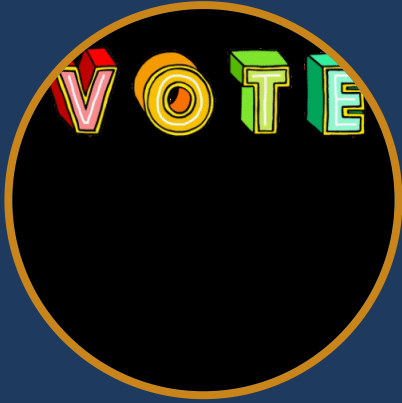


[View this email in your browser](#)

FA News May 2026



FA NEWS — MAY 2026

**YOUR VOTE.
YOUR VOICE.**

EXECUTIVE COUNCIL ELECTION ISSUE

VOLUME 50 / ISSUE 8

FA News

Official Publication of the Foothill-De Anza Faculty Association



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URGENT REMINDER: PROFESSIONAL DEVELOPMENT FORM

All full-time faculty received an email from Kathy Perino, FA chief negotiator, on Friday March 13. It includes directions for how to file the form that reports your professional development activities and your professional responsibility activities under the new system (which replaces the old PGA/PAA system for step advancement.).

Please refer to that email for directions and details. The form is due **June 1** .



Tim Shively, FA President

THE TELEOLOGY OF TECHNOLOGY

Tim Shively, FA President

The Feds attempt to block state legislation, Governor Newsom signs an Executive Order, a CA Assembly member shelves a bill after being pressed to carry it forward, the CFA demands to bargain with the CSU, several California Community College faculty unions demand to bargain with their districts, and FHDA groups start blocking out policy and procedure language. In just the past few months, these are some of the recent developments impacting and/or originating in the interface between artificial intelligence and higher ed, the crucible into which we have been forced as the tech industry infiltrates education in its promotion and advancement of AI technology. It is no longer sufficient for individual faculty to decide whether they will AI or not. It is here and increasingly shaping the playing field in which we operate as instructors, counselors, librarians. But as we all—faculty, staff, students and administrators—grapple with it, we need institutional parameters, ensuring that those impacted by what goes on under the banner of education have oversight of how AI is permuted locally as well as system wide, and to what degree government (rather than industry and its fiscal imperative) should play a role in determining the legitimacy of the enterprise.

Given the Trump administration's efforts to clear AI's path forward of any cumbersome state regulations (such as regarding the proliferation of data centers, about which I've written previously), [Governor Newsom's recent AI Executive Order](#) should come as no surprise. Indeed, at this point near the end of his final term, any pronouncements coming out of Newsom's office are going to come across like the legacy-shaping efforts they are. And there is plenty of horn-tooting among the 28 "whereases" that constitute the bulk of his Order. The "hereby ordereds" are considerably narrower in focus, zeroing in primarily upon the potential impact of AI on employment and the various government agencies and programs that could help to mitigate large-scale unemployment as a result of AI displacement. Education certainly plays a role here, with primary emphasis placed on the UC system and its "experts." The role of community colleges, by contrast, is only considered in relation to workforce training, along with businesses, labor unions "and other community organizations."

But the California Community Colleges have already been a driver in AI-oriented state legislation, most recently in [AB 2487, "Artificial intelligence: education and workforce development,"](#) a frankly terrible bill that advocates splaying our community colleges before the tech industry. Originally advanced by Republican Assemblymember Alexandra Macedo of District 33 (Fresno, Kings and Tulare counties), this measure was taken over and mercifully pulled by Assemblymember Patrick Ahrens (District 26, Santa Clara county), who recognized the significant opposition from faculty groups (including FACCC, the Academic Senate and the CFT), none of which were actually consulted during the composition of the bill, despite its

focus upon matters of faculty purview such as instruction and professional development. The 15-page bill positioned itself as the AI "Ur-legislation," proposing an entirely new chapter of the Education Code covering all facets of how AI might, could and should be introduced into our community college classrooms and administration and how the CCCs could in turn further advance the deployment of AI. This is a far cry from previous AI education legislation such as [AB 2370's brilliant one-sentence addition to the Ed code](#) in 2024 that, according to the Legislative Counsel's digest, "would prohibit artificial intelligence from being used to replace community college faculty for purposes of providing academic instruction to, and regular interaction with, students in a course of instruction." This was expanded in [SB 241](#) to include not just community college instructors but any employees in the position of "librarian, counselor, student personnel worker, supervisor, administrator, chief administrative officer, extended opportunity programs and services worker, disabled students programs and services worker, apprenticeship instructor, or supervisor of health." And Newsom did sign both of these bills.

FACULTY & LABOR

"We may not be able to stop AI, nor am I certain that we should try. But we can channel it, and set up some guardrails for how it enters our institutions."

So while CCC employees themselves are pretty well protected, the work that we do to help others with their education and career goals is left open to heavy influence and appropriation by outside interests. About half of AB 2487's content relates to workforce development, which is fine as far as that goes. In fact, if that portion were repackaged as a separate bill, it would likely sail through the legislature, focused as it is on developing and supporting programs of study in AI technology and forming partnerships to create employment pipelines between our community colleges, local businesses and industry. Students want to learn about this stuff, particularly given the deleterious impact AI has been having on careers in such tech-oriented fields as computer coding. And the community colleges are perfectly positioned to facilitate those interests. Case in point: [De Anza's just-announced Associate in Science degree in Applied Artificial Intelligence](#), the first of its kind in Silicon Valley, along with [six new AI credentials](#) (as well as FHDA courses in other fields, such as [Foothill's "Ethics in Artificial Intelligence,"](#) offered through Humanities). This is the way to do it: not only providing employment opportunities and retraining for new and returning students but also educational opportunities for those who might wish to transfer to 4-year programs in this burgeoning field.

While advancing AI in our community colleges may be one of the state Chancellor's primary agendas, it becomes problematic to the extent it is in collusion with attempts to legislate the classroom (do I really need to raise the specter of AB 705 and 1705?). A proposed piece of legislation like AB 2487 would direct the Chancellor's Office to *collaborate* with community college instructors to develop and regularly update as appropriate, educational resources on AI in community colleges" and further, require that it "shall *encourage* local adoption into new or existing educational programs" (my emphasis), without any controlling stake provided for faculty academic or labor organizations. Indeed, this bill goes beyond the classroom to "support the integration of AI literacy in the preparation and ongoing professional development of community college instructors," including "identifying educational tasks that are appropriate or inappropriate uses of AI for pedagogical purposes."

To be clear, there are faculty who welcome the opportunity to engage in AI-oriented professional development, to share research and learn new advancements in the field as well as how to more effectively employ it in their own disciplines to facilitate their students' growth. But fewer, I think, trust the

Chancellor's Office to determine what is and isn't appropriate in terms of classroom pedagogy, and few would expect the Chancellor's Office to equitably bring faculty agency into the equation of how professional development is funded. This is certainly not achieved through bills that would establish a working group "led by the California Community Colleges, rather than individual community college districts" to report back to the legislature on recommendations. But individual districts simply trying to implement the state Chancellor's Office agenda will be the ones holding the bag when conflict arises with local labor unions, senates and student groups.

It is precisely due to intrusive, controlling efforts like this wrongheaded bill that employees are taking matters into their own hands. We may not be able to stop AI, nor am I certain that we should try. But we can channel it, and set up some guardrails for how it enters our institutions and how it is employed therein. There needs to be faculty, staff and student oversight beyond just "opting in or out" of AI software already embedded in the online delivery systems our Districts have chosen to use. We need the wherewithal to decide if a given company's product should even be used at all (I think of the antagonistically monickered "Element 451"). And faculty around the state are stepping up to insist on this decision-making power. The [California Faculty Association has demanded to bargain \(and filed an Unfair Labor Practice charge\) with the California State University](#) over its unilaterally implemented AI initiative. Various community college faculty unions around the state (e.g., Santa Rosa, Yosemite, Yuba) have also proposed contract articles around AI. And in our own District, both the AI fellows of Foothill and the AI Taskforce at De Anza are working on policy, contract and legislative language to this end. There will be other bills, and other initiatives, and it remains to be seen how they will roll out, and how they will be received by the faculty and the District (and state legislators). We nevertheless welcome the opportunity to begin the dialogue. And because [when even the Pope gets in on the act](#), maybe it's time we all slowed down a bit to at least listen.



Kathy Perino, FA Chief Negotiator

FHDA BUDGET UPDATE

By Kathy Perino, FA Chief Negotiator

“Train A leaves the station traveling north at 55 mph. Train B leaves another station...” Did your heart rate go up?

“How many liters of a 5% solution must be added to 20 liters of a 30% solution to blah blah blah...” Is this mixture problem creating warm and fuzzy feelings?

As someone who has spent a career teaching algebra (RIP due to AB 705), I actually DO have fond memories of teaching these. Well, not the train problems. Those came with so much baggage that I decided just a few years into my career at Foothill to NEVER require a student to solve a problem that mentioned *trains*. On the other hand, to get this full-time job I had to do a teaching demonstration about mixing two toothpaste brands with different fluoride concentrations. I don't remember much about it except I made the committee laugh and that was a good sign. I don't know if I like teaching percentage mixture problems because it got me this job, or because it was super rewarding when my students could do them, or because they are actually applicable to real life, but I like them.

I like them so much that at the most recent District Budget Advisory Committee meeting, I was imagining one giant mixture problem formed by the PowerPoint slides and all these memories came back to me. This time, DBAC mixes different revenue sources with varied percent increases and decreases, and all of it ties into salary and benefit negotiations.

Governor's May Revise: A Big COLA That Doesn't Affect Us Much

The May revise includes a 4.31 percent COLA on the Student Centered Funding Formula metrics. The 4.31 percent comes from compounding a 2.87 percent statutory (economic-formula-based) COLA with a 1.4 percent discretionary (because we want to) COLA. I don't think I've ever seen a discretionary COLA, but here it is. Unfortunately, it is in a year in which it has absolutely no impact on FHDA, due to the fact that we are now community funded. As a community funded district, our unrestricted fund increase is driven entirely by property taxes and enrollment fees only.

The part of the May revise that does affect us is the funding for categorical programs. The largest categoricals, Student Equity and Achievement (SEA) and Strong Workforce (SWF), have no COLA, while other categoricals like EOPS, CalWorks, Apprenticeship, and others received the statutory COLA of 2.87 percent.

FHDA Property Taxes and Fees: This Really Affects Us

Our property taxes are projected to increase about 3.6 percent this year, below the 4 percent budgeted by the district this year. The projection for 2026–27 is the same 3.6 percent, far below the 6 or 7 percent that our neighboring districts have received recently.

Enrollment fees come from both resident students and non-resident students.

(Here comes the mixture problem...)

Our resident enrollment is UP 2.6% this year, but not all these students pay fees. Residents pay fees for credit courses (\$31 per unit), but dual enrollment, non-credit, and special admit students pay \$0. Just a year or so ago, when we were pushing all things SCFF in a panic to get out of “hold harmless,” we focused on increasing dual enrollment, non-credit, and special admit enrollment. Now, those students have no impact on our financial status. (Yes, the argument can be made that many of our dual enrollment students become credit resident students in the future, but this year they create \$0 revenue.)

Our non-resident (out of state and international) enrollment is DOWN 8 percent thanks to federal policies, and these students pay much more per unit than resident students. This resulted in a loss in revenue this year of about 1.7 million dollars, with an additional loss of 8 percent projected next year (another 1.6 million dollars).

At this point in the meeting, I really wanted to draw a T table in my notebook just like I did when I taught mixture problems. So many percents presented along with their relative dollar values and I was hoping to jump on Train A for a little break. Cut to the bottom line:

After all the percent gains, losses, and relative values are weighed, our revenue for next year in the general fund is projected to increase about \$6.4 million. What does this mean for us?

Expenses: Just as Important

The missing piece from the budget meeting was any information about projected *expenses* for 2026–27. We are still waiting for information about how much \$6.4 million can get us in terms of a raise. Will the SRP reduce budgeted positions and therefore salary expenses? How many positions will be refilled or redistributed to new positions? What is the budgeted part-time faculty load and salary for next year? What is the projected increase in health benefit premiums? We have none of this information yet, so we are struggling to move forward in negotiations.

FACULTY & ENROLLMENT

“We don’t need to increase enrollment.”

Faculty bend over backwards to help students, even when it isn’t in our best interest. In fact, we probably need to serve fewer students overall, and do it better - let’s retain them from one quarter to the next - if we have any hope of making progress toward reasonable salary improvements.

Faculty must be involved in the decisions about how many students we serve and who those students are demographically. Do we want to continue to serve students from the entire state or focus on students from within our district? What instructional modality should we use to reach the students we are trying to serve? Our decision about how many dual enrollment students and non-credit students we serve can be based on whether it is the right thing to do for our community and society, not because the SCFF formula makes it necessary for us.

What lies ahead are some big picture decisions we have never had the freedom to make. It will take some courage to engage and find a recommendation that benefits students and employees alike.

Until then, I’m satisfied knowing that percent mixture problems matter as much in my union role in 2026 as they did in 1994, even if I am not allowed to teach them to students anymore.

Actually, I could teach them in a non-credit math class that’s free to all students and offered on Cal Train. Now there’s an idea!

Negotiations Wrap Up

The negotiation teams have reached agreement on a number of articles and appendices (see prior FA News articles) *excluding* compensation. We are continuing negotiations in the next few weeks in hopes of reaching a salary agreement for 2026–27 by the second week of June. If no such agreement is reached, we will have a ratification vote on all agreed-upon article and appendix changes just before finals week, and salary will have to wait until Fall (or whenever we reach agreement). This would produce retro pay, which we are trying to avoid.

We will distribute a ratification package to all union members via email and hold informational meetings in the week prior to the vote, so stay tuned.



Mary Donahue

PHYSICAL EDUCATION / BIOLOGY & HEALTH SCIENCES, DE ANZA

Many of you will recognize my name as the author of weekly reports to De Anza part-time faculty from the Academic Senate. In my fourteen years on the Senate, I have served on a half-dozen governance, task force, and advisory committees.

Accomplishments include securing part-time faculty representation on RAPP and major hiring committees, including a De Anza President Search Committee, and successfully changing policies around student audits and classroom volunteers.

I currently serve on the FA Executive Council as a part-time instructor and division liaison and would like to continue. I find I am most effective working across both shared governance and union structures. The challenges ahead, including artificial intelligence, will require the expertise of both organizations.

I look forward to continuing to serve.



Anya Iyengar

COMMUNICATION STUDIES, DE ANZA COLLEGE

Entering my tenth year as a lecturer at De Anza and my twentieth year in higher education, I bring experience across teaching, committee work, and community building. Recently, I was one of five recipients of De Anza's 2026 Innovation Mini-Grant. I also received an Affordable Learning Solutions stipend at SJSU recognizing my commitment to zero-cost textbooks, an initiative I continue at De Anza as Project Leader and Co-Author of an OER Communication Studies textbook due this year.

As Social Media and Marketing Team Lead for Villages at Guided Pathways, I lead a team of student ambassadors, create outreach media, and build relationships across students, faculty, and staff. These skills I would bring directly to Executive Council work. Thank you for your consideration.



Todd Gutmann

ENGLISH, DE ANZA COLLEGE

Having worked as an adjunct at De Anza for over twenty years, I would like to give back some of the energy others have devoted to representing faculty interests. I am new to council matters but eager to learn and contribute.

FULL-TIME FACULTY CANDIDATES — DE ANZA COLLEGE



Viviana Alcázar

WORLD LANGUAGES, SPANISH, DE ANZA COLLEGE



Megan Brophy, Ph.D.

CHEMISTRY, DE ANZA COLLEGE

My engagement with FA began in Fall 2023, when I served on the Executive Council for one quarter as a new full-time faculty member. Since then, I have continued to rely on FA to navigate tenure and understand my rights and responsibilities.

Beyond that initial term, I have served as a Guided Pathways Pathfinder since 2024 and spent two years representing my division in Academic Senate, deepening my understanding of shared governance.

I am eager to return to advocate for equitable faculty working conditions and for instructional faculty in small and one-person departments whose distinct challenges are frequently overlooked. Thank you for your consideration.

A full-time faculty member in the Chemistry Department since Fall 2017, I have worked closely with part-time faculty and classified staff, served as an Academic Senate representative, and participated on the General Education Committee.

As a parent of three young children, I have experienced firsthand how much the association's support matters, and I am deeply attuned to the agreement's impact on faculty working conditions and student safety. I hope to join the Executive Council to advocate for safe, sustainable working conditions and to ensure the association reflects the full range of faculty voices.



Jim Nguyen

POLITICAL SCIENCE, DE ANZA COLLEGE

Over the past year, my involvement has grown through grievance and conciliation work, shared governance participation, and service as BIPOC Committee Chair and FACCC liaison, developing a much stronger understanding of the contract, faculty rights, and the value of consistent representation.

As a collaborative, service-oriented leader, I am willing to step in where needed, listen carefully, and support faculty through both everyday concerns and difficult situations. I would appreciate the opportunity to continue serving in whatever capacity is most helpful to FA and our members.



Sunghae S. Jung, DNP, RN, WCC

NURSING, HEALTH TECHNOLOGIES & NURSING, DE ANZA COLLEGE

Serving on the FA Executive Council has been genuinely rewarding. I have enjoyed participating, learning from experienced colleagues, and contributing to thoughtful discussions about faculty needs and leadership. I would be excited and honored to continue for another term.

FULL-TIME FACULTY CANDIDATES — FOOTHILL COLLEGE



Laura Gamez



Fatima Jinnah

My professional development leave gave me time to reflect on my experiences at both the college and district levels, and I return with a renewed sense of purpose and a clear commitment to advocating for faculty working conditions.

During my previous term, I co-chaired the Equity Task Force, organizing events to welcome FA members, facilitating union equity training, and examining our practices to advance equity work. I also served as FA representative to the Professional Development Committee and the District Diversity and Equity Advisory Committee.

If re-elected, I will continue to advocate for transparency and safety, drawing on my background as a librarian to ensure that the perspectives of non-instructional faculty are always part of our conversations.

Please vote to continue my service on the Executive Council for the 2026-28 academic years. Over the past two years on the council, and as a leave replacement in Spring 2024, I have brought 18 years of experience as Counseling Faculty and online instructor at Foothill. Positions I have held include Honors Co-Coordinator, Guided Pathways Lead and Facilitator, Program Review writer and reviewer, Student Learning Outcome Coordinator, Academic Senator, and Director of Career Services.

A strong union is essential not only to improving working conditions but to creating a sense of belonging for all faculty. I am committed to listening and to our shared goal of serving students. Thank you for your consideration.



Brendan Mar

CHEMISTRY, Foothill College

I am writing to express my interest in continuing to serve as a member of the FA Executive Council. I have worked in the district since 2013, first as a part-time faculty member at Foothill, and subsequently full-time in the Chemistry Department at De Anza, before moving back to Foothill in 2024. I have served on the Foothill Academic Senate both as a part-time representative and more recently as a representative for the STEM division, and I have also been on the Executive Council for the past three years, first filling a partial term at De Anza, and then a full term at Foothill.

During my time on the Council, I have appreciated the opportunity to learn more about how the union works to advance the interests of faculty in the district and improve our working environment so that we can be better supported as we work in turn to create the best learning environment possible for our students. It has been a pleasure to participate in this work, and I hope to continue doing so. I therefore respectfully ask for your vote to continue serving on the council for the upcoming term.

FOLLOW US ON FACEBOOK



Raymond Brennan
PART-TIME ASSOCIATE SECRETARY

Summer Unemployment Filing: What You Need to Know

RESOURCES & REMINDERS FOR PART-TIME FACULTY

As the quarter winds down, it is time once again to address unemployment filing for part-time faculty who did not receive a summer class assignment. This will be the opening topic at the June Listening Hour – and the resources below can help you get started before then.

JUNE LISTENING HOUR

- > Wednesday, June 11, 2026 | 2:00 – 5:00 PM
- > Topics: summer unemployment, sick leave, and retirement planning

[Join via Zoom: fhda-edu.zoom.us/j/89710823192](https://fhda-edu.zoom.us/j/89710823192)

The most thorough online guide for filing unemployment is maintained by Professor John Govsky, a part-time faculty member at Cabrillo College, on his **Contingent World** website. His unemployment section walks you through the EDD application page by page, with screenshots, as a labor of love for contingent faculty across the state.

CRITICAL: USE THE CORRECT HR PHONE NUMBER

When EDD asks for your employer's phone number, do **not** use the general campus line. Use the number below – it reaches an HR staff member who knows how to respond to EDD inquiries. Also remember: when asked for your supervisor, give your dean's name.

De Anza College

408-864-8711

Foothill College

650-949-7625

These numbers are specifically for EDD verification calls. Using the wrong number can delay or jeopardize your claim.

UNEMPLOYMENT FILING GUIDE

Contingent World – step-by-step EDD instructions with screenshots:
contingentworld.com/unemployment

SIGN
ME UP 



JOIN FA TODAY

PROFESSIONAL DEVELOPMENT

Great Teachers Seminar Scholarship

OFFERED BY THE FOOTHILL-DE ANZA FACULTY ASSOCIATION

Looking to reconnect with your passion for teaching and invest in your professional growth? The FA is pleased to offer one scholarship for either a full time or part time union member to attend the **Great Teachers Seminar (GTS)** – a long-running professional development experience centered on teaching excellence, reflection, innovation, and community.

SEMINAR DETAILS

- › August 9–13, 2026
- › Asilomar Conference Grounds, Pacific Grove, CA
- › 800 Asilomar Avenue, Pacific Grove, CA 93950
- › Begins Sunday, August 9 at 5:00 PM
- › Concludes Thursday, August 13 at noon

GTS brings educators together for meaningful conversations about pedagogy, student engagement, classroom challenges, and effective practice. Faculty who have attended consistently describe the experience as energizing, inspiring, and genuinely impactful.

SCHOLARSHIP COVERS

- ✓ Seminar registration
- ✓ Program materials
- ✓ Four nights of shared accommodations
- ✓ All meals

This is a rare chance to step away from the day-to-day, connect with colleagues from across California, and return to your students with fresh ideas and renewed energy.

TO APPLY

Contact Jim Nguyen at fajim@fafhda.org

DEADLINE: JUNE 5, 2026

Patience is not passive. It is the quiet refusal to let chaos set the terms.

These are not easy times to stay steady. The noise is loud, the stakes feel high, and the pace of change — in our institutions, in our country, in our world — can make it hard to find solid ground beneath our feet.

But peace is not something we wait for. It is something we practice: in the way we move through a difficult meeting, in the grace we extend to a struggling student, in the breath we take before responding to something that makes us angry. These small choices accumulate. They become the culture we work in.

Faculty work is an act of faith in the future. Every quarter, we show up and say "this matters, you matter, learning is still worth doing." That is not nothing. In times of unrest, it may be everything.

*This week, notice one moment when you chose steadiness over reaction. **That choice is the practice. The practice is the peace.***

KNOW YOUR CONTRACT

IMPORTANT DEADLINES: 2025–26

Below is a comprehensive list of important contractual deadlines. If any of these apply to you, please mark your calendar and review the Agreement text at fafbda.org.

**June
1**

Professional Development / Responsibilities Form due via the new filing system.

**June
26**

Early Notice Incentive: File for retirement occurring between end of Spring 2027 and end of March 2028 (20.3, App X).

**June
30**

FT Salary Column Change: File intent for the upcoming academic year with Personnel (App A, B).

Important: If you miss a contractual deadline, even by a single day, you may lose significant benefits or face a full-year delay in eligibility.

CAMPUS CONCILIATOR SUPPORT

De Anza: [Felisa Vilaubi](#)

Foothill: [Rosa Nguyen](#)

HOW TO FIND YOUR SALARY PLACEMENT

- 1 Go to **MyPortal**.
- 2 Find the **Payroll Tile** and click on "**Payroll Records and Resources.**"
- 3 Under the "**Online Services**" block, click on "**Employee Dashboard**" under Additional Information.
- 4 Open the section for **Job Summary** → Click on "**Job Information.**"
- 5 Open the section for **Current Job** (on top). Look for "**Grade**" (your Column) and "**Step.**"

VISUAL REFERENCE: EMPLOYEE DASHBOARD

Pay Information	▼		
Latest Pay Stub: 03/31/2026	All Pay Stubs	Direct Deposit Information	Deductions History
Earnings	▲		
Taxes	▲		
Job Summary	☑		
Instructor : 1	Job Information		



WHAT DO YOU THINK?

The Faculty Association welcomes your input on any topic — negotiations, campus climate, or items you would like to see addressed in future issues. Your voice matters, and we want to hear from you.

Erick Aragon (DA)

Fatima Jinnah (FH)

Steven Batham (FH)

Jordana Griffiths (FH)

Rich Booher (DA)

Ron Painter (FH)

Raymond Brennan (DA)

Kathy Perino (FH)

Mary Donohue (DA)

Destiny Rivera (FH)

Sunghae Jung (DA)

Daniel Solomon (DA)

Mark Landefeld (DA)

Bob Stockwell (DA)

Jim Nguyễn (DA)

Felisa Vilaubi (DA)

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