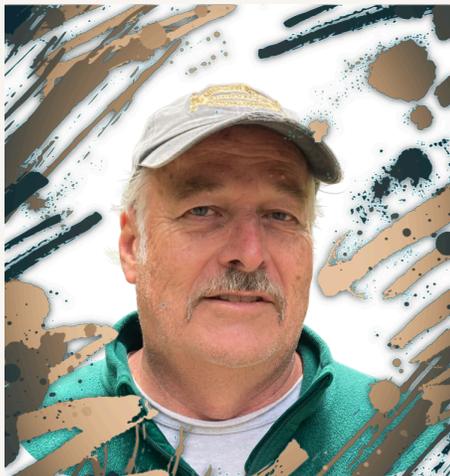
FOOTHILL-DE ANZA FACULTY ASSOCIATION
16 September 2025
Volume 50 Number 1

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President's Report: Modalitatively



FA President Tim Shively

The irony is not lost upon me, during these Opening Days of Fall quarter, that the physical presence of employees on campus is the antithesis of what will settle in once instruction begins. Virtually all full-time instructors, as well as staff and administrators, will be present on District and College Opening Days, as well as quite a few part-time instructors who have elected to participate (and are accordingly compensated). In the past several years, this in-person presence has been particularly pronounced (at least at De Anza) on Friday's "Welcome

Day" when thousands of students show up on campus to inquire about their classes, meet their instructors, and partake of food and fun.

How different Monday will be when the vast majority of classes will be held at least partially online (probably more completely asynchronous than hybrid), and those disciplines which are offered more heavily in person (the arts, lab sciences, autotech, physical education, and most allied health programs) will constitute the vast majority of students and faculty on campus. Beyond the reality of drastically shrunken food services at De Anza (there just wasn't enough on-campus demand to sustain the former cafeteria), there will be little visible change. Though you'll probably find it easier to Zoom with colleagues or managers rather than counting on people being readily available in their physical workspaces.

To be fair, the digitization of higher education is a social concern bigger than any one District or even system of higher education. And I get it: COVID is still with us, the traffic gridlock on Bay Area highways is nearly back to its pre-pandemic levels, and most folks who work at and attend our colleges cannot afford to live anywhere near them. To say nothing of those who prefer, and even excel in, an online learning environment. But I worry that we have become complacent about it. That some of us who could easily be on campus choose not to out of convenience more than for

pedagogical motives. And while plenty of attention is paid to ensuring that online classes are regular and substantive, it seems less and less focus is placed on our on-campus efforts.

While it is said that online courses are what our students demand and what faculty prefer to teach, in many instances it seems more the latter driving the former, with plenty of self-fulfilling data to justify the continued post-pandemic primacy of online offerings. At a recent Board of Trustees meeting, the deans of Online Learning from both colleges presented a short presentation on "Online Learning at FHDA: Ongoing Responsibility of the District," which among other things noted that 69% of District FTES comes from online learning. The ensuing question/discussion went on for an additional 30+ minutes, with the trustees and senior administration absolutely fawning over the presentation and how the district is ensuring not only that we are meeting the demand for these courses but that our faculty are sufficiently versed in those modalities to provide quality instruction. While I had no desire to rain on the presenters' parade, I couldn't help but wonder when the District was going to begin dedicating resources to RSI for in-person instruction (believe me, it's needed there as well).

More seriously, in remarking upon the growth of hybrid course offerings, one of the presenters characterized our students as "hybrid students." Beyond being a rather reductive summation of the complex choices our students make in trying to balance life, school, work, family, and other assorted responsibilities, it occurred to me that this may have less to do with student "choice" than with the paucity of fully in-person offerings available to our students. My son (to cite a personal example), despite his preference for in-person classes, was recently forced to sign up for an entirely asynchronous schedule in order to follow his Ed Plan, because the courses he needed just weren't available in any other modality. This is something I've heard both him and several of the friends he graduated high school with complain about. Two Falls ago, his first quarter at De Anza, out of the 81 sections of EWRT 1A offered, not a single section was available completely in person. If that makes him a "hybrid" student, it is by default and not by preference. Indeed, on my department's schedule request form, there is no option for completely in-person classes. How can the College profess to measure student demand between the various modalities if it doesn't offer the full range of options? And as far as lower enrollment is concerned, as I've argued with various administrators, you can't just offer "an" in-person section and expect students to completely redesign their schedules to accommodate it—you need a robust array of offerings, so that students have options, just as their online colleagues do.

Foothill has always had a higher percentage of remote courses. I'm told that De Anza would like to move the needle back to about 50% in-person classes. Now that we are a Basic Aid district, no longer reliant on enrollment for our funding, perhaps there might be more flexibility in allowing lower-enrolled classes to "make" before cancelling them. At any rate, this would seem to be in keeping with the District's recently drafted "[Resource Allocation Model Guiding Principles](#)," presented to the Board of Trustees at their September 8 meeting. If we are truly going to serve the students who live in the greater Bay Area and who arguably have the greatest struggles with succeeding at College, then we need to direct resources to them in particular, even if that means diverting resources from students taking online courses from Redding or Arizona or Korea. It's a matter of equity, not just enrollment or program mix.

I know that for some, the modality of instructional delivery is a fairly mundane matter compared to what's rising on the horizon with Artificial Intelligence. While I'm no AI expert and don't use ChatGPT, I'll try to avoid coming off like some [Yudkowsky-type screaming about the imminent death of humanity at the hands of machines](#). The [diversion of public water and energy resources for AI data centers](#) is a more tangible, immediate concern. But to bring the focus back to CCCs in particular, as far as labor is concerned, in California, community college faculty are at least somewhat protected from the replacement of human instructors with digital avatars by [AB 2370](#), which, signed into law last year, added a single sentence to existing Education Code to stipulate that, "the instructor of record for a course of instruction shall be a *person*" who meets minimum quals (my emphasis). Non-instructional faculty were quick to point out that this did nothing to protect their contributions to our students' educational enterprises. So a follow-up bill, [SB 241](#), has made it through the legislature and is currently awaiting the governor's signature. It further amends the same section of Education Code to include librarians, counselors, and other non-instructional employees. It also added a third sentence during legislative hearings in the Assembly: "This section does not prohibit community college staff from using artificial

intelligence tools to assist in the operations of a community college or in providing services to community college students."

While that last addition may seem innocuous given the protections preceding it, a recent [presentation by Foothill-De Anza on "Digital Twins"](#) at the state Chancellor's Office's "Futures Summit" conference illustrates where things could go. In it, individual faculty and administrators had created digital facsimiles of themselves to respond to student and other queries, 24/7. After speaking with one of the faculty participants, I'm told that this project is nowhere near "production," and was informed about some of the problems with relying upon a "digital twin." Chief among them are AI's tendency to lie when confronted with its own misinformation as well as a rather sycophantic disposition, assuring users that they are fabulous and their inferences correct even when this is painfully not the case. While I was somewhat reassured by this assessment and at least some faculty members' reluctance to roll out an innovation with evident problems (I'm thinking of the [teens relying on AI as a therapist](#)), I'm less reassured by what seems to be a system-wide ramping up of AI "assisted instruction." The conference itself was billed as "a premier convening designed to drive digital transformation and innovation across the system."

While I know faculty who do wonderful things with online instruction, as I'm sure others do with AI, personally, I think the magic happens in the classroom, watching a student light up when they suddenly "get it," or being educated myself by the students as they pursue an unexpected line of inquiry. At any rate, I certainly don't want a digital intermediary of my own voice and image in lieu of in-person interaction with my students. And where will this end? Will students eventually have their own avatars learning for them? Maybe I'm just old school, but I'll continue to do my damndest to ensure that students continue to have the opportunity for live and in person interaction with their instructors and classmates if that's what they want and need. [As Gloria Steinem might say](#), let's get that oxytocin flowing.

JOIN OUR FACEBOOK PAGE

Update: Community Funded (Basic Aid) Status: What It Means for All of Us

Kathy Perino Chief Negotiator

Earlier this summer, Chancellor Lambert sent an email informing all employees that we have crossed into "Community Funded" status for 2025-26. This status, formerly known as Basic Aid status, is the funding status for most neighboring districts, including West Valley-Mission, San Jose-Evergreen, and San Mateo. This funding is the main reason that our neighbors have made significant strides in compensation in the last decade, while we have not.

Summer announcements are often missed by faculty who aren't working, but those who were around began asking important questions. After a brief, perhaps oversimplified explanation of what it means to be community funded, I will try to answer some of these common questions.

What does it mean to be community funded?

Our enrollment data, including all Student Centered Funding Formula metrics, determines the funding our district is entitled to receive from the state. This is called our Total Computational Revenue (TCR), and for 2025-26 this is roughly \$192 million. After the TCR is calculated, the system funds the TCR from different sources. First, each district is given funds generated by property taxes and local student enrollment fees, along with a few smaller amounts from full-time



faculty hiring and the Education Protection Account. When the total received from these first sources exceeds the TCR, a district is considered "community funded" and the district is allowed to retain all these funds. (If the first sources don't fully fund the TCR, the state provides the difference from other sources.)

For 2025-26, our district received roughly \$180M from property taxes, \$18M from enrollment fees, and \$4M from full-time hiring and EPA for a total of \$202M. This is \$10M above our state-calculated TCR.

In budget lingo, some may refer to this as being "\$10M into basic aid." By comparison, in 2024-25, West Valley-Mission was about \$97M into basic aid, and San Mateo CCD was \$107M into basic aid.

What are we doing with the additional dollars?

The additional \$10M from property taxes has funded the salary restructure, more positions in the district (not faculty positions), and covered about \$2.7M in health benefit premium increases. The 2025-26 adopted budget also has a \$1.6M surplus, although salary negotiations for other bargaining units continue.

What does this mean about enrollment planning?

When first crossing into community funded status, there is no guarantee that a district will remain in community funded status in the future. Whether we have enough property taxes to cover our TCR in the future depends on both the rate at which property taxes increase and the rate at which our enrollment and SCFF metrics change.

When some of our neighbors approached and first reached basic aid status, they chose to strategically shrink their enrollment. This is possible because a loss of enrollment does not change the amount of property taxes received, so their revenue actually increased with tax revenues. Serving fewer students with increased revenue means the employees who do remain can be paid more. In the last decade, property taxes have increased an average of about 6 percent each year, far higher than the state COLAs.

Our FHDA leadership has stated no plans to shrink enrollment. At the same time, this doesn't mean we have the funds to grow enrollment. If we add "lots" of new sections and grow our enrollment too much, that can make our TCR increase to a point that the property taxes and other local funds no longer fully fund the TCR. If this happens, we drop out of community funded status and are back to relying on state COLAs.

The entire state economy determines whether the calculated state COLA is funded or not, and many are nervous about the economy in the coming years. Since we are just entering community funded status this year, the best strategy is probably to stay the course—keep the enrollment we have but don't try to change it too much. We need to keep an eye on the property tax projections for the coming year and see how that compares to a projected state COLA. A state COLA that increases the TCR beyond our property tax revenue could also drop us out of community funded status next year.

(I've heard rumors of a state COLA coming in around 3% next year, and the first look at property taxes in our area shows them increasing only about 3.6%—high enough to keep us in community funded status but nothing like the 6% trend in recent years.)

What about those common questions?

Q: Does this mean we will get huge raises in the near future? A: Not huge, but probably better than if we weren't in community funded status.

Q: Can we add more sections in high demand areas? A: Not necessarily.

Q: Does this mean we will strategically shrink our enrollment? A: I've been told this is not our plan. We should all watch carefully and be involved in the discussions.

Q: Is this bad? Or good? A: If we can remain in community funded status and the property taxes don't take a dive, I think it's a good thing. But it's only good if we are smart about it.

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 two full-time faculty members from De Anza to serve as an Executive Council replacement for Fall 2025.

This is a great opportunity to get involved, take a "test drive" and learn more about the work of the FA. In addition to compensation of **\$100 per meeting attended**, EC members get **category A credit for professional responsibility service**. Please send a brief letter of interest to **Erika Cervantes** by 5 pm, Friday, September 26th .

Get Involved!

FA Thanks and Welcomes its New Members



WELCOME

- **Joe Berticevich**
Men's Basketball DA
- **Sabrina Maciel Espinoza**
Communication Studies DA
- **Jeffrey Acido** Humanities DA
- **Noha Farghal** Physics DA
- **Aurelio Dias-Ferreira** Spanish DA
- **Sofia Sheikh** Astronomy FH
- **Sreedevi Chalasani** CIS
- **Keri Kirkpatrick**
Library Services DA
- **Marx Gomez-Liendo**
Sociology DA
- **Nathaniel Tan**
Comparative Ethnic Studies DA
- **Tracy Williams**
Ethnic Studies FH

Join FA Today!

Human Resources Announcement

Dear Faculty,

Human Resources is reorganizing the District's Title IX process to ensure federal and state compliance and strengthen support for students, employees, and the campus community. Title IX training will be offered later this month; your participation is strongly encouraged. Training sessions are September 23 at Foothill College and the District Office, and September 24 at De Anza College, with times at 9:00 a.m., 12:00 p.m., and 3:00 p.m. at each location. Room assignments will follow in a separate email. Snacks will be provided. Please confirm which session you will attend.

Sessions will be facilitated by Kim Pacelli, M.Ed., J.D., of TNG Consultants. The 9:00 a.m. and 12:00 p.m. sessions cover Title IX overview (sex discrimination) for all employees, introduce updated reporting methods for harassment and discrimination allegations, highlight available resources, and provide guidance on supporting those who make disclosures.

The 3:00 p.m. sessions target mandated reporters, covering Title IX obligations, reporting responsibilities to the FHDA Title IX Coordinator, timing and location requirements, support strategies for those making disclosures, and available resources. All employees and students may attend any session, but participation is especially recommended for leadership roles: administrators, Campus Police, student government members, Classified Senate, Academic Senate, union leadership, presidents, and residential life staff.

For questions, contact Tony Brown, J.D., Director of Human Resources, Equity and Compliance and District Title IX Coordinator, at browntony@fhda.edu, (650) 949-6284, or 12345 El Monte Road, Los Altos Hills, CA 95022.

The List of Important Deadlines

Following is a list of many, but not all, important contractual deadlines for the Fall 25 academic quarter. 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."

Fall Contract Deadlines (some are new/changed under 2025-28 Agreement):

- Sept 15 – October 10: Open Enrollment for Benefits
- October 3: Deadline to submit NEW Appendix X: Early Notice Incentive for full-time faculty to declare resignation for purposes of retirement effective June 2026. Incentive is now \$7500.
- October 20: PDL Application (Appendix P1) due
- October 28: PDL report (Appendix P3) due for those who completed their PDL in Spring 2025.
- November 1: Appendix R (Training/Retraining) applications due.
- November 28: Request for early declaration of Prob-Zero year for probationary faculty
- December 5: Part-time faculty file intention to change salary columns for Winter quarter

Share Your Voice: Shape Our Future

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.

Fhda Faculty Association

FA Executive Council Members

Erick Aragon (DA)

Rich Booher (DA)

Raymond Brennan (DA)

Mary Donahue (DA)

Laura Gamez (FH)

Jordana Griffiths (FH)

Julie Jenkins (FH)

Fatima Jinnah (FH)

Sunghae Jung (DA)

James Nguyen (DA)

Rosa Nguyen (FH)

Kathy Perino (FH)

Chai Schweikert (DA)

Daniel Solomon (DA)

Bob Stockwell (DA)

Felisa Vilaubi (DA)

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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