

## ACADEMIC SENATE QUESTIONS:

### AUTO TECH (Dave Capitolo):

1. How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?

Phone calls, e-mails, Zoom meetings, text messages. Part-timers are fully engaged daily

2. How are Winter Quarter Finals adaptations/updates going?

Great, thank you

3. How are departments and programs doing with faculty migrating from F2F to remote/online modalities?

Great, thank you. Big thank you to Heidi King and David Garrido!

4. How is messaging being conducted with students? What kinds of student issues are coming to faculty?

Mostly e-mails and Zoom meetings. Some students are adjusting to online classes with some struggling. We are finding out that we have to be persistent and give students assignments often. Students really appreciate communication often, they want to know what is going on and what to do. We have very few students who have dropped spring classes. I sent out an e-mail to all auto tech students enrolled in spring and suggested that they hang in there, it's going to be great. In 2009 we moved our department to an empty dealership for seven months without missing a day, this will be easier.

5. What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?

Zoom meetings, e-mails

Full-time and part-time faculty are contacted for all planning, in consultation with Moaty. We have figured out ways to run lecture classes remotely and ways of adjusting what we do in lab classes so that students have minimal loss.

### CHEMISTRY (Erik Woodbury):

Migration To Remote Teaching & Remote Campus Services Update From The Field (Department Chairs/Schedulers, Faculty Reps, Deans):

1) *How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT*

*faculty and those who are not teaching or on leave this quarter?*

The Chemistry Department is holding regular open office hours (we held 3 last week) for faculty to drop in and ask questions. We are also trying to communicate via email and text, though everyone is experiencing a bit of email overload as everything shifts to online communication. The FT faculty are working to develop plans for next quarter and plan to roll out resources to our PT faculty this week.

2) *How are Winter Quarter Finals adaptations/updates going?*

They've been going about as well as could be expected. There wasn't any time for detailed planning and many faculty had to make their own way with minimal guidance. Our motto has been, "Be Creative, Be Flexible, Be Kind."

3) *How are departments and programs doing with faculty migrating from F2F to remote/online modalities?*

Lab is a challenge, and one we haven't solved yet. The truth is anything outside of F2F interaction for a practical skill is an approximation at least and we're trying to find the best compromise we can. Beyond that, we're seeing a lot of our faculty taking the Canvas and Zoom training sessions and encouraging everyone to help each other. We've identified contact people to help coordinate each of our courses among the various professors and share resources.

4) *How is messaging being conducted with students? What kinds of student issues are coming to faculty?*

I am unaware of any Department/Division-wide communication to students. Faculty are instead communicating directly with their students and letting them know how the quarter will finish and what to expect in Spring.

5) *What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?*

I've addressed instructional strategies above. It's collaborative and will hopefully take off more fully this week as we get through final exams. Scheduling is not something we've talked about, as no one has indicated that the current schedule will be affected. Most planning is occurring at the Department level with minimal interaction with Deans or other administrators. Our Dean has been supportive of any ideas we bring to him, but it is up to us to come up with any ideas for content alteration or implementation. We have not gotten a clear answer on what kind of funding is available to support changes in curriculum and delivery modes.

## **PSYCHOLOGY (Shannon Hassett):**

Migration To Remote Teaching & Remote Campus Services Update From The Field (Department Chairs/Schedulers, Faculty Reps, Deans):

1) *How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter? We're keeping in touch through e-mail and Zoom meetings. I've been sending updates and forwarding important e-mails.*

2) *How are Winter Quarter Finals adaptations/updates going?*

Good; from what I've been told. We've been sharing ideas/issues/concerns.

3) How are departments and programs doing with faculty migrating from F2F to remote/online modalities?

So far so good. Again we've been sharing ideas and talked about this through Zoom.

4) How is messaging being conducted with students? What kinds of student issues are coming to faculty?

Most of us use the announcement function on Canvas or mass e-mailing through MyPortal. Questions/concerns students have: some don't have easy access to computers; some are worried about taking all online classes and how some faculty will help them succeed since they're not used to taking online classes-some want f2f interaction (through Zoom); stressed about what shelter down means.

I personally found Zoom live lectures (that also were recorded, cc'd and posted on Canvas) to be very helpful for those students who prefer f2f. I also found that students that never participated f2f participated through the chat function on Zoom, which was a nice, unexpected finding. Some also just need to feel someone out there cares, so I found that helpful through live Zoom as well.

5) What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned?

Who's at the table/being consulted in decision-making at division and department level?

Again through Zoom meetings and mass e-mails, Canvas department page. I've invited all of my department for input.

### **ATHLETICS/PE (Dawnis Guevara):**

1) How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?

**-Emails, Phone Calls, and Zoom Conferences primarily**

2) How are Winter Quarter Finals adaptations/updates going?

**-Instructors and students have adapted well to submitting their Final Exams online**

**-Skill Assessments up to the date of Class Cancellations are being used for final grades**

**-Alternative assignments (submitted online) were an option for some students to make-up absences and/or missed work**

3) How are departments and programs doing with faculty migrating from F2F to remote/online modalities?

**-Instructors are doing well so far, although it will be a challenge in our Discipline – Physical Education & Athletics – Lab Classes – going into the Spring Quarter**

**-Instructors have already collaborated on ways to teach their activity classes via Canvas and/or online. Sharing ideas and ways in which to deliver various content. Discussion of creating quizzes to check for understanding and knowledge have also been discussed.**

**-Certain classes that require equipment such as: athletic teams, cycling, basketball, volleyball, fencing, and badminton, will be challenging.**

3) How is messaging being conducted with students? What kinds of student issues are coming to faculty?

**-Instructors are emailing their students.**

**-Some concerns from students are that we are going to Cancel KNES Activity classes in the Spring Quarter, and they won't be able to transfer.**

**-How are Lab Classes going to work?**

5) What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?

**-The Dean has been in constant communication with the Division Chair/Scheduler, Faculty and Staff to discuss options moving forward. Implementing courses to an online platform, if possible, seems to be the consensus, if possible.**

**-Meetings are planned for Monday with the Dean and Division Chair/Scheduler.**

**-We also have a Division Meeting via Zoom on Friday to discuss more strategies and ideas.**

**ESL (Kathy Flores):**

- 1) How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?

ESL department is staying in contact via the listserv. We are helping each other with Zoom and sharing outside resources. George Hein is also helping us figure out which software programs we can use for spring.

- 2) How are Winter Quarter Finals adaptations/updates going?

So far, so good. No issues. Most faculty are using Canvas with Turnitin submissions and/or Zoom for presentations/proctoring.

- 3) How are departments and programs doing with faculty migrating from F2F to remote/online modalities?

A lot of anxiety. We feel overwhelmed. Many (including me) are worried how to have a class online and minimize cheating. We are helping each other though

and trying to stay positive. We especially need specific Zoom training and more advanced Canvas training. We also need to know what resources will still be available for students---LSC, WRC. So many unknowns!

- 4) How is messaging being conducted with students? What kinds of student issues are coming to faculty?

A vast majority of our ESL students are moms with kids in school. Now that kids are home, these moms don't have time to take classes. Many of them are dropping classes---taking only one instead of two or three. Also students are not thrilled about online classes. This is not the most effective way to learn a language. Everyone prefers f2f. Another issue is computers. One mom told me that her two daughters will have online homework and if she takes an online class, she will need a computer too. They don't own 3 computers.

- 5) What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level? Don't know. Why Winter and Spring? What about Fall?

Additional Info: Karen, I am concerned about the workload for faculty. We really are being asked to do over and above what we normally do. We have to design our classes online and come up with different lesson plans, activities, tests, quizzes, etc. It's a lot.

**CHILD DEVELOPMENT (Jayanti Tambe):**

1) How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?

I have reached out to all part-time faculty and fulltime faculty teaching in the spring and Cristina Leal is going to train us all on CANVAS. Cristina has met with Phyllis and Me on Zoom and conducted a training already for us. We are also sharing material.

2) How are Winter Quarter Finals adaptations/updates going?

Phyllis and I did the CANVAS training at De Anza and our courses have been activated for the spring. We already have the practicum courses modified for an online format with videos for the first four weeks of spring quarter. I am also in close contact with Naoko and Karen to see what will happen with the CDC.

3) How are departments and programs doing with faculty migrating from F2F to remote/online modalities?

It's confusing but we are managing! I'm getting a lot of help from faculty in other community colleges who are sharing materials in Canvas Commons

4) How is messaging being conducted with students? What kinds of student issues are coming to faculty?

I have been in touch with all classes and all students. This week, I have face to face zoom meetings with all practicum students. I have scheduled zoom meetings with all students in all classes. They are fine. A couple have asked for me to reduce assignments: they have children at home they are single moms, they are looking after siblings who are sick.

5) What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?

Not sure if I can answer this one

### **BUSINESS /COMPUTER INFO SYSTEMS DIVISON (Moaty Fayek):**

- 1. How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?**

I communicate with them over email. Many have my cell. We also have few zoom meetings and I have been holding office hours from 2-3PM 7 days a week. It has been my practice as a dean to include all adjunct faculty in my communication. This has been the case in my division since I joined De Anza.

- 2. How are Winter Quarter Finals adaptations/updates going?**

So far it is going well. We exchanged ideas and everyone was encouraged to be creative, fair and accommodating. There were concerns about academic integrity, but we worked out those issues. However, I expect the college to take more active role in helping the faculty with tools that ensures academic integrity.

- 3. How are departments and programs doing with faculty migrating from F2F to remote/online modalities?**

So far, there has not been any problems. The faculty have been awesome helping each other and holding meetings to assist each other. I am blessed to be part of our division. Some of the people that I could have not imagined adapting that fast were on top of things with the help of their colleagues helping them using zoom as well as sitting their courses in Canvas. Knowing that the safety of everyone is top priority and ensuring that we are all in it together to help each other and provide the best education of our students gave everyone the motive to do their best. I am blessed to be part of this awesome team.

- 4. How is messaging being conducted with students? What kinds of student issues are coming to faculty?**

We contact students at tow levels:

- a. The faculty communicated with students via canvas email, alerts, and regular emails.
- b. I used the student contact report to contact all students in my division. This was highly appreciated by too many students who responded and I exchanged few messages with some.

Few students struggled, but between the faculty and I we helped them. I also contacted dean Alicia for advice when needed. For example:

- We have a student who lived with alcoholic parents and the home environment was not suitable for him to study. We need to realize that

students need a place to study and not everyone's home is suitable for that.

- Some faculty thought they can still have exams on campus and the students contacted me and we resolved that.
- Some students shared with me that they might take a quarter off not knowing
- some students in CS did not have powerful enough computers to run the programming environment on campus. I did some research and found a simple coding environment that helped them complete their work.
- There was a concern that more students will need laptop loaners, but so far no one came with a request

**5. What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?**

We are working as a team and everyone's input is considered. So far, no problems or issues has been surfaced. But as the quarter starts, I am sure some issue will arise and we will solve as a team. If I need to consult with the VPI or anyone above me, I take the faculty/staff concerns to them and report back to my team.

**FILM/TV (Susan Tavernetti):**

**1) How are departments and divisions staying in contact, updating, and supporting each other? Especially for PT faculty and those who are not teaching or on leave this quarter?**

Film/TV has used email, text messages and phone calls, including contacting part-time faculty and those on leave. Dean Daniel Smith will schedule a Zoom meeting with him and all F/TV faculty.

**2) How are Winter Quarter Finals adaptations/updates going?**

Faculty are struggling to wrap up Winter Quarter. Of the twelve F/TV faculty teaching Winter Quarter, only seven are Canvas-certified, and none of us have given exams on Canvas. Everyone feels overwhelmed, including students with unreliable or no Internet connection and/or no home computer.

**3) How are departments and programs doing with faculty migrating from F2F to remote/online modalities?**

Some F/TV faculty are rising to the challenge and coming up with creative ideas. Faculty are most concerned about those courses with labs and dependent on equipment and software.

At this point, the reality of migrating to remote/online modalities has not occurred, as completing Winter Quarter finals and grading seem all consuming to most F/TV faculty.

A F/TV faculty response:

This will be the first time for many of us faculty teaching fully online. Although some of us may have been using Canvas for several years now, the structure of the F2F modality is greatly different from that of online education. What are the expectations from our online courses for Spring Quarter, given the little time for preparation and the lack of experience, both on faculty's and students' end? Students who might otherwise not have enrolled in an online course would now not have the choice, particularly if the course is required for their degree or certificate and they plan to graduate and transfer this academic year.

Another F/TV faculty response (related question: Can a volunteer of record gain access to Canvas to help instructors with the tech end, as noted below?):

This is a nightmare measured not in hours but days. (Which will consume days not hours each week). If it weren't for my teaching assistant to help handle the tech end, I would retire and walk. The Administration needs to know how onerous the burden is. And it is an experiment that no one really knows will work or not. I don't teach for the money. It is for the satisfaction of passing my knowledge on to young film makers, and in meeting with them face to face for the fun of teaching in the classroom. Without that it is just another computer pain in the ass.

#### **4) How is messaging being conducted with students? What kinds of student issues are coming to faculty?**

Via emailing class rosters and posting announcements on Canvas.

- Students are wondering if F/TV courses with labs will be canceled.
- Will they have access to equipment, software and tech help?
- At least one student has her stop-motion set in the Animation Lab. Can she or a faculty member retrieve it to continue to work on her project?
- Some parents are urging international students to return home. Having never taken online courses before, they wonder if they will have to get up in the middle of the night in Taiwan, for example, because they're unaware of the asynchronous nature of online education.
- Unreliable or no Internet at home.
- No home computer; iPad and/or cell phone only.

#### **5) What are the ways in which instructional strategies and course scheduling for Winter and Spring are being planned? Who's at the table/being consulted in decision-making at division and department level?**

Course scheduling for Winter and Spring were submitted to the dean by the F/TV Department. He approved our submission with no revisions. My assumption is that Spring Quarter courses will be discussed at the Zoom F/TV meeting that Daniel Smith will schedule with all F/TV faculty (only one screenwriting course had been scheduled as an online class, so all others will need to migrate).

## **QUESTIONS**

**Equity issues:**

How will the fact that not all students have a reliable access to the Internet and a desktop computer affect our courses, such as inability to properly take an exam on Canvas or not having Internet during the time frame of the exam? This is an equity issue, so how will it be addressed?

If students cannot afford to pay the \$9.99/month Adobe Creative Cloud fee in order to have home access to the software that they would be asked to use for the course, what guidance do you provide for us, faculty, in this respect, as well as to students?

Media studies courses require a wide range of titles, many of which are only available for streaming through subscription services. Kanopy titles will supplement some courses but won't cover all needs. Students may not be able to afford the fees to rent feature films. And how do we inform them that they may be required to pay rental fees?

How will students with disabilities be supported and expected to learn a new piece of software or piece of equipment on their own?

**Other questions and concerns:**

What would be the support role of our Instructional Associate during the 3 month's time that all our production courses will be online? Will he be able to check out equipment to our students and possibly conduct hands-on labs on how to use it safely?

Lastly, it would be really helpful to have clear guidelines as to how face-to-face support of students would be appropriately translated into online support and in the short time frame that we all have to adapt to this as faculty. If such guidelines already exist, please let face-to-face faculty know where to find them.