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# FA NEWS



**FOOTHILL-DE ANZA FACULTY ASSOCIATION**  
**30 October 2025**  
**Volume 50 Number 2**

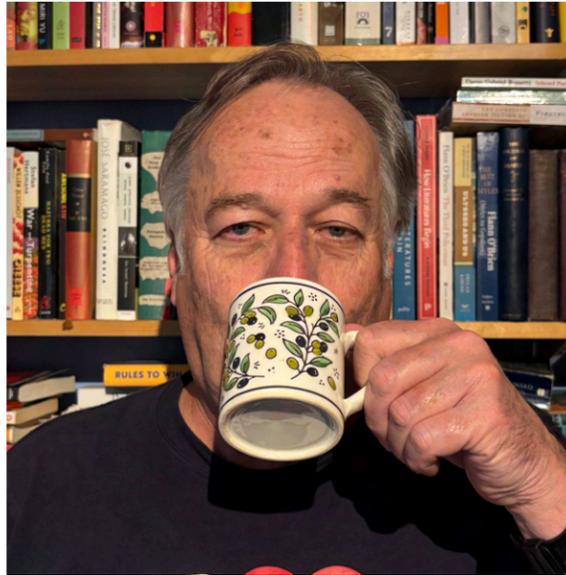
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**Pay attention to this,  
this is really important.**

**One Day to Go: Full-time faculty must declare their three-year Professional Development/Professional Responsibility cycle by Friday October 31!**

**The View from Under the Bus**



## An op-ed by Tim Shively

"It feels like a very Jewish thing...to have celebration and grief all at once." These **words from Brooklyn creative director Charly Jaffe** regarding the recent Gaza ceasefire constitute the most beautiful and healing "taking stock of" I've heard since the destruction tenuously paused and the hostages and prisoners were returned. In addition to the actual hostilities, the rhetoric and politicking have escalated and distorted since this latest chapter in the longstanding Gaza conflict ensued, in America as well as the Levant. One particularly thorny arena has been our institutions of higher learning, where both Jewish and Palestinian employees and students have experienced genuine fear and grief. Do antisemitism and Islamophobia exist on our nation's campuses? Absolutely, as does anti-

blackness, anti-Asian hatred, gender intolerance and a host of other social ills that we must be vigilant about, fight against and support those harmed. Unfortunately, antisemitism has been weaponized as part of a far-right wing agenda of attacking DEI, "liberal bias" and democratic institutions generally. Repressing free speech and political protest only sows further division and fuels intolerance, similar to the deployment of federal ICE agents and the National Guard in our "blue" cities. But perhaps that is the end goal after all.>

Recently, our private research universities have been showing some spine in response to the Trump administration's **attempts to extort money and score ideological points against said institutions**. We are hopeful this resistance will **resonate with our public university leaders** as well, as they have been subjected to the same strong-armed attacks facilitated by the evangelical right's embrace of the Jewish political right (hard to fathom given the blatant antisemitism celebrated at events such as **the Charlottesville, Virginia "Unite the Right" rally** during Trump's first term). Such faith based politicization, of whatever stripe, is beyond advocacy—it's zealotry, and it has occurred right here on our FHDA campuses, in efforts by outside groups to commandeer administrative processes, divert resources, silence employees and demand their disciplining, and shut down student activities. Last Spring, complaints were simultaneously filed against five district employees for alleged antisemitic behavior. The District did its due diligence and investigated these matters, and in the end, not a single allegation was sustained. The employees, as might be expected, were immensely relieved. But the outcome raises serious questions about whether the complaints were legitimately initiated to begin with and if the burden placed on these employees during the investigative process was ultimately justified.

While such allegations of discriminatory behavior are nothing new to our District, after October 7 2023, our Chancellor and College Presidents received a huge uptick in letters from community members declaiming what they saw as rampant antisemitism on our college campuses, many of them apparent "form" letters repeating language from a common originating source. But one particular letter from the Anti-Defamation League stood out, as it named two faculty members for their presumed antisemitism (as reported to the ADL by the Hillel of Silicon Valley), and demanded that action be taken. And indeed it was, as one faculty member was the recipient of an Administrative J1 evaluation with multiple negative ratings and accusatory language in response to his political activity more than his classroom teaching (ratings and language later stricken through due process procedures). I attended a meeting with the other faculty member and his Dean to discuss the situation that unfolded in that instructor's classroom (basically, allowing students to express views on the Gaza conflict, but not giving over the entire class period to one particular student). Although we were all in agreement that there was nothing of substance to the student's claims, a formal complaint followed a year and a half later—thankfully, beyond the time limits for such complaints.

While those are arguably the results of a single campaign, more complaints, both formal and informal, surfaced in the months ahead, including the threat of a Title 5 complaint against another faculty member (which thankfully never materialized, though that employee was subsequently targeted in one of the aforementioned five complaints), a complaint about the supposedly antisemitic coverage provided by the student paper, complaints about "violence" perpetrated on Jewish students during student club activities and others. Now certainly, antisemitic speech and behavior do occur on our campuses (for example, there was documented vandalism of a Jewish Student Union display). But in most of these instances, further scrutiny revealed the claims not to be substantiated as reported.

I get the pressure that senior administrators are put under—we are a community college district, after all, and accordingly, must respond to the community. And I realize our Board trustees are particularly vulnerable to pressure from outside groups, being elected officials. But you risk more than your credibility when employees are made to bear significant burdens in processes influenced by external political pressure. The Foothill Academic Senate's consideration of a Cease Fire resolution in Spring of 2024 illustrated just how "vested" some of our leaders were in supporting said community groups. It drew such virulent condemnation from off campus (including legal threats) that the Senate was unable to conduct business due to public comment taking up their entire meeting. Then, at the following meeting, instead of supporting the Senate's right to open dialogue and healthy debate about the proposed resolution, the President of the Board of Trustees attended to urge the Senate to drop the matter altogether (which they ultimately did, on a technicality of it not being a "10+1" matter).

Moving forward to the recent five simultaneously filed (and these were formal) complaints, I think it's important to note that a single complainant was responsible for four of the five. Not only that, but four of the five complaints were filed against employees who worked in offices or advised students in capacities that might be described as "DEI" oriented. Part of the difficulty in addressing the materiality of such complaints is that the respondents to the ensuing investigations are informed that they must avoid retaliation against the complainant and witnesses, which would seem to then put the onus of assessing the legitimacy of complaints on the District. But despite zero allegations being sustained against five separate employees in these complaints, no formal inquiries were ever made into the complainants themselves for the lack of substance to their claims as revealed in the investigations. I'm reminded of a colleague who once had a Title 9, sex-based discrimination or harassment complaint filed against them in which the complainant checked off every box on the complaint form. Surely, I thought, no one can be that discriminatory. But the investigation proceeded regardless. And here we are with 5 complaints whose complainants were, moreover, encouraged to file by District employees. I'm not talking about Title 5 and Title 9 officers who perform such work as part of their job responsibilities, but employees who just prima facie accept what students say without considering their colleagues' perspectives or the potential impact upon them of unsubstantiated claims.

In addition to supporting disciplinary proceedings against employees, there have been efforts to persuade our administrations that certain perspectives on Jewish identity and political orientation should be privileged over others. This has been carried out through commentary that questions the Jewish authenticity of groups such as Jewish Voice for Peace, as well as attempts to have certain positions adopted as campus standards (e.g. through efforts to persuade the student governments to endorse very narrowed definitions of antisemitism based on federal definitions). This past January, select administrators and faculty from both of our campuses were encouraged to attend a "Regional Summit on Antisemitism" cosponsored by Santa Clara University and the Hillel of Silicon Valley. Despite being warned by Jewish faculty regarding the latter organization's political bias, the FHDA delegation proceeded.

Around the same time, the Hillel met with senior De Anza administrators and student representatives to push for administrative approval and funding of a "Jewish Student Center." The idea apparently received a "positive reception," as the originally submitted proposal for a Center was subsequently revised by College administrators into a form more acceptable for submission as a resource request. This raised concerns for at least some administrators, who worried that the College had never previously considered a funding request from outside of the College. Others encouraged the student rep to move forward even though it was past the deadline for

resource requests and promised to vote in favor of it. Ultimately, last spring, the majority of committee members ranked it as a low priority, perhaps in the realization that funding one such Center would entail the need of corollary Muslim, Hindi, Buddhist and other student venues.

I'm sure there are further instances of such politicking by outside groups on our campuses (the attendance and disruption by non-students at some of our Muslim student-led events is one). And as with uncorroborated complaints and their ensuing investigations, it is a drain on our District and colleges' personnel and resources. Perhaps that is one factor behind the rather poor ratings of District and College Executives in our recent "**Employee Climate Survey**," the perception among employees that external pressures have influenced administrative decision-making in ways that don't adequately consider employee perspectives. Nonetheless, we must not allow that to compromise our support of our Jewish and Palestinian colleagues and students, some of whom do feel unsafe on campus. We all must do our utmost to ensure they are welcomed and their concerns addressed. As many both Jews and Palestinians know, it has long been possible for people of all backgrounds to live together in relative harmony. Yes, there will always be those who attempt to engineer things for their exclusive benefit, but here on our campuses, let's come together and celebrate each others' cultures and differences, in a spirit of tolerance and inclusion rather than dominance and dispossession.

## FA Welcomes Our New Members

### Library

- James Perla-Adams, Library Services (De Anza)
- Keri Kirkpatrick, Library Services (De Anza)

### Humanities & Social Sciences

- Jeffrey Acido, Humanities (De Anza)
- Marx Gomez-Liendo, Sociology (De Anza)
- Nathaniel Tan, Comparative Ethnic Studies (De Anza)
- Tracy Williams, Ethnic Studies (Foothill)

### STEM

- Noha Farghal, Physics (De Anza)
- Sreedevi Chalasani, CIS (De Anza)
- Sofia Sheikh, Astronomy (Foothill)
- Marianne Chowning-Dray, Math (Foothill)

### Language Arts & International Studies



- Sabrina Maciel Espinoza, Communication Studies (De Anza)
- Aurelio Dias-Ferreira, Spanish (De Anza)

### **Athletics**

- Joe Berticevich, Men's Basketball (De Anza)

We're thrilled to have you all join our community!



## **Negotiations Update:**

### **Kathy Perino Chief Negotiator**

#### **Negotiation of 2025-28 Agreement Continues**

Since the negotiation process last year was dedicated to the elimination of Professional Achievement Awards and a restructure of the salary schedules, we have many interests that remain for this year's negotiation of the remainder of the 2025-28 Agreement. The items below summarize the first set of interests for this year.

#### **Class Size Study**

FA is requesting a study to compare maximum class sizes in FHDA to neighboring districts. By using maximum class sizes, we will compare overall workload. This will require agreeing on metrics that account for the fact that we are on the quarter system and must onboard and submit grades for students three times a year while semester schools do so twice a year. In addition, class sizes that were set in the days of short answer and fill-in-the-blank assessments two to three times a quarter are no longer reasonable. Today's requirements of RSI in every online course, labor-intensive AI detection, and the emphasis on universal design for learning

strategies, along with the course accessibility labor placed squarely on the shoulders of the faculty makes the class sizes of the 20th century unmanageable.

#### **Annual Scheduling**

Both campuses are already working on annual schedules for 2026-27, but our current contract language affects this implementation. For example, full-time assignments can be scheduled in advance, but part-time and overload assignments cannot be scheduled beyond the first pass of the re-employment preference (REP) list because the REP changes every quarter.

FA has heard from many part-time faculty who are in favor of annual scheduling if it means that there will be some guarantee of the assignments when the quarter arrives. To ensure this, we will need to modify our contract language to clarify exactly when an

assignment is officially offered and when one can decline an assignment without it affecting REP status. We have also heard from department chairs who have expressed concern about the workload implications of annual scheduling and the potential for many more schedule changes in the future. Department chairs already have many tasks to accomplish each fall: program review, hiring requests, budget requests, schedule changes for Fall and Winter of this academic year, etc. Adding management of faculty teaching requests for the entire following academic year is a lot to ask. So, we will need to discuss timing and workload for annual scheduling.

### Department Chairs and Schedulers

In addition to the effects of annual scheduling, we need to review and update the reassigned time and additional pay for department chairs. Summer work requirements for department chairs also needs to be clarified. Originally we agreed that department chairs may have minimal work in summer related to schedule changes, but we have heard from some department chairs that they are asked to work many hours over multiple weeks of the summer. This was not the intent of the original language so we need to clarify the summer work expectation and adjust compensation as needed.

### Improvement Plans

While not originally an FA interest, we do see the value in having a clear process for illustrating improvement as it relates to "unsatisfactory" ratings on evaluations. Although it has never been used, we do have contract language (dating back decades) that ties step advancement to "satisfactory evaluations." Does this mean one rating of UN on one evaluation can stop step movement? Multiple ratings of UN on a single evaluation? Repeated evaluations? Since the language has never been used to stop step advancement, we don't really know. Rather than spend hours in conciliation and grievance over the meaning of this language, we have agreed to negotiate "improvement plan" language.



Related to this topic is the process for re-qualifying to teach asynchronous online courses. Most faculty initially qualify by completing the training (RSI) offered by the college. However, some faculty have been "evaluated out" of the online teaching modality but have since put in significant work to improve their online courses. We currently have no process that allows faculty to demonstrate improvement and re-qualify to teach online.

### Leave

Most faculty have teaching assignments that are a combination of in-person instruction and asynchronous online instruction. When a faculty member takes leave for a day of their in-person duties, but continues to perform the duties of the asynchronous courses, only a portion of a full-days leave should be deducted. But, exactly how much leave should be deducted is unclear based on our contract language. The current language, written in the "olden times" (my latest term for pre-covid/pre-everyone-does-some-work-online times), says that if you miss half of your scheduled teaching hours for the day, you have a half of a day of leave deducted. If you miss one out of three scheduled teaching hours, you have one-third of a day of leave deducted. We need to develop language that addresses how leave is deducted when part of the day's teaching is scheduled (synchronous) but the other part of the teaching is asynchronous.

### Student Evaluations

FA is interested in improving the student evaluation tool while the District is interested in increasing the frequency of student evaluations. FA is familiar with studies that show student evaluations can adversely affect some faculty more than others (faculty of

color, faculty with accents, women in STEM). We are hoping to use these studies to inform our actions. In addition, we also know that response rates must be high for the data to be useful. We need to review response rates for in-person student evaluations as well as for those completed in Canvas. FA will consult with the Academic Senate as it relates to this item.

**Professional Development Funds**

Currently, we have two sources of funding for faculty professional development: Article 35 Training/Retraining funds and Article 36 Professional Conference Funds. Training/Retraining funds are available only to tenured full-time faculty and are primarily used to pay



for tuition and book expenses for coursework that expands one's area of potential service to the District. Professional Conference Funds are available to all full-time faculty and part-time faculty with REP. These are primarily used to pay for travel and conference attendance. In "the olden times," professional learning fell into these two categories: take a class or attend a conference. Current learning opportunities include many activities that fall somewhere in between a course or a conference, and others are labeled a conference but require tuition be paid to an institution and can generate a transcript. The professional development committees at each campus are finding it difficult to apply our outdated language to modern professional development activities. We hope to

clarify the available funding (how much, for whom, and for what) while maximizing the available opportunities.

# Join FA Today!



**Particularly for Part-Timers**

**Raymond Brennan**  
**Part-time Associate Secretary**

I hope this finds everyone settled into a comfortable routine one month into the quarter. There are a few things to mention this month, and I will begin with everyone's favorite topic: unemployment. It seems that in addition to more frequently requiring phone calls before approving one's unemployment claim, the California Employment Development Department's (EDD) tone during those calls has changed. It seems that instead of asking a few questions and listening to the answers, the purpose of the call now is to tell the faculty person their claim will be denied and there is little point in appealing the decision. Though uncertain of the impetus for this new tone, the rules regarding unemployment have not changed, and part-time faculty who are unemployed between quarters or the break between two remain eligible for benefits. So, if you

are told in a call with EDD that your claim has been denied, **appeal!** When the letter denying your claim arrives, there are instructions explaining how to appeal. I have boilerplate language for an appeal, so should you receive a denial letter, contact me, and I will provide that language. Should your appeal require you to appear before a Civil Law judge, I can attend that appearance—which since Covid has been done by phone—with you if you'd like. Your chances of winning an appeal are very good. I've not lost one yet!

Next, there are a couple of legislative efforts being made to improve the working conditions of part-time faculty. The first is Assembly Bill 1028 which Governor Newsom signed into law earlier this month and which goes into effect January 1<sup>st</sup>, 2026. Frankly, AB 1028 does not have much effect on those of us working in this district though several of its provisions were sorely needed by part-time faculty in other districts. Specifically, AB 1028 1.) requires districts have clear and consistent evaluation procedures, 2.) prohibits arbitrary dismissal by mandating that terminations be based on documented performance or programmatic need, 3.) encourages districts to maintain records and provide justification for non-renewal decisions. And 4.) it reinforces the role of unions in negotiating these protections, ensuring that part-time faculty have a voice in shaping their working conditions. Of the four points enumerated, the second will require a written explanation for why a part-time faculty person is terminated. While the word required would have been preferable to encourages in the third item, nonetheless, this may nudge department chairs and deans to document reasons explaining why a part-time faculty person is not given a contract for classes after having taught them and having earned Reemployment Preference (REP). There have been past efforts to enshrine these protections into law without much success and that AB 1028 was signed into law is largely due to the efforts of California Federation of Teachers, the Faculty Association of California Community Colleges (FACCC) and the California Community College Independents (CCCI).

Two of the aforementioned entities, FACCC and CCCI have legislative committees that frequently draft and shop bills favorable to part-time interests to state legislators, and while this effort to get a bill passed into law at times can feel like a Sisyphean task, that there are a number of people willing to do the work is something to appreciate. Both groups' legislative committees continue to try and pass bills that would ease the plight of part-time faculty. There is something called the "One-Tier Model" which is a large goal that will take time and be accomplished piecemeal, but should it come to fruition in law, it would do away with many of the more egregious abuses visited on part-time faculty who teach the majority of classes in the system.

The last item of note is that the Student Loan Forgiveness Program (SLFP) which is a federal program designed to reduce or eliminate student debt for borrowers who meet specific criteria, often tied to public service, income level, or years of repayment is again available. As educators in the public sector, any faculty member who has remaining debt after 10 years (120 payments) while working full-time for a qualifying public employer can have the balance of their student loans forgiven. (Part-time faculty would need to have the equivalent of 10-years full-time service to qualify.) Though the Trump administration did close this program, a suit by the American Federation of Teachers has forced the administration to allow the SLFP to continue. Some of you who have been teaching in public schools for many years and are still repaying student loans would be eligible to take advantage of this program. The paperwork involved can feel a bit onerous, but certainly, having the monkey on the back that is student loans gone would be worth the effort.

Writing this while attending CCCI's semi-annual conference, I will share that one of the discussions on the agenda was about union membership and how to increase same. Two things of note from that conversation: The first is that our part-time union dues are among the lowest in the organization and far lower than the dues paid by those teaching in other districts that have a state and national office. The second is the need for all faculty to be or become members of the union, here the Faculty Association since it uses the dues collected to advocate on our behalf, ensure the *Agreement* is followed, and to support its members (and even those who choose not to be a member) when an employment related issue arises. The Faculty Association has your back and invites those of you who are nonmembers to join.

I think that is it. Should you have any questions or concerns, do contact me, and if I cannot answer your question or resolve your concern, I certainly will know the person or persons who can.

### Good News on the Horizon!

District HR is working to implement the 12-equal paycheck option for 10- and 11- month full-time faculty by July 1, 2026. Faculty who prefer to have the district distribute their 2026-27 annual pay (and beyond) across all 12 months will have to opt-in to this type of deferred pay. Faculty who prefer to receive the pay as it is distributed now can continue to do so. It is a work in progress, but stay tuned!



### Full-Time Faculty: Appendix I Update

### Credit for Professional Development and Professional Responsibility Requirements



**Kathy Perino**  
**Chief Negotiator**  
**Knower of All Things**

#### Full-Time Faculty: Appendix I Update Credit for Professional Development and Professional Responsibility Requirements

As all full-time faculty know, the Professional Achievement Award program has been eliminated and replaced with a requirement for ALL full-time tenured and tenure-track faculty, regardless of salary placement. At the required forum on opening days, we stated that as we roll-out this new program, we will incorporate activities not otherwise stated and also clarify the hours and points awarded.

We are discussing questions every two weeks, and are maintaining a list of questions and agreed upon answers that will soon be posted on the FA website. Here are the questions and answers (in no particular order) that apply to multiple faculty:

#### Professional Responsibility Questions

*Q1: Category C includes "conducting student workshops" for 1 point. Is it one point per workshop or per year, or something else?*

A1: The negotiations team agreed to 1 – 3 student workshops per year = 1 point, 4-6 student workshops per year = 2 points, etc.

*Q2: What category does participation on the "appeals review committee" (<https://www.deanza.edu/admissions/arc#committee>) at De Anza fall under?*

A2: Category B (4 points per year)

*Q3: Does proctoring student evaluations for another faculty member's in-person class or being the designee for an online student evaluation count as a professional responsibility?*

A3: Yes, 2 or more student evaluations in a year earns 1 point.

*Q4: How many points do members of the De Anza Guided Pathways "pathfinder" team earn?*

A4: Category A (6 points per year)

### **Professional Development Questions**

*Q5: If a faculty member gives a presentation at opening days OR gives a presentation for other professional development on campus during the year, how many hours credit do they get?*

A5: Faculty will earn 2 hours of preparation for each hour of presentation time, in addition the actual presentation time. We will also correct the credit for presentation at external meetings/conferences to be equal to this amount. (Total credit = 3 x presentation time)

*Q6: Can I use the activities from my PDL quarters to count toward my PD requirement.*

A6: PDL activities completed CAN count toward your PD hours; however, the total PD hours required (75 hours) will not be reduced proportionally while on PDL. This is consistent with the previous practice of allowing PDL activities to count for the old PGA system without reducing the total PGA required.

*Q7: Is there a difference between PD hours earned when auditing a class vs. earning credits from a class?*

A7: Hours from earned credits fall under category 1, while hours from audited classes fall under category 2.

*Q8: How many hours of PD can I claim for writing a textbook (through a publisher or an OER/ZTC textbook)?*

A8: All academic publications can claim a maximum of 25 hours of PD. We realize this is not an accurate reflection of the time commitment but also want faculty to participate in more than one PD activity every three years.

*Q9: If I submitted my PGA forms in the last two years (under the old PGA system) and used some PR activities for credit (such as tenure committees earning PGA units, or GP villages), can I still use those previously awarded PGA units for my PD requirements?*

A9: It depends. If you will have 10 points of PR activities WITHOUT using the activities submitted previously for PGA credit, then you can convert all of your previously awarded PGA units to PD using the fact that each quarter of PGA credit = 18 hours of PD. If you will not have 10 points of PR without those previously credited activities, you will need to separate the activities from your PGA forms into the two categories, PD and PR.

For 2025-26 and beyond, activities must be in either PD or PR, but not both.

*Q10: For previously submitted Appendices O1, O2, and O3, will I have to restate the activities on the new forms this spring (for those who selected a cycle that includes 23-24 or 24-25)?*

A10: Yes, and hopefully you kept a copy of those appendices. But if you didn't and you need help with copies appendices submitted for 23-24 or 24-25, please request these copies now by emailing [hr@fhda.edu](mailto:hr@fhda.edu).

Following is a list of many, but not all, important contractual deadlines for the 2023-24 academic year. If any of these deadlines



apply to you, be sure to mark your calendar and read the the *Agreement* text referenced in parentheses ([fafhda.org](http://fafhda.org)).

The campus conciliator can assist you if you need help:

- De Anza, **Felisa Vilaubi**
- Foothill, **Rosa Nguyen**

(650.949.7544)**Erika Cervantes** Office Manager  
FAQ questions can also be directed to the

## The List of **Important Deadlines**

### 2025

- October 31: Faculty deadline to declare three-year Professional Development/ Professional Responsibility cycle
- 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

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.

**JOIN OUR FACEBOOK PAGE**



### FA-PAC Fall 2025 Update

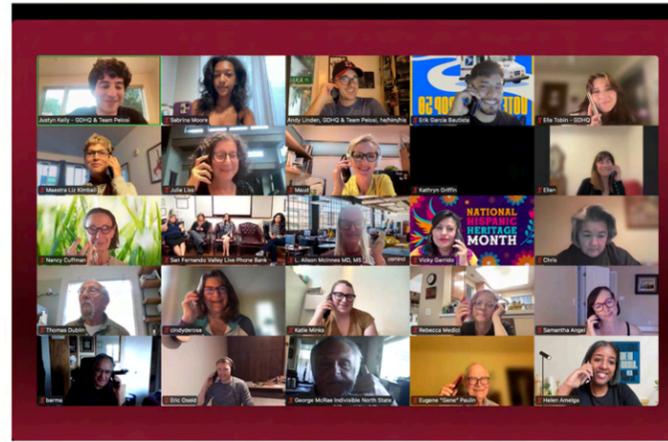
The **FA-PAC** and **FA-PAC Internship Program**, along with **Public Policy School** interns, are working hard on the “Yes on Prop 50” campaign.

The interns have recruited and mobilized 48 volunteers to phone bank and canvas.

There’s a great deal at stake here and we need to do everything we can to counter this destructive administration. We hope you’ll join us in supporting **Prop 50**.

If you want to get involved, there are daily, remote phone banking sessions and canvassing opportunities throughout the region.

- **Bay Area Coalition** (phone banks)
- **Bay Area Coalition** (canvasses)
- **California Democratic Party**
- **Silicon Valley Risin**
- **South Bay Labor Council**
- **Swing Left**



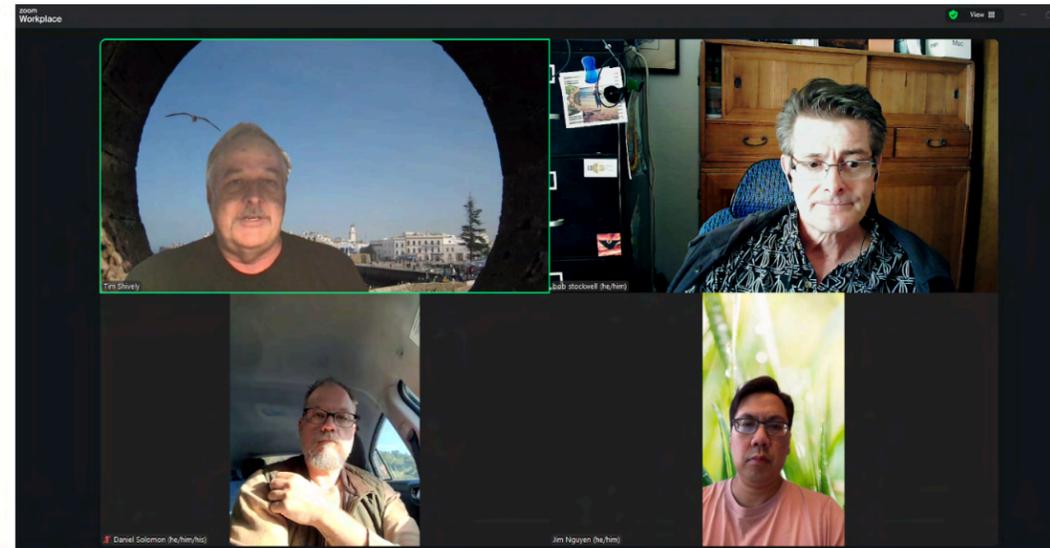
FA-PAC intern Sabrina Moore engaging with other volunteers on a Yes of Prop. 50 phonebanking session (10/8).

Finally we want to thank faculty supporters whose voluntary monthly contributions make our work possible. If you're not yet a supporter, please consider making a monthly contribution: **FA-PAC Voluntary Payroll Deduction Form.**

Thank you



FA-PAC intern Kaiyan Kelley canvassing for Prop 50



FA-PAC meeting on 10/22. Pictured are Tim Shively, FA President, Bob Stockwell, FA-PAC Chair, Danny Solomon, District Part-Time Representative, and Jim Nguyen, FA Vice President and De Anza Full-Time Representative.

What Do you Think?

We welcome your feedback. Use the "Share Your Voice" link below!

- Content Suggestions
- Formatting Suggestion
- Private response to writer or editor (will not be published)
- Letter to editor in response to content. This may be published in a future issue of the *FA News*.
- Request to have your relevant article or information published in the *FA News*. Please include a detailed description of your planned article.
- Any other constructive feedback you would like to provide.



## Share Your Voice: Shape Our Future

*Fhda Faculty Association*

*FA Executive Council Members*

Erick Aragon (DA)

Raymond Brennan (DA)

Mary Donahue (DA)

Mark Landefield (DA)

Joshua McCluskey (DA)

Steve Nava (DA)

Laura Gamez (FH)

Jordana Griffiths (FH)

Julie Jenkins (FH)

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Rosa Nguyen (FH)

Kathy Perino (FH)

Daniel Solomon (DA)

Bob Stockwell (DA)

Felisa Vilaubi (DA)

*FA News*

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Letters and articles from District faculty are invited.

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