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FOOTHILL-DE ANZA FACULTY ASSOCIATION
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President's Report: The Wizardry of Woz

FA President Tim Shively

At some point between final exams and the impending slate of Winter's new meetings and obligations, my son, hurrying off to work, asked me what I was going to do that day. "I'm going to do...nothing," I murmured into my coffee mug, scanning the morning headlines. And I made a conscious decision to actively settle into my indolence. That was, until I came across the article announcing the renaming of the Kennedy Center as the "Donald J. Trump and John F. Kennedy

Center for the Performing Arts" [my emphasis]. Choking on my coffee, I viscerally recalled [Trump's recent addition of "Donald J. Trump" to the facade of the United States Institute of Peace](#). This from the man who has been belligerently baiting Venezuela into military conflict, recently authorized air strikes in Nigeria to prevent a "Christian genocide," ordered strikes against supposed ISIS sites in a teetering Syria, threatens to bomb Iran--again, and trots out the threat of annexing Greenland (and Canada!) whenever it suits his fancy. At least in the case of the Kennedy Center, he installed a Board of toadies to do the dirty work for him.

Well, if anything beneficial is to come of this moment, perhaps it's the article you're currently reading. For I was reminded that we have our own naming debacle in our District, though it occurred much more quietly at the end of Fall quarter. Two days before the December 5th Chancellor's Advisory Task Force meeting, an email went out to members alerting us to a last minute agenda addition for that Friday's meeting, "Naming of District Facilities--Wozniak Technology Center." No additional information was provided on the updated agenda, where it was listed as an informational item, "Status update." Having not been previously made aware that this item had any "status," I reasoned I could probably find out something more at my meeting with the De Anza President later that morning. And indeed, I found that it was a name change proposed for the De Anza Advanced Technology Center (ATC) building and with a little research found that it had made its way to the De Anza Senate back in October, though it had been [listed on the agenda as an information/discussion item](#), "Exploring Renaming the ARC: A proposal." I guess I missed that misnomer, not having any investment in a recovenation of Noah's project (though given the current political climate, it is not without its attractions). Apparently, Apple Computer co-founder Steve Wozniak's contributions to the field of computing and his donation of early personal computer prototypes were cited as the motivation for honoring him in a facility renaming. But, as I pointed out to the President, the College has never received a dime from Apple Computers itself, including during Wozniak's tenure (though I learned there may have been back door gifting from "Woz" through an intermediary source). We mused over [former College President Brian Murphy's infamous comments in a New York Times piece back in 2012](#) on Apple's tax evasion strategies, which continued during my attendance at County Assessor meetings from before the pandemic to the present; were it not for their regular property tax appeals we could have likely been made a community funded district years ago.

But what really gnawed at me was the question of why the rush to get this proposed renaming to Chancellor's Advisory now, at the last minute? I mean those archival computers have been sitting behind glass in the ATC building for the past 25 years--what's the impetus to cash in on the cultural currency now? Not getting a satisfactory answer to this question, I began surveying colleagues about the renaming proposal. Maybe I move in different circles than some employees, but among the faculty I consulted with, to a person, they all thought renaming the building after a tech titan (even if he is retired) was a terrible idea with very poor optics, particularly given tech CEOs' (including Apple's current head, Tim Cook) having recently greased the tracks for Trump's reelection with plenty of large donations. I mean, does the District really think that genuflecting to the tech Bros is going to provide tangible benefits for the college? So far as I'm aware, there are no imminent donations in the pipeline. Further, a classified colleague pointed out how the proposal appeared to violate [Board Policy on facilities naming](#), which states unambiguously that only "the following criteria are appropriate for naming any building or facility in the District:"

1. To honor living or deceased persons who have directly contributed to the District in an exceptional way through service or monetary contributions;
2. To designate the function of the building or facility;
3. To reflect natural and geographical features;
4. To reflect a traditional theme of the college or the District.

When I look at these criteria (particularly #1), I think of facilities such as De Anza's Kirsch Center, or Foothill's Smithwick Theater or De Anza's De Hart Library. These are all structures named after individuals who contributed significant finances (Kirsch) or service to the District. And in as much as the ATC already has its central function built into its moniker (i.e. technology), there's not much immediate need for an additional name there either, as if it were some sort of reliquary of saint's bones. Hell, we could have sold those computer artifacts back in the day to pay for the ATC's leaky roof repairs.

Fortified with these responses, I prepared for that Friday's Chancellor's Advisory. There was quite a bit of spirited debate, with the renaming ultimately being advanced to the Board of Trustees meeting scheduled for that Monday (December 8). Unfortunately, I was stricken ill that weekend and stayed home Monday rather than spread it around. I was accordingly very interested to see what the result of this item would be. I was accordingly pleasantly surprised to read in the minutes for that meeting several weeks later that ["there was no action taken on this item as this item was brought to the Board for information only."](#) I assumed that it would be coming for a second read as Board policy typically does before a final approval. I did want to get a little more information about who said what at the December meeting, as the minutes only mentioned that "faculty and Foundation representatives spoke in support," but no one was cited as speaking in opposition. After inquiring with the Chancellor's support staff, I was sent a link to a recording of the meeting. And this is where things start getting a little weird. For in the video, [the agenda displayed on the screen during the meeting showed that it had been an action item, and that the Board's unanimous approval was exactly that \(item #24, just after the 2:09 mark\).](#)

But it gets stranger still. [At a "Tech Interactive" event on January 16, "Tech for Global Good," Steve Wozniak was honored as the "2025 James C. Morgan Global Humanitarian."](#) As part of the event there was an accompanying auction of an original Apple II motherboard, signed by "Woz," similar to the one De Anza has as part of its ATC display. Or "had," I should say, as you can see from the photo accompanying this article that the display case is currently empty. I was told by a staff member in the area that it was undergoing repair to make it more secure. And I was also assured by the Chancellor that no, there were no plans to auction ours off. But given the peculiarities that dogged me every step of the way in covering this story, I can only hope that he remains correct.

FA Thanks and Welcomes New Members



- **Ella Marie Ramos Usero** — Child Development, Social Sciences | De Anza College
- **Megan Amunrud** — Women, Gender, and Sexuality Studies, Intercultural and International Studies | De Anza College
- **Jakob Kotas** — Mathematics, PSME | De Anza College

Negotiations and Budget Update

Kathy Perino

Chief Negotiator

Negotiations Update: Improvement Plans, PD, and Leave, Oh My! (and Forms and Calendars too)

The District and FA negotiations teams have been meeting twice a month since October. Some items move quickly, some very deliberately and slowly. Here's where we stand on items thus far.

Forms

Full-time faculty are itching to have their hands on the form needed to submit the newly negotiated report of professional development hours and professional responsibilities. We are working with ETS and HR to create an online form that automatically loads the three-year cycle, retains reported items from year to year within the three year period, can be routed for signatures online, and be sent to the appropriate campus HR office to be saved as a permanent record. We know what we want, but we are still creating and testing the form and process. We hope to have this available near the end of winter quarter. All probationary and tenured full-time faculty will need to complete the form in Spring quarter.

- The SRP (retirement incentive) participation forms are due to PARS by February 6. Faculty participants who submit the forms will be contacted to submit one more form to HR that indicates whether they want to return to work under Article 21. For scheduling purposes, the District must know whether retirees are separating from all employment in the District or planning to return under Article 21. Remember, SRP participants are not allowed to return under Article 19 (max of 5 years), so they can only return under Article 21 (max of 3 years for SRP).

Calendar

In late fall, we surveyed faculty about options that address the timing of finals week and the Juneteenth holiday in the Spring of 2028 (the 2027-28 academic calendar). The results are in, and the preference is a calendar that includes two weeks of Spring break and a delay in the start of Spring quarter. The negotiated academic calendar will be posted as soon as we sign off on all the details in the correct format. Here's what it will include:

- Opening days Sept 15 - 17
- Fall classes: Sept 20 - Dec 10
- <3-week Winter break>
- Winter classes: Jan 3 - March 24
- <2-WEEK SPRING BREAK>
- Spring classes: April 10 - June 30

Evaluations and Improvement Plans

When we eliminated Professional Achievement Awards last year, the driving factor (the PAA application) for timely evaluations of full-time tenured faculty was eliminated. We already have contract language that states that every full-time faculty member must have an administrative evaluation (required by Ed Code), a peer evaluation, and a student evaluation every three years. What we do not have in our contract is any language that describes whether these evaluations must be done within the same academic year, nor do we have any language that describes what can happen if a faculty member receives multiple unsatisfactory evaluations (either both the administrative and peer, or repeated administrative).

Most other districts have a process for implementing an improvement plan to address unsatisfactory evaluations. First, we need to define what qualifies as an "unsatisfactory" evaluation – is it a single rating of UN, two ratings of UN, or does it depend? Then we need to define what an improvement plan looks like, when you conclude one, and what happens if improvement doesn't happen.

None of these are easy questions, so we have been using interest-based approaches to try to tackle the work. We are making progress, very slowly, and will report out when we have something concrete on which we need to seek feedback from faculty.

Required Online Teaching Certification

Initial Certification



Faculty who teach online completed the required RSI training last year. It was a huge lift for faculty and online learning offices, the magnitude of which we hope to not repeat en masse again. However, faculty who did not participate in the RSI training (either because they weren't hired yet or they didn't need to teach online) need to know what the required certification is and how long they have to do it.

FA and the District recently signed an MOU regarding certification to teach any course that contains 30% or more of its contact hours asynchronous. The full MOU is on the FA website.

Faculty who did not complete the RSI training last year must complete a certification through the campus office of online learning that is approximately (but we know everyone learns differently) 20 hours. Full-time faculty can use 20 hours toward their three-year professional development requirement. Part-time faculty or Full-time temporary faculty can receive \$750 for completion if they were asked by their dean (in writing) to complete the certification to meet a department need. All faculty can also apply for equivalency using training or certifications from other institutions. Equivalency will be evaluated by the office of online learning.

Maintaining Certification

Faculty who are already certified can be asked to complete up to four hours of ongoing training every two years. The campus offices of online learning are responsible for notifying faculty of the requirement, options and timelines for completion, and verification of completions. Full-time faculty can use the hours toward their professional development requirement. Part-time faculty and full-time temporary faculty will receive \$200 additional pay when completed.

Professional Development – Opportunities and Funding

Funding for faculty professional development and descriptions of acceptable uses of that funding appears in multiple articles of the contract: Article 35-Training Retraining available to tenured full-time faculty, Article 36 - Professional Conference Funds available to full- and part-time faculty with REP, and Article 7 – Part-time Faculty which funds a variety of activities for part-time faculty.

The types of activities funded by Article 35 often get confused with those funded by Article 36, and the different deadlines and processes for requesting funds frequently means that faculty miss out on professional development funding for activities. In addition, neither of these articles allow for participation in PD activities that have become available in a post-pandemic world of new opportunities. The goal of the negotiations team is to expand the types of accepted professional development activities AND make clear which type of application should be used for each, and make sure the funds available meet the demand of faculty.

In addition to funding under Article 36 – Professional Conference Fund, Article 7.27 also provides the campus offices of Professional Development funds to compensate faculty for the PD opportunities they provide. This funding level has not increased for many years, so FA is proposing an increase for each campus.

When this is all ironed out, we will provide a detailed update.

Leaves

We have tentative agreement for two issues: Summer Sick leave and Unpaid Leave of Absence.

Summer Sick Leave

Faculty who teach in summer session are granted one day of sick leave and one day of personal necessity leave. If these are not used in summer, then neither leave is accrued (banked) for future use. The existing contract language, however, also states that if a faculty member needs to use sick leave in summer and requires more than one day, they cannot use accrued leave from another leave bank. For example, if I were teaching summer and had an emergency health condition requiring me to miss a full week (four days), I would have to take three days of unpaid leave, even though I had 100 days of leave in my other leave banks.

We now have agreement, effective following ratification, that if a faculty member uses the one day of summer sick leave and they need to take more sick leave, they can use other (full-time or part-time) sick leave. We retain the provision that if the leave is NOT used, it will not accumulate from year to year.

Unpaid Leave of Absence

Article 16 states that probationary or tenured full-time faculty can request unpaid leave (either full or partial) for a period up to two years. This provision is often utilized when faculty want to temporarily reduce their contract (partial unpaid leave) when caring for a family member or dealing with other personal situations. The current language is silent on how often requested unpaid leave can be taken. For example, can a faculty member take full unpaid leave for two years, then return for one year, and then get another two years of unpaid leave? What if they only return for one quarter? What if the leave is legally required, such as FMLA?

We have a tentative agreement that if a faculty member takes full unpaid leave (up to two years), they must come back and work full-time for at least as long as their unpaid leave before requesting another unpaid leave. However, if the unpaid leave is legally required, such as FMLA, then the leave must be granted.

The detailed language of the tentative agreement will be included in all ratification documents when we vote to ratify the remaining article in the Agreement, most likely in Spring 2026.

Up Next

Winter and Spring quarter negotiations will include continued discussions of Evaluation and Improvement Plans, Appendix Z (Chairs and Schedulers), Max Class Size (in light of RSI, AI, recommended pedagogical approaches and changing student needs), annual scheduling (REP language and compensation for schedulers), option for 12 paychecks per year, and of course Salary for 2026-27.

Budget Update 2026-27

Earlier this month, Governor Newsom released his final January budget for 2026-27. This is the starting point for statewide negotiations of the budget that will ultimately be passed in June.

For community colleges, the budget includes a 2.41% COLA for the Student Centered Funding Formula with an additional 1.5% for growth funding. Since we are now Community Funded and our property tax revenue will come in above these percentages, the COLA and growth funding doesn't really affect our budget process. In November, the county assessor projected that FHDA property taxes would increase about 3.7%, with another update coming in February.

While the COLA on the SCFF won't drive our local budget decisions, the COLA (or lack thereof) on categorical programs will affect us. We still receive funding from the state for these programs, and the January budget was a mixed bag in terms of categorical funding. Many categoricals, including EOPS, DSPS, CalWORKS, Apprenticeship, and CARE, do include the 2.41% COLA. However, others, including some of the largest categorical funds of Strong Workforce Program (SWP) and Student Equity and Achievement (SEA), did not.

In addition, the Governor's budget includes an increase of \$38M for Calbright College, the 116th college in our system that was created before the pandemic to provide online non-credit (free) offerings to students across the state. Faculty groups across the state think this is a waste of money since we all offer online courses now and Calbright is really a duplication of services offered by other community colleges. We will certainly advocate for \$38M in ongoing funding to go elsewhere.

As always, FA will be monitoring the state and FHDA budget and advocating for budget priorities that support students and faculty. We will advocate with our partners, California Community Colleges Independents (CCCI), and Faculty Association of California Community Colleges (FACCC).



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 (fahda.org).

The List of Important Deadlines

2026

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

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](#).”

- Mar. 6: Part-time faculty file intention to change salary column starting in the Spring Quarter with campus Personnel Office (Appendix B.1, C, E, G).
- Mar. 13: Board notification to probationary or other faculty whose contracts will not be renewed (California Ed. Code).
- Mar. 16: Article 19 faculty submit to District Human Resources the annual Early Retirement Service Plan for the following academic year with all required signatures for second and subsequent years of participation (19.6.2.2, Appendix U1). See 19.6.1 for initial year of participation.

Particularly for Part-Timers

Raymond Brennan

Welcome to another quarter. Two things to share this issue.

First, the governor's budget looks promising, but we should remember that for the next four months, many players will lobby to reshape budget priorities. While the governor has generally supported higher education, well-funded organizations with contrary agendas have his ear. Ironically, many who wish to shape higher education's future have never been educators and show little interest in understanding the sector's real challenges. The May budget revision may well be far less kind to the community college system than the governor's initial proposal.

More pressing is Saturday's killing in Minneapolis. ICE agents shot Alex Jeffrey Pretti, an unarmed American citizen, ten times after throwing him into the street. This is the second killing of an unarmed protester by ICE in Minneapolis. This is not a local problem.

De Anza's steadfast commitment to all students, including undocumented ones, has drawn public calls for ICE to come to campus and suggestions that the school should close. The unregulated overreach of ICE represents a constitutional and moral crisis. Armed, poorly trained agents have been given explicit and implicit permission to ignore the Constitution and statutory law. The First Amendment protects the right to peaceably assemble, yet protests in Minneapolis began peacefully: only ICE's actions against protestors inflamed the situation.

In Dante's *Divine Comedy*, the lowest circle of hell reserves a place for those who refuse to take sides in moral crises. One can reasonably concern oneself with immigration policy while being outraged by the killing of citizens like Mr. Pretti and Renee Good, ICE's previous fatal victim in Minneapolis. To remain silent is to acquiesce to lawlessness and unpunished killing.

Not all of us can protest for various reasons, but as educators, we would abdicate our responsibility if we refused to speak truth to power and to share that truth in our classrooms.

JOIN OUR FACEBOOK PAGE

Are You Drawn to Bridge-Building?

Do you have a gift for listening deeply, asking the right questions, and helping people find common ground? We're seeking a De Anza conciliator to join our FA team, a position that's both rare and vital.

The FA Team

The Faculty Association is a passionate, caring team body of diverse faculty working toward professional and personal equity and fairness to benefit our employees and our students. We believe strong faculty-manager relations strengthen our entire institution

**FAFHDA
NEEDS YOU!**

The Role

FA conciliators protect the health of faculty-manager relations by stepping in at the moment disagreement emerges. Most conflicts stem from miscommunication or misunderstandings about contract language. Your role is to facilitate confidential conversations, help clarify issues, and guide both parties toward mutually beneficial solutions. You're not deciding outcomes. You're creating space for genuine dialogue.



The Opportunity

This is a three-year provisional appointment (renewed annually by mutual agreement) with approximately 30 percent reassigned time. You'll designate weekly hours for conciliation, research, and collaboration with FA leadership. No prior experience with the contract is necessary; Nicole Gray, our FA Grievance Officer, provides comprehensive training.

You will gain a deep knowledge of our contract, meaningful relationships across faculty and administration, and the rare privilege of shaping institutional culture from a position of trust and neutrality.

How to Apply

Send a letter of interest (addressed to the FA Executive Council) to the FA office by Friday, February 20, 2026. Contact Nicole Gray or Felisa Vilaubi for details.

Join FA Today!

It Is the Action That Matters: FHDA and the Defense of Democracy

When Good Conscience Remains Silent*

We are living through an unprecedented moment in American history. Across every branch of government, across multiple states, in international relations and on our streets, we are witnessing the systematic erosion of rule of law. This represents documented fact, not hyperbole. And we are allowing it.

This is the harder truth we must face: our government is taking these actions. Federal courts have ruled that the current administration violated the Posse Comitatus Act by deploying military troops against civilians in California.¹ That law exists because America learned that military force should never suppress citizens on American soil. Officials have broken it. The administration is expanding those deployments to other cities. Where are the voices? Where is the institutional resistance?

Officials have forced independent agencies—the SEC, the FTC, the FCC, the FEC—under White House control, dismantling the Congressional independence meant to protect citizens from unchecked executive power. The president now controls these agencies. They answer to him. Officials have dismantled the shield that stood between you and unchecked power. And most of us remained silent.

Consider the justice system. Officials have sanctioned lawyers and law firms for pro bono work and for representing people during investigations. If you are poor, if you are accused, if you need a lawyer, understand what this means: the federal government is attacking the constitutional right to legal representation. How many of us objected?

Consider mass detention. In one year, immigration detention numbers jumped from approximately 40,000 people (January 2025) to nearly 66,000 people (December 2025)—a 75% increase.² Officials are now holding 66,000 people in mass detention without criminal records. They are imprisoning people in mass numbers for no crime. This violates fundamental principles of due process and equity.

This is the pattern: officials act. We remain silent or uncertain. Our apathy enables complicity.

Now consider what happened last week in Minneapolis.

Last week in Minneapolis, an ICE agent shot and killed Renee Nicole Good. She had lived thirty-seven years. She had three children. She had served as a legal observer, one of the volunteers who monitor protests to document violations or confrontations. According to her mother, she was not even protesting that day. She had come to observe, to help her neighbors, to do what good people do.

Here is where the story splits into two versions.

Federal officials said Good "violently, willfully, and viciously ran over the ICE Officer."⁸ The Department of Homeland Security said she "weaponized her vehicle."⁸ Vice President Vance stood beside the agent. Officials stood beside him. The federal narrative framed Good as a threat. The agent posed as a defender.

Here is what the video actually shows: Good's car reversed. Then it moved forward. As it moved forward, Good's wheels turned sharply away from the agent standing in front of her vehicle. She steered the car away from him, not toward him. The sound officials have described as impact is not a collision. Multi-video analysis reveals the agent's cell phone dropped onto the hood of her car, creating that noise. The ICE agent then walked away from the scene undamaged, requiring no medical attention. Yet officials claimed Good "violently, willfully, and viciously ran over the ICE Officer" and "weaponized her vehicle."

Mayor Jacob Frey, looking at that same video, said plainly: "Don't believe this propaganda machine."⁹ Governor Tim Walz, watching the same footage, rejected the federal narrative entirely. An ICE agent fired three times into that car. Renee Nicole Good died from those shots. The narrative constructed to justify those shots contradicts the documented evidence.

When the FBI opened an investigation into the shooting, it blocked Minnesota authorities from participating. The Mayor of Minneapolis said federal officials reversed course and prevented state investigators "from getting very important investigative materials." Either they are hiding facts that matter, or they want to prevent other eyes from seeing the results. Either way, accountability has been blocked.

The federal government deployed two thousand additional ICE agents to Minneapolis for what officials call Operation Metro Surge. Similar operations have unfolded in Chicago, Columbus, New Orleans, Charlotte, Atlanta, Boston, Denver, Miami, New York City, Newark, Philadelphia, Seattle, Washington DC, and cities across the country.¹⁰ Since January, ICE raids have become routine. What happened to Renee Good is one tragic moment in what is becoming a pattern of aggressive enforcement, narratives constructed after the fact to justify the actions, and communities torn apart by fear.

So we must make a choice as a community. We can accept the narrative officials have constructed for us, or we can examine documented facts. Renee Good's mother described her daughter as compassionate, someone who had devoted her life to caring for others, who had shown love and forgiveness throughout her years. Yet officials are now narrativizing her as a threat who required shooting. The gap between who she was and how officials portray her matters profoundly. This gap exposes what is being done to our commitment to equity and democracy in America right now. This gap exposes what we are allowing to happen.

As a college community, we pride ourselves on critical thinking, on examining evidence closely, on questioning assumptions. This moment demands that work. This moment demands that we ask ourselves: what have we permitted to occur through our silence?

We Are All Implicated*

Democracy rests on a single principle: the law protects all people equally. Not selectively. Not based on identity, origin, or political status. Equal protection under law constitutes not merely an ideal but the foundation that prevents power from becoming arbitrary and tyrannical. Equity in how officials apply law represents not a luxury but a democratic requirement.

When officials systematically target specific populations with disproportionate enforcement, when they construct narratives after enforcement rather than basing actions on actual threat assessment, when they treat identical conduct vastly differently depending on who performs it, they are not enforcing law. They are assaulting equity and democracy.

This observation is not partisan. Conservatives and liberals alike have historically warned against selective justice. Barry Goldwater worried about government overreach. James Madison warned against concentrated, unaccountable power. Democracy survives only when citizens believe the law protects them and applies equally to all. But democracy also requires that citizens actively defend these principles.

When we remain silent, when we fail to object, when we accept narratives offered without scrutiny, we fail democracy.

The Death That Comes from Silence*

Some of you might wonder whether immigration enforcement constitutes a normal government function. Certainly it does. But equity requires that officials conduct enforcement according to law and protect all citizens equally. What has shifted is how officials are wielding enforcement: they have abandoned equity. When immigration enforcement becomes a tool for generating fear in entire communities, when families don't know whether their children will return from school, when undocumented immigrants stop seeking medical care or reporting crimes because they fear deportation, officials have crossed a line. They are no longer enforcing law. They are creating a climate where entire populations exist outside law's protection.

On January 24, 2026, seventeen days after Renee Good's death, **federal Border Patrol agents shot and killed Alex Jeffrey Pretti**, a 37-year-old ICU nurse at the Minneapolis VA hospital, during an immigration enforcement operation in Minneapolis. Pretti had been participating in protests against ICE enforcement in Minneapolis. Video evidence shows he was holding his cell phone and attempting to help a woman who had been pushed to the ground by federal agents. He was pepper sprayed. Agents forced him to the ground; video analysis verified by multiple news outlets shows an agent removing a gun from Pretti's person. Yet less than a second later, agents opened fire, shooting him multiple times.¹² The Department of Homeland Security claimed Pretti "violently resisted" and "attacked" officers, but bystander videos, witness sworn statements filed with U.S. District Court, and video analysis by national news organizations contradict these claims entirely.¹³ His parents rejected the federal narrative: "Alex is clearly not holding a gun when attacked by Trump's murdering and cowardly ICE thugs. (Warning: language and violence in this link) **He has his phone in his right hand and his empty left hand is raised above his head while trying to protect the woman ICE just pushed down all while being pepper sprayed.**"¹⁴ Minnesota law permits open carrying of firearms with a permit, and Pretti was a lawful gun owner with such a permit.¹⁵ Yet the presence of a legal weapon in lawful possession became a justification for lethal force.

Pretti's death, following Renee Good's just seventeen days earlier, demonstrates the urgency of the sanctuary district protocols our leaders have established. Like Renee Good, Pretti was a U.S. citizen with no criminal record. Like Renee Good, his death illustrates what happens when federal agents operate without accountability and what district sanctuary protocols are designed to prevent. The protocols exist because federal agents are operating in our communities with inadequate oversight, because narratives constructed after enforcement contradict documented evidence, because our students and our colleagues are at risk.

We have allowed this to happen. We have permitted it through apathy, through assuming it won't affect us, through hoping institutions will protect us without our participation. History documents what occurs when we depend on institutions without defending them. Other democracies have experienced this erosion. Countries like Hungary, Turkey, Poland, seemed stable, possessed functioning institutions, and citizens believed could never succumb to authoritarianism. The erosion began when citizens stopped believing the law protected them equally. It accelerated when they stopped reporting crimes, stopped trusting institutions, stopped participating in civic life because institutions were no longer protecting them. Power filled the vacuum.

By the time people recognized what they had lost, the institutions that might have resisted had already collapsed. Courts could not check executive power. The press could not speak freely. The structures remained, but power had hollowed them out.

We still have our institutions. We still have courts, a free press, constitutional protections, and communities that can organize. But these protections function only if we use them before we need them desperately. This is not alarmism. This is how institutions actually operate in the world. Democracy is not automatic. Participation activates democracy.

It Is the Action That Matters*

The Foothill-De Anza Community College District is a designated sanctuary district committed to protecting student and employee information and restricting ICE access to campus. Presidents Torres and Whalen have established clear, coordinated protocols that apply across both campuses. This commitment is not theoretical. It is institutional policy backed by district leadership.

At De Anza, President Torres directs that ICE agents must report to the President's Office (ADM 127) and not enter the Villages or other safe spaces where students live and study. Staff should call 408-864-8705 immediately. At Foothill, President Whalen's protocol in AP 3415 requires referring immigration officers to the Office of the President if they seek entry, information, or documents. Both campuses enforce the same foundational principles: do not consent to searches without a valid judge-signed judicial warrant (not an administrative warrant), do not release student or employee information without legal authorization, do not allow entry to private areas, classrooms, Villages, or offices without that warrant, redirect agents to the President's Office, and document all interactions.¹¹ This is not drama or confrontation. It is institutional clarity and principle. It establishes boundaries. It affirms that our colleges will not become extension agents for federal immigration enforcement.

But this guidance only matters if we as faculty, staff, and administrators embody it. Our students are watching our response to fear mongering. They are watching whether we stand for the values we teach. They are learning whether we believe in democracy when it demands sacrifice, or only when it costs us nothing.

The first action we must take is to help our students understand their rights under California and federal law, including FERPA protections for records like schedules, addresses, and immigration status.¹⁶ When ICE requests information, direct it to the President's office and general counsel. Students can remain silent, refuse entry absent a judicial warrant, and request an attorney.¹⁶ Organizations like the Immigrant Legal Resource Center offer multilingual materials and workshops for concrete responses and safety planning.¹⁷ Our most vulnerable students deserve to know these protections exist and that our community will defend them.

Colleges have no legal obligation to help ICE locate individuals or open nonpublic areas absent a valid judicial warrant.¹⁸ Employees may refuse entry to nonpublic spaces and refer agents to designated administration without volunteering assistance beyond what law requires. The boundary is clear: comply with valid court orders, but do not collaborate voluntarily.¹⁹ This is the proper exercise of institutional and individual rights under law, not resistance through obstruction.

The district must build visible support for all students regardless of immigration status: include affirming language in syllabi, normalize referrals to the undocumented student resource center, publicly affirm that all students belong here. We must document and report inappropriate immigration enforcement on campus. Transparency becomes evidence that institutions are watching. Most crucially, we must demand clear written guidance and training for all employees: remain calm, request agent identification and documentation, do not answer questions, contact designated administrators, and document encounters.²⁰ Faculty unions, academic senates, and professional organizations offer legal and political backing against retaliation. Participating in them and pushing anti-cooperation resolutions protects us all.²¹ When threats or pressure to collaborate arise, collective support makes resistance sustainable. De Anza must ensure every employee understands their role. This demonstrates human decency. This shows what we teach. This demands we demonstrate it through actions.

Freedom Must Be Demanded*

We do not need to agree on immigration policy to agree on this: law must apply equally, enforcement must be proportionate, and the government must never wield fear as a tool. If we believe in democracy, and we do, because we work in higher education, which represents a democratic project, then we must believe that right now, today, before it is too late, is when we must act. Not after erosion completes. Not after institutions have already collapsed. Now.

Our students are watching. They are asking: do we truly believe in liberty and justice for all, or only for some of us? Do we believe equity merits defense? Do we actually practice what we teach? Our answer matters. It shapes who they become as citizens. It determines what kind of nation we will be.

We work at a college because we believe in education: that critical thinking and honest conversation can help us build a better world rooted in equity and justice. We teach our students to think critically, to question power, to defend constitutional principles, to reject injustice. Now we must become the

educators, mentors, and role models we claim to be. We must demonstrate what it looks like when democracy faces assault and we refuse to be silent. We must prove that our words matter because our actions back them up.

Fear mongering corrodes democracy. Apathy destroys it. We have the power to reject both. This belief is tested now. This moment determines everything. This is when we answer: what kind of people will we become when we know what is occurring and we choose inaction? Let us choose correctly.

The Duty to Know and Act*

Review the Foothill-De Anza Community College District sanctuary district commitment and protocols:

- De Anza: Contact the President's Office (ADM 127) or call 408-864-8705 to report ICE activity or request information about campus protocols. Speak with your department chair or the Dean of Students office for guidance on how to support undocumented students.
- Foothill: Review Administrative Procedure 3415 (Immigration Enforcement Activities) and contact the Office of the President for questions about protocols and institutional response.
- Both Campuses: If you see ICE on campus or witness something concerning call the Foothill-De Anza Police Department Emergency Line at 408-924-8000.
- Attend know-your-rights workshops offered through your college's undocumented student resource center. Connect with your faculty union, academic senate, or professional organization for legal support and guidance.

Faculty and staff who witness ICE activity or receive requests for student/employee information should immediately contact the President's Office rather than responding directly. Do not consent, do not provide information, and redirect agents to designated administration.

Faculty Resources and Sources for this Article

Training Opportunity: FHDA Title IX

Please see the invitation below. Faculty can use the training time as part of their professional development hours. The training is not required.

Dear Colleagues,

I'm pleased to invite you to the FHDA Title IX training for faculty and staff on Wednesday, February 4, 2026. This HR training will be led by Tony Brown, Director of Human Resources, Equity and Compliance. HR is offering two sessions—one online and one in person—so you can choose the option that best fits your schedule.

What we'll cover

- Title IX overview: Key rights, responsibilities, and scope
- Preventing harassment and discrimination: Practical strategies, bystander tools, and supportive responses
- Reporting requirements: How and when to report, what to include, and what happens after a report

Session options (choose one):

- Morning (Zoom): Feb. 4, 9:00–10:00 a.m. PT
Location: Zoom (Join the Zoom meeting [here](https://fhda-edu.zoom.us/j/9211111111)). Registration: <https://fhda-edu.zoom.us/meeting/register/QuZ2tsEaQBSNDvniAicMLg>.
- Afternoon (In-Person): Feb. 4, 12:30–1:30 p.m. PT
Location: Foothill District Office - D700 Board Room 101

This training is designed to be welcoming, practical, and directly applicable to your role. Your participation helps us foster a safe, respectful, and equitable learning and working environment for our entire community.

If you anticipate needing disability-related accommodations, please email hr@fhda.edu, and they'll be happy to assist.

Thank you for your continued commitment to equity and inclusion.

Best,

Maritza Ortiz-Urrutia, Esq. (She/Her)
Deputy Equity and Compliance Coordinator/Deputy Title IX Coordinator
650. 559. 3631



Attend the FACCC Advocacy & Policy Conference

Faculty are invited to attend the FACCC Advocacy & Policy Conference, a statewide gathering focused on faculty leadership, equity, shared governance, and the policy decisions shaping our community colleges. The conference offers timely panels, workshops, and space to connect with colleagues from across California who are engaged in advocacy, institutional change, and student success. If you're interested in attending, registration details are available on the [FACCC Website](#).

What Do you Think?

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

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



Share Your Voice: Shape Our Future

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