

---

**FA Newsletter February 2026**

---

**From** Tim Shively <shivelytim@fhda.edu>  
**Date** Thu 2026-02-26 06:01  
**To** Kim Palmore <palmorekim@fhda.edu>

[View this email in your browser](#)





**FOOTHILL-DE ANZA FACULTY  
ASSOCIATION**

**26 February 2026**

**Volume 50**

**Number 5**

- President's Report: Surveillance
- Negotiations Update: Community Starts with Class Size
- FA Thanks and Welcomes our New Member
- Budget Update: Steady as She Goes
- The List of Important Deadlines
- Particularly for Part-Timers
- Protecting Our Student Activists
- A Seat Where Decisions Are Made
- What Do you Think?



**In This Issue**

## **President's Report: Surveillance**

**FA President  
Tim Shively**

Recent fears of ICE invasions on Super Bowl Sunday averted, the Bay Area seems to have breathed a sigh of relief and settled back into normalcy (as "normal" as things can get in this tormented world). But not for the non-citizens (and their allies) still at risk of arrest, detainment, deportation, and worse. For them and their families, there is no rest in sight, even with the funding "shutdown" of the Department of Homeland Security that oversees ICE, Border Patrol



and other such federal immigration bodies. And yet another form of this continued threat has emerged on our campus: the use of automated license plate readers (ALPRs) which record individual vehicles comings and goings, the days, times, and distinguishing body marks as well as license plates. These "Flock" cameras (to cite the manufacturer with whom our District contracted) did not just appear on our campus overnight—they've been in the works for a while now **as a law enforcement tool** for tracking individuals involved in potential crimes such as [the recent shooting of a Laney College coach](#)." What has materialized, however, is awareness of the degree to which [such technology allows all drivers to be tracked by a diverse array of outside agencies](#), including potentially the very federal forces our District, County and State have been trying to keep at bay.

At present there are only three such cameras installed in our District: two at the Foothill campus entrance and one in the District Headquarters parking lot, and to the District's credit, they have reportedly physically covered the camera lenses while they work with Flock to terminate their contract. Perhaps the intention behind such tech installation was good (i.e. to protect our students and employees in the event of a serious attack). But ironically, such technology renders efforts to prevent the physical presence of the feds on campus (such as the Board's recently approved [resolution "Prohibiting the Use of District Facilities for Federal Immigration Enforcement"](#)) effectively moot, as the collected "footage" can be accessed off campus through an automated database. [San Jose Spotlight just ran a fabulous article](#) detailing the risks posed not only to our most at risk residents, but *all* of us, by such freely accessible data. Reflecting the "protection versus privacy" tension currently roiling our country, several formerly enthusiastic municipalities (Los Altos, Mountain View, Santa Cruz, Santa Clara County, et al) have shut down the service or are considering it.

More relevant to the work of faculty, a similar controversy has recently sprung up in the [rise in the number of higher ed institutions which are requiring instructors to post copies of their syllabi and other course materials in searchable, public databases](#), often at the behest of state legislatures. There are reports of outside groups looking for "DEI" oriented search terms and targeting the instructors in question, often with public campaigns directed at the institutions themselves, some of which have followed suit by disciplining and even terminating the offending employees. [California ain't Texas](#)--yet--but in the face of the [trump administration's efforts to subpoena Tech companies for information on social media accounts communicating anti-ICE information](#), it doesn't seem too far of a stretch to think that the same technology couldn't be routed toward (ahem) educational purposes. Many instructional programs in our District now collect syllabi, and De Anza College has for years, including now through an electronic ["Syllabus Repository."](#)

Of course, there are good reasons why students might want to find out about the requirements of a course before enrolling in it. I routinely email copies of my syllabus to students requesting it. But there have been instances of instructors (yes, even in our District) being targeted based on syllabus language and trolled by hate groups. Let's be clear: this is an assault on our academic freedom. We should expect institutional support when an employee is attacked for language which the District itself purports to support. One potential defense that has been established is the "Common Syllabus," for which a committee has been formed at De Anza. The idea is that by banding together and collectively adopting the same language regarding Diversity, Equity and Inclusion (among other matters) in our individual syllabi, it diffuses efforts to single out any one faculty member--security through solidarity. But that's only one strategy--we need to develop others that both provide students with the information they need and shield faculty from unreasonable and retributive communications.

Another dimension of surveillance that frequently comes up (perhaps less so in asynchronous course shells) is recording of class content. Yet another benefit of living in California is that we are an "all-party consent" state when it comes to recording conversations with others. This means that a student may not record your class, either visually or aurally, without your explicit permission (the exception being if the student has a Disabled Student Accommodation, which is subject to its own strict regulations). [Of course, students have recorded, even in California](#), and there have been umpteen resulting lawsuits over the years charging political indoctrination, ideological brainwashing, etc. Which is why FA usually advises faculty not to allow recording of their classes--images and language are too easily taken out of context and used in ways never intended. While it may not be feasible in all instances, hooking up a student with a "notetaker" classmate (or providing students with your own class summaries) is often a good way to cover for absences, emergencies, et al.

Recording has become an exponentially more problematic concern with AI and its algorithmic monitoring and mimicry of speech, images, typing and other means of expression. But I'm more concerned by the wholesale acceptance of AI technology in the Education sector, particularly our State Chancellor's promotion of "partnerships" with tech companies. The ensuing relationships can be optically poor to say the least. To cite just one of the more glaring

examples, "Element 451." This product was brought to FA's attention by some counselors worried that it might be used to write student ed plans. That remains to be seen, but personally, I gotta say, any company that would align itself with fascist interests in the very name of their product (451 being the temperature at which books burn in Ray Bradbury's dystopian classic *Fahrenheit 451*) is not a party I want any truck with. At any rate, FA has filed a demand to bargain as a result which is perhaps the beginning of taking steps to ensure that we have some guardrails in place in our district, that we're actually using AI as the tool it is, with ethical and labor considerations, instead of having it use us.

But as an AI fellow (a real person, but awarded that title for their expertise in the area) recently reminded me, AI's intrusion into every aspect of our working and private lives is nothing new: you need only hark back to the "digital revolution" and the emergence of social media to see how culturally permissive we've been in inviting new technologies with new promises into our lives only to subsequently realize the need for some guardrails to be set in place, particularly a recognition of the economic imperative that dominates most tech development and its governmental approval (if not endorsement). Hell, the internet was supposed to "democratize" communication, not commodify it. But with the exploitive ways that private companies harvest data about our online activities (this is, after all the primary motive in the tech company push for "partnerships" with institutions of higher learning), and selling it to the highest bidders, we need to get over the idea of technology being completely innocuous. Social media, for example, was initially pitched as "places" to interact with your friends. Now, purportedly AI *is* our friend, with devastating impact on the social development of teens and the sexualization of females among other concerns.

One might think we would have learned something from the Bomb, and how that technology was immediately diverted for military savagery, yet we are now seeing AI technology used in the production of drones that can carry out destructive actions without human prompting. Yet still we keep hearing the Sci-Fi fantasies about how technology is going to reduce our labor, make life a more pleasurable activity, and so forth. Well, we're two feet into the new millennium already, but despite the cartoonish behavior of our federal administration, the *Jetsons* (with George's one hour per day, two days a week work schedule) doesn't seem any closer to reality now that it was in 1962. Mind, I'm not advocating for a "return" to the Flintstones' Bedrock and its farcical completely white, nuclear working class family either. No, if you want a model closer to where we are right now, you could do worse than Francis Ford Coppola's 1974 thriller, *The Conversation*, starring Gene Hackman as the surveillance specialist who ultimately has his own weaponry turned against him. I know, it's analog, but the paranoia, the insularity, the despair at being unable to verify one's own perceptions, fully speaks to this moment in time. We can only hope that we're able to rise above the tide of self-interested plutocracy that currently seems to direct our technological development and get it back on the track of scientific research and development rather than the consumer goods oriented model under which we currently suffer.

## Join FA Today!



### Negotiations Update: Community Starts with Class Size

**Rich Booher**  
Assistant Negotiator

Instructors have the power to determine, within the frame of the course outline of record, what and how to teach. We do not currently have a voice in another important aspect of the class: the number of students we teach. Our current class sizes are not optimal for the realities of teaching. It is time to give serious consideration to reducing class sizes for the sake of both students and instructors.

There are clear reasons why classes that are too large will not, other things being equal, be taught as effectively. The more students an instructor has, the less time there is for individual feedback and conversation. In a classroom of 50 students, simply keeping up with grading is always a challenge. This might be a manageable number of students for a class where no feedback is given other than the bare results of multiple-choice exams, but it stretches our capacity to

its limit when we try to give substantive, qualitative feedback that will support a student's development. When students need or simply want additional feedback, our large class sizes are an obstacle to giving students what they need and deserve.

Large class sizes are not ideal for pedagogy in general. They also do not serve our institution's equity goals. Students from disadvantaged backgrounds, who have not received the preparation they need to thrive in college, deserve classes where their voices can stand out and their work receive proper attention from an instructor whose workload is not pressing against the limits of manageability. We know that one of the best ways to reduce equity gaps is close attention to individual students, as well as providing opportunities for learning and development beyond formal graded work. The instructors at our colleges are doing this as best as they can, but students and faculty both would have better teaching and learning conditions if we had classes that allowed more time for one-to-one conversations, individualized feedback, and attention to each person.

Large classes not only place obstacles in the way of interaction between students and instructors. They also make it difficult for each student to participate, creating additional challenges for cultivating community within each class. Our classes are, at their best, spaces where community develops through students becoming familiar with one another. This happens through conversation and interaction, through seeing and being seen, through speaking and being heard. Building connections between the members of a very large class is difficult, and many students are not able to feel at ease among so many people with whom they never have the opportunity to grow familiar. This sense of belonging is important for both a student's education in the narrow sense, as well as for the cultivation of community and character. As an institution with "community" in its name, we owe everyone who comes here the best conditions we can offer them for the enjoyment of a space where they feel a sense of belonging.

Reconsidering our class sizes is also crucial in light of new challenges affecting instructors in our present historical juncture. Online courses illustrate this challenge particularly well. RSI (Regular Substantive Interaction) takes time and energy. Teaching through a computer, particularly in an asynchronous class, demands sustained effort to reach students effectively, especially those who would most benefit from additional support and feedback. Our recent training sessions in RSI are one part of making sure our online courses are effectively engaging our students. Our institution also needs to commit to creating the conditions that enable the most effective application of the principles learned during RSI training. Reducing our class sizes is one of the clearest ways for our District to express its commitment to robust and effective teaching, not merely legal compliance.

On a bleaker note, the deleterious effects of so-called Artificial Intelligence (for us skeptics, it seems correct to describe these technologies as artificial, but not as intelligent) in the classroom have created new and onerous demands on instructors. In courses where students submit a substantial amount of written work, the detection of machine-written assignments, and necessary conversations with students about these issues, has taken significant time away from the most important part of teaching: engaging with students on the content of our courses. Reconsidering our class sizes is important for us to have adequate time to address these issues, and most importantly to create more possibilities for connecting with each student in our classes so that we can convey to students the importance of learning to cultivate and use their own minds rather than surrendering them to companies whose primary interests are in profiting from dependence on their devices.

A glance at the landscape of higher education also shows that we have good reason to reassess the class sizes in our district. There are few other institutions comparable to ours that have class maximums of 50. Liberal arts colleges and universities often have class caps of 20 or 25. When they offer larger classes, these are typically combined with discussion sections of 15 or 20. Our students do not deserve to have worse opportunities for learning than those who attend such institutions.

Given the class maximums at other community colleges in our region, it is hard not to conclude that we are overworking our instructors and failing to give our students the educational experience they deserve. A history class in our district has an enrollment maximum of 50, whereas the maximum is 35 at the College of Marin and 40 in the Peralta District. A mathematics course in our district has a 40 student cap, yet comparable courses at West Valley

Mission and Chabot Las Positas have a maximum of 35. Reducing class sizes is thus not only a good idea but a realistic one, as is evidenced by our peer institutions.

We must begin this conversation now and find a way to make sure we are leading the way towards offering classes that are at the best scale for enhancing learning and cultivating community.



## FA Thanks and Welcomes our New Member

*Richard Zalman: Early Childhood Education at De Anza*

## Budget Update: Steady as She Goes

### Kathy Perino Chief Negotiaton

We are six months into our first year in community funded status, and we are all waiting to hear if we will see any big changes in how we operate. Faculty, along with all employees, are hoping that the AI boom will produce loads and loads of new property taxes to fund future raises or maybe provide some relief in our workload. Instead of watching the COLA in the state budget, we watch property tax revenues and revenue from non-resident student enrollment.

As mentioned in past budget updates, the district is carefully considering changes to planning based on our new community funded status. This is not a change that produces massive, fast changes. Rather, we need to make calculated, careful moves to improve the fiscal health of our district. So how are we doing so far?

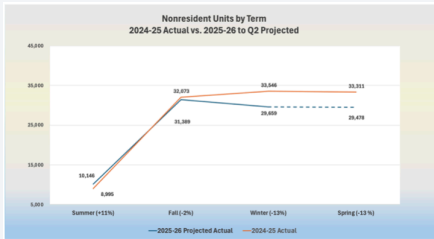
The 2025-26 FHDA budget included two major assumptions: property taxes, now the main driver of our general fund revenue, would increase four percent (4%) from the prior year, and non-resident enrollment, measured in units enrolled, would decrease twelve percent (12%). At the most recent District Budget Advisory Committee meeting, Vice Chancellor Dela Rosa provided an update on these numbers. The good news is that the February numbers from the county assessor's office show a projected increase in property taxes of 3.95% - just a smidge under the budgeted 4%. We are all hoping that this number will reach, if not exceed, the assumed 4% by the next update in May.

As for non-resident enrollment, I can't help but think about car repairs. You know that feeling when your car breaks down unexpectedly, and you have a sinking feeling that the repairs will cost a couple thousand dollars, but then you get the bill and it's only a thousand dollars? Somehow you are relieved, even though you didn't want to or couldn't afford to spend the thousand dollars in the first place? That's how I feel about the non-resident enrollment. We planned on a drop in enrolled units of 12% due to the state of the world and the policies of our federal government. This translated into budgeted revenue of \$23.7 million down from \$26.4 million in revenue last year. That is, we built the budget assuming a loss of \$2.7M in revenue from the prior year. The good news is that the non-resident enrolled



units are projected to be down by only 7% by year end, which translates into a decrease of only \$1.4M. So, it's a loss in revenue for sure, but not as bad as we projected.

Roughly 10% of our general fund revenue is dependent on non-resident enrollment. It isn't our main driver, but at the same time, it is a significant part of the budget. This year, the summer and fall enrollments held steady compared to the prior year's summer and fall enrollment. But, we lost the enrollment in winter and are projecting an equivalent loss in spring. The big question is whether that lower number (winter and spring are down 13% compared to the prior year) will continue into next year, or if it will rebound. If this year's car repair was \$1000, what will I have to spend next year?



The 2025-26 second quarter report from our district projects that our actual revenue and our actual expenses in the unrestricted general fund are roughly equal. Both are about \$262.1M. Yes, the adopted budget had the ending fund balance increasing by \$4.8M, but actual expenses are a little higher than initially budgeted. I, for one, am glad we are spending the money we are receiving. We don't need to build our ending balance any higher than it is.

### TOTAL UNRESTRICTED GENERAL FUNDS (FUNDS 14 & 15) Q1 vs. Q2 Projected Actuals

	FY 2025-26 Q1 Projected	FY 2025-26 Q2 Projected	Changes
Total Revenue	\$ 260,470,439	\$ 262,120,439	\$ 1,650,000
Total Expenses & Net Transfers	\$ 255,676,713	\$ 262,159,549	\$ 6,482,835
<b>Net Activity</b>	<b>\$ 4,793,726</b>	<b>(\$ 39,109)</b>	<b>(\$ 4,832,835)</b>
Beginning Fund Balance	\$ 52,144,941	\$ 52,144,941	\$ 0
<b>Projected Ending Fund Balance</b>	<b>\$56,938,667</b>	<b>\$52,105,832</b>	<b>(\$ 4,832,835)</b>
% of Fund Balance to Expenses	22.27%	19.88%	

The next big step for our district is to build the budget for 2026-27, and the next big step for FA is to build our compensation proposal for 2026-27. What assumptions should we make regarding property taxes and non-resident revenue for next year? How will the potential Supplemental Retirement Plan (SRP) vacancies affect who we can serve? Should we change our focus in students served (local vs. non-resident)? Should we change the mix of courses we offer?

There are plenty of decisions to be made so feel free to join in on the discussion at your shared governance meetings. The good news is that for now, the budget seems to be steady. Our resident enrollment is up about 1% (we planned for flat enrollment), our revenue is coming in as projected, and we are spending the revenue we receive. If you were hoping for a massive increase in revenue from community funded status, you will have to wait a little longer, but at least we are no longer in fear of no increase at all (hold harmless). We will see an increase next year, we just need to figure out how much.

If you are interested, the second quarter report will be presented to the Board of Trustees at the March meeting. And, the county assessor is scheduled to present on property tax projections at the April meeting. FA will be present at both meetings.



Following is a list of many, but not all, important contractual deadlines for the 2024-25 academic year. If any of these deadlines apply to you, be sure to mark your calendar and read the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, [Felisa Vilaubi](#)
- Foothill, [Rosa Nguyen](#)

Questions can also be directed to the FA Office Manager [Erika Cervantes](#) (650.949.7544)

Please note: if you miss a contractual deadline, even by a single day, you may lose significant benefits or have to wait a full year before becoming eligible again. This calendar is on the FA website under "FA Current Announcements."

## The List of Important Deadlines

### 2026

- **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.
- **Apr. 1:** Full-time faculty in first year of *Article 18* can submit written request to return to full-time employment status from *Article 18* pre-retirement reduction in contract (18.4).
- **Apr. 3:** Part-time faculty submit completion of requirements documentation for column change starting in Spring Quarter to campus Personnel Office (Appendix B.1, C, E, G).
- **May 1:** Full-time faculty submit application for Training/Re-Training (Appendix R) to District Office of Human Resources (35.)



## Particularly for Part-Timers

### Raymond Brennan Part Time Associate Secretary

The Part-Time Listening Hour is back after a two-month hiatus, and this one is worth your time. Join us Thursday, March 12th from 2 to 5 p.m. for a frank conversation about what's happening at the legislative level that could directly affect part-time faculty; a close look at the contract articles that matter most to you (health care, right of assignment, and more); and plenty of time to ask the questions you've been sitting on. Part-time issues are everyone's issues, so all faculty are encouraged to attend. A reminder goes out to part-time faculty a few days before, but mark your calendar now.



## Protecting Our Student Activists

We want to alert faculty to a concerning trend: external organizations targeting our students for political activism through doxxing campaigns. Recently, a De Anza student leader was profiled on a website that monitors student activists' social media activity, some dating back over a year. The profile included screenshots of public posts but offered no evidence for the serious accusations it leveled against this student. Instead, it relied on inflammatory language, guilt by association with "adjacent organizations," and broad claims designed to intimidate rather than inform.

What followed was deeply disturbing: adults posted hateful comments calling for this 19-year-old to be deported, making genocidal statements,

**No Limits\***  
\*except for

and attacking her personally. This student, engaged in campus organizing, suddenly faced a coordinated campaign where strangers dissected her social media history and called for her removal from the country. The psychological impact on young people (their sense of safety, their confidence, their willingness to participate in civic life) cannot be overstated.

As faculty, we play a crucial role in supporting students as they engage with complex political issues, develop their civic voices, and yes, sometimes make mistakes as they learn and grow. When 19-year-olds face this level of vitriol for expressing their views, it chills discourse for everyone. If you become aware of students being targeted this way, please connect them with Student Affairs and remind them that our campus community supports their right to engage in legitimate political expression.

## A Seat Where Decisions Are Made

### Seeking 3 Foothill Faculty for the FA Executive Council (Spring 2026)

Ever wondered how the FHDA contract actually works? Or how we turn our **Mission of Equity and Anti-Racism** into tangible policy?

[The Faculty Association](#) is looking for **three full-time Foothill faculty members** to fill temporary Executive Council seats for the Spring Quarter. This is your chance to get a front-row seat to the engine of our District, from campus challenges and negotiations to statewide political advocacy.



#### Why Join the Council?

- **Institutional Impact:** Help shape a work environment that inspires teaching excellence and faculty parity.
- **Professional Growth:** Gain a masterclass in collective bargaining and socioeconomic advocacy in the Bay Area.
- **Test the Waters:** See if union leadership is a fit for you without a multi-year commitment.

#### The Logistics:

- **Meetings:** Wednesdays, 3:00 – 5:30 p.m. (Alternating campuses monthly).
- **Stipend:** **\$100 per meeting** in recognition of your leadership.

**Ready to lead?** Help us maintain a contract that is among the best in the nation. Your voice is needed at the FHDA table.

**To Apply:** Contact **Erika Cervantes** in the FA Office. **Deadline:** Friday, March 6 @ 5:00 p.m.

**JOIN OUR FACEBOOK PAGE**

### 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

Here's the complete, Mailchimp-ready HTML code matching your exact criteria: full-width header image, 16 names sorted by last name and split evenly into two side-by-side columns (left: first 8, right: last 8, with FH/DA tags), line image at the bottom of each column, and full-width footer notes. Copy-paste this entire block directly into Mailchimp's code view—it uses your original images, styles, and structure for perfect rendering across email clients. xml

*Fhda Faculty Association*

*FA Executive Council Members*

Erick Aragon (DA)

Rich Booher (DA)

Raymond Brennan (DA)

Mary Donohue (DA)

Jordana Griffith (FH)

Julie Jenkins (FH)

Fatima Jinnah (FH)

Sunghae Jung (DA)

Mark Landefeld (DA)

Jim Nguyễn (DA)

Brendan Mar (FH)

Rachel Mudge (FH)

Kathy Perino (FH)

Daniel Solomon (DA)

Bob Stockwell (DA)

Felisa Vilaubi (DA)

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

ADMINISTRATIVE ASSISTANT: Erika Cervantes

FA NEWS EDITOR: Kim Palmore



Copyright © 2024 FAFHDA\*, All rights reserved.

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#).