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Our World, Our Holidays

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FOOTHILL-DE ANZA FACULTY ASSOCIATION
26 November 2025
Volume 50 Number 3

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President's Report: "Artificial Intelligence, Authentic Dumbness, and General Inanity"

FA President Tim Shively

Amid all the hype and furor surrounding AI, we must not neglect the impact of AD—Authentic Dumbness. Like AI, it is as much something to which the public is subjected as something which originates therefrom. A good example would be the uproar around the call for release of the Jeffrey Epstein files. While there's certainly public demand for release of the files, the idiocy lies with the House Republican caucus which

assumes that the public will not remember the absolute hostility with which they initially blocked said release. Now, at the behest of trump in another of his infamous 180° about faces, suddenly they fast-tracked the bill calling for the files' release to their high priest's desk. In an attempt at damage control(?) he has signed it, though it remains to be seen what will actually be released. Shades of the Access Hollywood tape from his first election?

Perhaps apathy is thicker than truth. But I would like to think—to hope even—that there are certain elastic boundaries beyond which public sentiment will not be stretched. To bring it around to higher ed, recently, the American Association of University Professors (AAUP), along with a host of University of California faculty unions and student groups, filed a federal legal complaint against the trump administration for their gross attempts to extort ideological compliance from the UC's in lieu of a multimillion dollar withholding of federal funding. Your Faculty Association, along with several other California Community College unions and faculty organizations around the state, filed [an amicus brief in support of the plaintiffs](#). While I can't speak to the degree that this may have influenced U.S. District judge Rita Lin's decision, ultimately a preliminary injunction has been granted, meaning that trump may not withhold said funding until this matter makes its way through the courts. I don't say this about many legal documents, but if you have a chance you should read the brief in its entirety—it's a 20 page thing of beauty in its summation of how the community colleges have also been harmed by trump et al. And god knows we could all use a little beauty right now.

I've no desire to divert or dilute attention from the human catastrophe in Gaza, but given the trump administration's penchant for unraveling all things educational (non-college educated voters being a sizeable portion of their "base"), I am tempted to apply the term "scholasticide" to what is unfolding in this country in regards to higher ed. Certainly not with the violence and carnage of Gaza, and at an infinitely slower pace, but it is an attack on human solvency and dignity nonetheless. It seems the Department of "Justice" (an oxymoron now if it hadn't yet been one) is back at it again attacking undocumented students and [has now sued the state of California](#), "claiming that providing in-state college tuition to unauthorized students is illegal and discriminates against Americans from out of state who pay higher rates." This is in keeping with t-rump's other grave concerns about discrimination, such as the championing of white South-African "refugees" supposedly discriminated against by the government of that country. This, too, is authentic dumbness. All three public higher ed systems in California--the UC's, CSU's and the CCC's--now have agreements in place between the colleges of their systems, protecting undocumented students' rights to higher education. It's high time we got the systems working together, as after all, our students (or many of them) eventually become their students.

Within our community college system, we have another emerging internal conflict, what's [rapidly shaping up to be only the third strike in the history of the system at San Mateo CCD](#). The SMCCD has declared impasse over what appears to be largely their own failure to negotiate, on a number of fronts. Chief among these is salary, with the District offering only a meager 2.75% yearly increase over 3 years when their property tax revenue has increased an annual average of 6.43% in the past 5 years alone. Tensions are exacerbated by the fact that the District has not adhered to the 50% law requiring that all Districts expend at least that proportion of their revenue on instructional salaries. They have underspent in this area for years, and are currently only spending about 40%. Given our own District's recent entry into Basic Aid status, and comments made by District personnel in public meetings denigrating the legitimacy of the 50% law, this is apparently something we need to be watching. The San Mateo faculty union is also demanding that its District negotiate over academic freedom in their contract. While the District has both [a Board Policy](#) and [an Administrative Procedure](#) around academic freedom, these have been undercut by the District's refusal to "take stances on political issues" such as the situation in Gaza. As one instructor put it, "you cannot take their word...When you can't trust a person's word, you put it on a contract."

"Trust" is in short supply in many quarters these days, including (to circle back to the beginning) in the way that AI has emerged in our midst, with little control over its direction or progression. I've written previously about the data centers sprouting up all over the US, sucking up much needed resources and driving up consumers' utility bills as a result (assuming they can even access said resources). If anything, this trend has increased exponentially. Apparently, it's not enough that a corporation be given the greenlight to reopen a failed nuclear reactor solely for its own commercial use; now, [the federal government is going to facilitate the process by giving Microsoft a \\$1 billion loan](#). So we can't (or won't) ensure that hungry Americans are able to get their food stamps, but we will give out billion dollar loans for corporations' dubious efforts to corner the energy market. *Total AD*. As the late, great Gil-Scott Heron put it, "When it comes to people's safety, Money wins out every time." This will be a challenge, however, as according to CalMatters, "The Trump administration last week floated a draft of an executive order calling for a task force whose sole responsibility is to challenge state AI laws.

Add to this the emerging "bubble" of AI economic investment, and it's starting to feel a lot like 1999. I'm no economist, but the parallels with the unrestrained and frequently precarious investment growth preceding the dot-bomb era are positively frightening (déjà vu AD) I mean, when just ["seven companies, including Amazon, Microsoft and Alphabet, the parent company of Google, now make up well over a third of the value of the S&P 500 index,"](#) then yes, it's time to head for the hills. Unfortunately, the hills are full of data centers. This is where being a Basic Aid district--even if the majority of our property tax revenue comes from commercial/industrial properties--is not such a sure thing. Now it may come across to some as positively communist, but how about we limit the number of data centers that we're going to subsidize--at least in California. We've done this with the density of marijuana dispensaries (admittedly, more on a local than a state-wide basis)--it's a matter of having the vision and resolve to stand up to the titans of industry. But beyond merely curbing the corporate welfare these entities receive in tax breaks and other incentives to locate here now, how about we ensure they are self-sustainable in terms of their clean energy needs and clean up after themselves, environmentally speaking, or shut 'em down. This will be a challenge, however, as according to CalMatters, "The Trump administration last week floated [a draft of an executive order](#) calling for a task force whose sole responsibility is to challenge state AI laws.

Locally, I've been hearing from a lot of faculty about their concerns regarding the intrusiveness of AI on our campuses, how it has just "appeared" in Canvas (even if you do have to "opt-in" to use it), with no real input from faculty on whether or not they want it in their Canvas shell or want their students using it in their courses. Of course, the State Chancellor's Office has never met a partnership it didn't like, so when we have the likes of Google seeking

access to our data, there's going to be little pushback (though they claim it will stay with the individual campuses). But I have been in conversation with colleagues in other faculty unions around the state about the need for protections, some guardrails, particularly around the impact of AI on labor. We have some legal protections in place in terms of AI's potential displacement of human employees, but more needs to be done to protect the work that we humans do in an educational context. Perhaps AI can even help stave off AD? Expect further developments in this arena in the weeks and months ahead.

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Musings on District Priorities and Faculty Reality

Kathy Perino
Strategic Thinker-in-Chief

Making Connections: 50% Law, Supplemental Retirement Plan (SRP), and Faculty Workload

The year was 2011. I was pretty burned out on teaching after spending about eight years teaching double overloads as the sole income provider for my family of five. My dean asked if I wanted to participate in a nationwide grant that studied classroom practices to try to move the needle on student success in developmental math and English courses. I decided to give it a try and participated in the grant for two years.

The self-reflective practices I learned in that work and the vocabulary we used to describe it stick with me. A common theme among the mathematics and English faculty in the project was the consistent attempt to make connections between what seem to be, at least to the students, somewhat unrelated topics in our curriculum.

It is now 14 years later. Developmental math and English classes are non-existent in California community colleges, and we still haven't figured out how to move the needle on student success system-wide. My mathematics instruction has given way primarily to union work, but here I am, still trying to make some connections for my audience. This time, I'm trying to make connections between three different items at the top of the FA list these days: the 50 percent law, the SRP, and faculty workload.

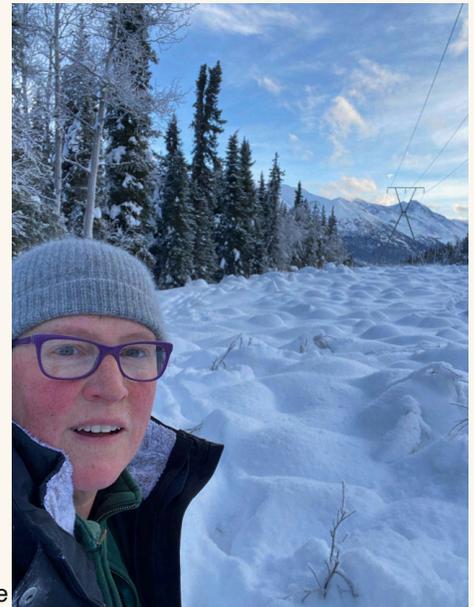
The 50% Law

Written in 1961, this law requires that community colleges spend at least fifty percent of their Current Expense of Education (CEE) on classroom instruction. This means at least half of our unrestricted fund expenses must go to the salaries and benefits associated with direct instruction of students.

The accounting for this is quite involved, with specific definitions of what counts for direct instruction of students (the numerator) and what is included in the calculation of the CEE. There are some unrestricted expenses that are excluded altogether. In addition, the fifty percent law does not apply to restricted funds, such as categorical funds including EOPS, DSPS, Student Equity and Achievement, Strong Workforce, and other qualified expenditures. For 2024–25, the [FHDA 311 report \(see page 4\)](#) filed with the state shows we are spending 50.76% of our CEE on instruction.

The state recently conducted an audit on the fifty percent law. The auditor was asked to review a selection of 10 districts' compliance with the 50 Percent Law, the Chancellor's Office oversight of districts' compliance, and overall district investment in administrators compared to faculty and support staff. The [auditor's report](#) was released in April 2025 and had three big takeaways:

- The law should be updated to consider some spending on non-instructional services that support student success, such as counselors, librarians, and some staff or technology.



- The Chancellor’s Office oversight and training for districts is insufficient and allows districts’ incorrect reporting to remain undetected.
- Districts’ investment in administrators has increased at a greater rate than investment in faculty.

So how do these recommendations affect FHDA? I can’t speak to the plan for improvements from the Chancellor’s Office. They report that improvements are on the way, but we haven’t seen anything yet.

The recommendation to update the law will take considerable time, and it isn’t off to a good start. We know college administrators want to include counselors, librarians, and even technology in what counts for compliance, but it isn’t exactly clear how much technology. More importantly, they want to keep the minimum expenditure—including these new items—at 50 percent.

Faculty groups are willing to discuss including other expenses in the numerator, but only if we increase the percentage required. Based on a meeting I recently attended, which included statewide faculty leaders (unions and ASCCC), administrative leaders (the League), and legislative staffers, it doesn’t look like a change in the law is coming anytime soon.

Investment in Administration vs. Faculty

What about investment in administration compared to faculty? Let’s take a look at the numbers from the last five years (unrestricted funds), pulled from the “[Facts at a Glance](#)” section (pages 70–71) of the 2025–26 FHDA adopted budget. Note: These are budgeted positions (filled and unfilled).

Budgeted FTE in Unrestricted Funds						
Year	Certificated Manager	Non-Certificated Manager	Total Manager	Full-time Faculty	Part-time FTEF	Total Faculty
2020-21	27.8	32.6	60.4	404.5	453.4	857.9
2021-22	27.3	32.8	60.1	405.2	427.4	832.6
2022-23	25.9	34.9	60.8	411.9	344	755.9
2023-24	29.9	33.9	63.8	407.8	344	751.8
2024-25	30.9	34.6	65.5	403.6	344	747.6
2025-26	31.9	35.5	67.4	403.2	344	747.2
% change 20-21 to 25-26	14.7%	8.9%	11.6%	-0.3%	-24.1%	-12.9%

Wondering about enrollment over this same time period? Total FTES (resident and nonresident combined) declined 3.3% between 2020–21 actual and 2025–26 budgeted.

Importantly, the budgeted numbers make it appear that full-time faculty labor has remained roughly flat and the part-time instructional assignments have taken a huge hit. However, the opposite is true when it comes to filled positions. FHDA routinely budgets more full-time faculty positions than we intend to fill, then moves dollars from vacant positions to the part-time instructional budget.

This allows the district to spend the amount needed to stay in compliance with the 50 percent law, but do so with less expensive faculty. The result is more work for the remaining full-time faculty because the district refuses to pay part-time faculty for work outside of the classroom assignment and office hours.

To quantify this, if we look at all funds (unrestricted and categorical), the district budgeted 458 full-time faculty positions in 2025–26, but as of October, we only have 412 of those filled. That's 46 fewer full-time faculty to do the work to run the colleges.

When administrative positions are left vacant and another administrator assumes the duties, they get a salary increase (5% or 12%) to compensate them for the additional work. No such additional compensation is available to full-time faculty.

If you are wondering whether the state Faculty Obligation Number (FON) protects us from any of these practices, well, don't get me started. The FON does almost nothing to protect full-time faculty positions. But that's another article for a different time.

To summarize, from 2020–21 to 2025–26, enrollment declined 3.3%, the budgeted number of managers increased 11.6%, and the budgeted number of faculty FTE decreased 12.9%. Looks like we are right in line with the conclusion of the state audit.

The Supplemental Retirement Plan (SRP)

Earlier this month, FA learned our District will likely offer a Supplemental Retirement Plan (SRP)—a golden handshake—to encourage retirements at year's end. I was a bit surprised because the last time we did an SRP was 2018–19, when we were in a major financial crisis. We aren't in a financial crisis right now, so the question becomes: why the SRP?

In 2018–19, administrators were not allowed to participate. This time around they are offering it to administrators, but they must have at least 15 years of service to FHDA, as opposed to 5 years of service for faculty and staff. Perhaps they are trying to shrink the number of managers in the district. That makes sense given the increase in administrative positions in the past five years and the fifty percent law, but will the administrators who take the SRP be from positions that can be permanently eliminated?

Or will there be an administrative shuffle? The phrases "reorganization" and "realignment" cause stress, so I'm calling it a shuffle. We don't know, but we certainly know from this fall's reorganization discussion at De Anza that any plans for a shuffle had better include faculty voices. We are tired of being excluded from campus organization discussions, then spending twice as long fighting bad plans as it would have taken to include us initially.

I've also been asked if the SRP is an attempt to shrink our district enrollment now that we are community-funded (Basic Aid). I'm not aware of that planning either, but given the actions of our neighbors when they moved to community-funded status, it's not an unreasonable question. At the same time, we have been told at both the campus and district levels that there are no plans to shrink enrollment. We will just have to trust, but verify.

The SRP ties into the fifty percent law because if we are planning to shrink enrollment—and maybe even if we aren't—we will need to shrink non-instructional positions. That said, now that we are community-funded, there is no financial penalty to a district that doesn't comply with the law.

As an example, [San Mateo CCD](#) only spends about 40% of their unrestricted funds on direct instruction, but because they are community-funded, there's no financial penalty. Like the promise not to shrink, we have been told by district leadership that we are committed to compliance with the fifty percent law even in our community-funded status. Trust, but verify.

Another question related to the SRP is what happens to the full-time faculty positions vacated by SRP participants. In 2018–19, we agreed to leave the positions open for three years, backfilling with part-time instruction. At the time, this helped prevent layoffs in a fiscal crisis. Right now, it doesn't make sense to leave the full-time faculty positions vacant. Our numbers are already historically low, and the remaining full-time faculty won't have the bandwidth to pick up the work from the vacant positions.

Faculty Workload

Productivity—a measure of weekly student contact hours per instructor—used to be included in every budget discussion, especially in tight budget times. I don't hear it as much anymore, but the fact remains that FHDA is the most productive district in the state, and we have been for decades. This means we have always asked our faculty to teach more students, on average, than the faculty in the rest of the state.

Add to this the major shift in faculty instructional tasks due to the pandemic: almost every class, independent of modality, has a Canvas shell to maintain; we are required to give individualized feedback to each student every week (more than just a grade on an assignment); and we are expected to give students multiple options for how to demonstrate understanding of the material. I'm not saying these changes are unnecessary or bad; I'm simply saying that the work we do to ensure student success is very different from what it was a decade or two ago. Yet, nothing about how we schedule classes or the number of students we are expected to serve has changed.

Moreover, we are on quarters instead of semesters. We are writing syllabi and setting up Canvas shells, onboarding students, scaffolding term projects, and submitting final grades 50% more often than our colleagues on the semester system. This isn't to say

that we should move from quarters to semesters—there are strong opinions on both sides of this debate—but it’s time we start recognizing the additional work associated with the quarter system.

Lastly, there’s AI. AI everywhere, AI all the time. Discussions in meetings, in the halls, in the bathrooms—yep, I heard one there—and that’s just between faculty. We are told that AI has the potential to help our students and make our jobs easier. Maybe it can or will, but right now AI issues are overwhelming faculty.

Determining how to best use AI in instruction, when it harms students, appropriate class policies, evaluation criteria, and many other issues takes time and careful consideration. Even when faculty carefully consider policies for their own class, the labor required to enforce them is hours and hours of additional work. Policies and recommendations regarding AI will come through committees and workgroups, and AI will certainly land at the negotiations table.

We need full-time faculty with differing viewpoints to serve on these committees and be involved in recommendations. We need part-time faculty too, but as stated earlier, the district rarely pays part-time faculty for committee participation. If the District leadership wants faculty engagement—have you seen those climate survey results?—we need some recognition that the workload associated with the duties of instruction has fundamentally changed.

Faculty aren’t phoning it in or disengaged. We are spending our energy on our students and courses. The bandwidth for duties beyond instruction is significantly reduced from what it was before the pandemic.

We can meet the letter of the law while our faculty burn out and our students get less of what they actually need: experienced, engaged, full-time faculty with the bandwidth to innovate, mentor, serve on committees, and respond to the rapidly changing landscape of higher education. Or we can make a different choice. We can fill those 46 vacant full-time faculty positions—not in three years, not “eventually,” but now. We can insist that faculty voices are included from the beginning of any reorganization or “shuffle.” We can recognize that the work of instruction has fundamentally changed and adjust our expectations and compensation accordingly. We can hold district leadership to their commitments, even in our community-funded status, and verify that actions match words.

Fourteen years ago, in that classroom project on developmental education, the goal was to help students see how seemingly unrelated concepts fit into a bigger picture. The same is true here. The fifty percent law, the SRP, and faculty workload are not three separate agenda items; they are three parts of the same story—a story about what we value and where we invest our resources.

Let’s become the employer of choice we keep hearing about.



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](#)

The List of Important Deadlines

2025

Nov. 26: Probationary faculty employees request early declaration of a prob-zero year (6A.1.3.1).

Dec. 5: Part-time faculty file intention to change salary column starting in the Winter Quarter with campus Personnel Office (Appendix B.1, C, E, G).

2026

Jan. 2: Part-time faculty submit completion of requirements documentation for column change starting Winter quarter to campus Personnel Office (Appendix B. 1, C, E, G).

Jan. 15: Article 18 faculty meet with the appropriate administrator to determine their reduced contract schedule (18.8.1, Appendix W).

Feb. 14: Full-time faculty submit requirements to establish additional Faculty Service Areas (FSA)s

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.*”

(15.9).

Feb. 27: Full-time faculty submit written initial request for Article 18 pre-retirement reduction in contract to college president (18.8.2, Appendix W). See 18.9 to request percentage change in subsequent years.



FA-PAC Post-Election Debrief

The FA-PAC and FA-PAC Internship Program, along with the De Anza Public Policy School (PPS) interns, are happy to report that Proposition 50 passed! We want to thank all of our hearty volunteers (you know who you are!) who phone banked and canvassed. More than 45 student volunteers engaged in hundreds of hours of phone banking and canvassing. Your hard work and dedication paid off!

We want to thank the Bay Area Coalition, the California Democratic Party, Silicon Valley Rising, the South Bay Labor Council, and Swing Left for their commitment to this effort. In particular we want to thank members of the Democratic party such as assembly members Patrick Ahrens and U.S. Senator Adam Schiff, as well as State Controller Malia Cohen for showing up to canvassing events and giving rallying speeches that bolstered local communities.



FA-PAC Intern Coordinator, Gillian Grubbe, and interns Salvador Pedraza and Zainab Mohseni, phone banking for Proposition 50 at SFSU in San Jose on Thursday (10/9). [priority 1]

The successful passage of Proposition 50 means Democrats are more likely to take the House of Representatives in 2026. A Democratic majority in the House will not solve our problems, but it will bolster resistance to this destructive administration. We believe we have to do everything in our power to support the broad democratic popular front aimed at defending democracy and our communities in the face of this authoritarian regime.

We will engage in election work throughout the year. In Winter we'll focus on voter registration and education. In Spring, we'll continue voter registration, education, and mobilization work and engage in primary election campaigns. Please join us!

The FA-PAC and PPS Internship Programs are student-faculty collaborations made possible by the financial support of the De Anza Student Government (DASG), the Associated Students of Foothill College (ASFC), and faculty who make voluntary monthly contributions. Faculty, if you're not yet a PAC supporter, please consider making a contribution: [FA-PAC Voluntary Payroll Deduction Form](#). Thank you!



FA-PAC interns Kaitlyn, Parker, Zinnarah, and faculty mentor Jim Nguyen at the Bay Area GOTV Blitz on November 2 at the South Bay Labor Council. [priority 4]

Join FA Today!

Finding Light in the Work We Share

We've all felt it: that weight of moving through days that ask more of us while offering less back. A decade of upheaval has left many of us in higher education wondering where to find solid ground, much less reasons for optimism.



And yet, in quiet corners of our campus conversations, a shift happens when we discover a glimmer, a resource that may actually help rather than just promising to. When we find a way to lighten the load or open up new ways of working together, it matters.

Here's a concrete opportunity: instructors can now access a year of Perplexity Pro at no cost, a service that normally runs about \$200 a year! For those of us juggling research, lesson planning, building syllabi, revising assignments, translating materials into student-friendly language, and juggling RSI demands, it promises to be a genuinely useful companion. And, it has an academic browser, Comet, which allows us to upload course materials, break down dense readings, create shared workspaces, and build research collections with AI that shows its sources clearly.

What makes this opportunity particularly compelling is the potential to extend access to our students as well. Imagine everyone in a classroom working with the same tools. We would not just be removing financial barriers but creating space for authentic conversations about using AI thoughtfully and responsibly. We could explore together what ethical engagement with these technologies actually looks like, not in theory but in practice.

Students who might otherwise lack access to premium research tools can work alongside their peers with confidence, and those balancing jobs, families, and coursework gain support that meets them where they are. Let's see what happens when students and instructors work side by side with these resources: deeper discussions, more collaborative research, group projects that feel genuinely supportive. There's a quiet power in sharing both the possibilities and the questions these tools raise. If we bring AI into the open and teach with it rather than against it, we just may invite integrity back into the process. Students are less likely to hide their use of tools when those tools are part of our shared classroom practice.



If you are searching for that glimmer of hope (or just for the joy of getting a free A.I. tool), you can begin here: <https://plex.it/referrals/ZPD33L70>.

This glimmer does not solve the larger struggles we're navigating. But perhaps that's not the point right now. Perhaps what matters is that we keep looking for practical ways to support each other's work and our students' learning, one shared resource and one honest conversation at a time. That's where real change often begins: not in grand pronouncements but in the small acts of equity and collaboration that remind us why we chose this work in the first place.

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

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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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