

FA Barbeque and Social



The Faculty Association would like to invite you to our year-end **FA Barbeque and Social!** It's an opportunity to gather with your colleagues from across the district and socialize. We can share our successes and on-going challenges. Food and non-alcoholic beverages will be provided by FA.



Details:

Date: Thursday, June 1, 2023

Time: 4-7 pm

Venue: Shoup Park in Los Altos (Patriot Area)

Address: 400 University Avenue, Los Altos, 94022

Link to park website: <https://www.losaltosca.gov/parksrec/page/shoup-park>

What: This barbeque social is an opportunity to connect and re-connect with faculty colleagues from both campuses and relax a bit over good company and good food. Of course, you will have the opportunity to hear some FA updates and give us your feedback, if you choose.

RSVP: Please let us know if you can attend by filling out this short survey (link [HERE](#)) - it will inform us of how much food to prepare for the event. Please RSVP Today!

Alcohol: Although alcohol will not be served, we have obtained an alcohol permit and you may bring alcoholic beverages to the event if you wish.

Thank you and we look forward to seeing you then!!

FA NEWS

FOOTHILL-DE ANZA FACULTY ASSOCIATION

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- FA Barbeque and Social
- President's Report
- FA Thanks and Welcomes Our New Member!
- Negotiations Update
- FA Leadership Positions Open
- Executive Council Appointments
- Electronic PAA application submission
- Particularly for Part-timers
- Classroom Hacks
- What Do you Think?



IN THIS ISSUE:

President's Report



“One Faculty”: A Shifting Conversation

John Fox Acting FA President

One of my roles in FA is serving on the Board of Governors for the Faculty Association of California Community Colleges (FACCC), where I have learned a lot about important statewide conversations on a range of issues, so this report, and the next one, will focus on what I’ve learned in this process. In the past few years there has been a new conversation regarding the status of part-time faculty. For many years the conversation has circled around reducing inequities in pay and benefits (“equal pay for equal work”) and professional respect in the form of academic freedom and tenure. We all know the inequities part-time faculty experience in their jobs, and I know of no faculty member, at any college, who says that part-time faculty are treated fairly. There is a broad feeling across the state that attempts to correct the inequities piece-by-piece have failed, so a new approach is needed to work for systemic change. Across California, many faculty are working toward eliminating the two-tier system, in which some faculty are paid more, afforded more resources, and have more power than part-time faculty. In a one-tier system, these inequities would be leveled so the only difference between full-time and part-time faculty is the number of hours worked. “One Faculty” is the motto that most resonates with me.

Attempts at reforms have been mixed at best. Professional organizations and unions have advocated for pay parity, medical benefits, the lift of the 67% load cap, access to resources to better serve students, and professional development. While there is progress, there is a growing belief that these goals cannot be attained in a two-tier system. Furthermore, state law reinforces this two-tier system. For example, [AB 1725](#), a landmark bill that I have lauded elsewhere, establishes the goal of at least 75% of credit instruction be taught by full-time faculty (this has become known as “75/25”) but [John Govsky from Cabrillo College observes](#) that this change is not sufficient when he says, “Even if we could get to 75/25, adding more teachers into the upper tier means having fewer exploited workers, and this is not a bad thing.... [B]ut is this really the best long-term vision for the future? A better goal would be having *no exploited workers at all.*” [emphasis in original]. The 67% load cap also enshrines the two-tier system into California law.

There is reason to believe that the elimination of the two-tier system would benefit all faculty. Those who are now part-time would become invested in their colleges and districts, which would lead to more participation in shared governance. According to the State Chancellor’s Office, in Fall 2022 there were 36,306 part-time faculty, compared to 17,727 tenured/tenure-track faculty. Because they would be fully integrated into the system and wouldn’t have to fly across freeways or otherwise participate in the gig economy, part-time faculty would have the time to participate in shared governance. Furthermore, current part-time faculty active in part-time faculty issues would be free to advocate for all faculty.

A one-tier system may also benefit students. In a recent report, [the State Auditor](#) cited research saying, verbatim, that:

- Part-time instructors are less likely to use high-impact educational practices—which are more likely to engage students—such as referrals to tutoring services
- Part-time instructors are less likely to have a designated office space, making it more difficult to meet with students outside of class.
- Part-time instructors are less able to dedicate the same amount of time to advising students.
- Part-time instructors may not know their instructional assignments until shortly before the term begins, which may limit their time to prepare course materials.

These disadvantages have nothing to do with the abilities or talent of part-time instructors, but rather the support afforded to part-time faculty in serving students. For example, if a student needs to speak to me after class regarding a personal issue, I can bring them to my office where we can speak privately. However, my part-time counterparts are not afforded the luxury of dedicated private space space outside of established office hours," so their ability to tend to students’ needs are greatly reduced. As the saying goes, “faculty working conditions are student learning conditions.”

While most full-time faculty I speak to agree that part-time faculty are treated unfairly, when I ask many of them about eliminating the two-tier system, they are uncomfortable. Usually the response is “how are you going to...” address all the problems that will arise from transitioning to a one-tier system. Honestly, I don’t have all the answers—but there are people working on it. The FACCC are having these conversations, and the California Federation of Teachers passed a resolution last year and organized a task force to [“Develop a Strategic Plan to End the Two-Tier System in Community College.”](#)

And—it’s been done! Our neighbors to the north at Vancouver Community College succeeded in establishing a one-tier system. Commonly referred to as the [Vancouver Model](#), according to [Frank Cosco](#),

[T]he part-time or full-time distinction is not the crucial one. Nor is rank the crucial distinction—there is only one rank, instructor, and all instructors are on the same eleven-step salary scale. Pay equity is absolute: 30 percent and 60 percent instructors respectively make exactly 30 percent and 60 percent of full-time salary at the same salary step over the same period of time. The most important distinction between instructors is between term and regular status; that is, between probationary, time-limited employment and nonprobationary, continuing employment.

The process of regularization, the key to establishing the one-tier system, took 20 years to accomplish and is documented in Jack Longmate and Frank Cosco’s [Program for Change](#). California’s process would probably look a little different but the end goal would be very similar. The Program for Change has 35 items addressed, broken down into four categories:

- **One cost, or incidental one-time cost:** Such as one hiring process for all and protection from layoffs;
- **Cost issues:** Working toward one salary scale and a fully pro-rata workload;
- **Union and Association Rights and Support:** Including the right to strike.
- **Legislation:** Fully pro-rata inclusion in pensions

As I said, I don’t have all the answers and I don’t think anyone does—yet—but the Vancouver Model is a solid starting point. Two-tier systems are demoralizing for the lower tier and is not healthy for an organization. Part-time faculty suffer the most, but full-time faculty are also overburdened, and students end up getting shorted. While some faculty might think working toward this goal is futile, I agree with James Baldwin: “Not everything that is faced can be changed, but nothing can change until it is faced.” Taking a close look at the Vancouver Model and the Program for Change and engaging in the conversation is facing the issue and may lead to a day (hopefully in less than twenty years) when we are truly “One Faculty.”



FA Thanks and Welcomes Our New Member!

Join FA Today!

Negotiations Update

Kathy Perino
Chief Negotiator

Negotiations Update

2022-25 Ratification Vote Nears



If all goes well, by May 31 we will reach tentative agreement on Article 25: Special Assignments and Appendix Z (new), both of which clarify job duties and compensation for department chairs and schedulers. This means the *2022-25 Agreement* between FA and FHDA will finally be ready for ratification in June. Below is a summary of the notable changes to the *Agreement*. A link to all complete articles (showing changes) will be available to all faculty prior to the vote. Union members should watch for an email with this information prior to the ratification vote.

All Articles and Appendices

- Pronoun changes from he/she him/her to they/them.

Article 6: Evaluation

- Makes pre-evaluation and post-evaluation meetings a requirement.
- Clarifies the duration of an evaluation based on modality: synchronous, which can be either face-to-face or on Zoom (50 min), asynchronous (50 – 100 min), hybrid (50 min in synchronous and 50 min in asynchronous).
- Clarifies the content to be reviewed when evaluating an asynchronous course or the asynchronous portion of a hybrid course. This includes the portion that onboards/orients students to the course and Canvas site, as well as two consecutive weeks of material. For hybrid courses, the two weeks of material must be related to the synchronous portion of the class evaluated.
- Provides a process for the Dean to require a student evaluation of a course in the event of non-anonymous student complaint(s) related to the class. After grades are submitted, the faculty member may request of a copy of the student complaint that triggered the student evaluation.

Article 6A: Evaluation of Probationary Faculty (Tenure Review)

- Tenure Review Coordinator term changed from two years to three years.
- At the end of each phase, the Tenure Review Coordinator will provide documentation of service to each committee member to be used for PGA or PAA credit.
- Describes consequences when faculty member does not adequately perform duties as a tenure committee member.

Article 7: Part-time Faculty

- Clarifies that all instructional part-time faculty must include the times and modality of office hours on their course syllabus, in addition to notifying the dean of the times and modalities.

Article 10: Hours and Scheduling (for Full-time Faculty)

- Adds language that faculty must teach assigned classes in the assigned modality and time as listed in the schedule of classes. Any exceptions require approval by the administration.
- Clarifies that all instructional faculty must include the times and modality of office hours on their course syllabus, in addition to notifying the dean of the times and modalities.

Article 17: Professional Development Leave

- Adds a section on Project Definitions and provides examples of PDL application expectations.
- Requires that PDL application is given to the Dean ten days prior to the due date to allow sufficient time for review.

Article 25: Special Assignments (still awaiting final agreement)

- Increases compensation for evaluation of part-time faculty from \$200 per evaluation to \$300 per evaluation
- Adds language describing job duties of department chairs and schedulers and references a new Appendix Z that lists compensation (either reassigned time or additional pay) for duties
- Describes process for selection of department chairs/schedulers as well as process for removal in the event that the chair/scheduler is not performing duties

Article 26: Summer Session

- Summer Compensation is 77.5% of Schedule A (this change was made for Summer 2022).

Article 27: Calendar

- Adds the third flex day (third opening day) which is required for the 175 calendar due to the addition of Juneteenth as a holiday.

Article 33: Non-Credit Instruction

- Moves all part-time faculty teaching non-credit courses, other than Supplemental Instruction, to pay on Appendix C (credit instruction salary schedule).

Appendix A – G: Salary Schedules

- All salary schedules updated to the 2022-23 salaries. When agreement is reached on 2023-24 adjustment, these will be updated.

Appendix J1: Administrative and Peer Evaluation

- Changes from a single J1 evaluation document with various sections to multiple evaluation documents for each instructional modality or service area:
 - o J1.A Synchronous Instruction
 - o J1.B Asynchronous Instruction
 - o J1.C Both Synchronous and Asynchronous Instruction
 - o J1.D Librarians
 - o J1.E Counseling
 - o J1.F Resource Faculty
 - o J1.G Supplemental Instruction

Appendix Z (NEW): Compensation for Department Chairs and Schedulers (still awaiting final agreement)

- Chart listing either reassigned time or additional pay for each chair and/or scheduler. These values will be in effect for 2023-24 and 2024-25, with re-opener after these two years.

It's hard to believe that after two years of negotiations, this is the complete list of notable changes. We are proud of the progress we have made but the time required for these negotiations is unprecedented. The never-ending COVID negotiations along with multiple leadership changes on the District side of the table in the past two years created major delays for us.

What didn't we get? The big issue that is still unresolved is Faculty Investigations. We are disappointed that we did not have time to make progress on this because this is an issue that is dominating much of the work for FA. You may not hear about it much because investigations are confidential matters and not publicly discussed, but the number of investigations is growing year after year (as are legal fees for both the District and FA). Investigations will definitely be a high priority in the near future.

What's next?

In addition to an email that will provide links to all changes to the articles and appendices, including the two that are still awaiting agreement, FA will hold two informational meetings on Zoom to answer any questions regarding these changes. These meetings will be held Friday June 9, 12-1pm, and Monday June 12, 1 - 2 pm.

We look forward to seeing you at these meetings.

FA Leadership Positions Open

FA NEEDS YOU!



The 2023-24 FA leadership positions of President, Vice President, Executive Secretary, and Associate Secretary for Part-Time Faculty Interests are now open. Candidates must have tenure or re-employment preference and have served on either the Executive Council or in an FA executive staff position for at least one year. To apply, email a letter of interest, addressed to the Executive Council, to the FA office (ElwellSusanne@fhda.edu) by June 2. Appointments will be made at the June 7 Council meeting.

Executive Council Appointments



Voting Not Required

This year, because exactly eight candidates (three for De Anza, three for Foothill, and two for part-time faculty) are running for the same number of openings, it is not necessary to hold the Executive Council elections: all candidates are approved by acclamation. Statements and pictures in this issue are printed for information only. FA applauds the faculty stepping forward to take on leadership responsibilities in these challenging times.

FA Executive Council, De Anza



As a Counseling faculty member for the past 10 years, I have served as a counselor and instructor in multiple learning communities (IMPACT AAPI, MPS, FYE, MC2, FLOW), formerly a tri-chair for

I first learned about FA's efforts to improve faculty working conditions when I served as the FA Conciliator shortly after I was hired in 2005 as an English Instructor at Foothill. This experience inspired me to find ways to collaborate with our union, so I was excited to join the FA Executive Council as a temporary member in Spring Quarter 2023. I would be grateful to have the opportunity to continue my work with the Council. My participation on the Executive Council this spring has allowed me to engage in discussions, as the English chair, about compensation for and expectations of department chairs, to ensure that faculty have a voice in these conversations. I am prepared to share faculty concerns

the Equity Action Council, currently serving as the APASA rep to the DAC budget committee, Resource Allocation and Program Planning Committee (RAPP), and Faculty Co-Chair to the Asian Pacific American Staff Association (APASA).

My interest in serving as a member of the Executive Council is to bring my perspective as a non-instructional faculty member. My hopes are to bring forward the experiences and challenges that our non-instructional faculty (primarily counselors) in navigating the on-going changes that our college has faced over the past few years (leadership changes, pandemic, budget reductions, etc.). These are important perspectives that I keep in mind as the workplace and learning structures are inevitably changed as a result of the pandemic and the leadership decisions from the district.

Erick Aragon, De Anza Counselor, Outreach and School Relations

An old union song presents an image of worker solidarity: “Just like a tree that’s planted by the water, we shall not be moved.” We are living in a time when the water is rough, and we need to dig in together to stand firm in



solidarity against the current. During these times, having a strong and active union is more important than ever. I hope to serve as a representative so that we can be sure that faculty interests are taken into account in the decision-making that takes place at our college and in the district.

I have been an active member of FA since 2020, serving in the past as a member of Executive Council and Executive Secretary. During 2021-22 academic year, I served as FA’s Executive Secretary, and I was recently appointed a member of the Negotiations Team. I am currently working in the role of Assistant Negotiator. It is important for faculty to be persistent in demanding a voice in any decisions made in the district, and I am committed to working to that end for the good of the faculty and students in our district. I ask that you consider voting for me.

Rich Booher, De Anza Philosophy

When I ran for FA as a newly tenured faculty, I wanted to be able to give back to De Anza as much as I could. I had personally benefited from the support of FA and I believed in the value of having a strong faculty association. I can no longer say that I am newly tenured (although I will say that I still very much feel new- probably a conversation about culture and what FA can do for others that feel similarly, but



and communicate important information to stakeholders. I support faculty efforts to hold the administration accountable for greater transparency in its governing decisions, and

to cultivate a sense of belonging and community on the Foothill campus. I ask for your support in this election to the Executive Council so that this vision of transparency, belonging, and community can be realized.

Jordana Griffiths, Foothill English

I am excited to express my interest in the two-year term Executive Council seat after having served since January 2021. I am honored to have been a member of the Foothill College community in many different roles. My first Foothill experience was as a young child in the daycare center; from there I became a student, a classified staff member, and now a faculty member since 2004.



Equity and online education have been at the forefront of our college agenda. Faculty have the most contact with students and thus the most impact on a student’s experience. However, the implementation needs to be carefully crafted to meet both the needs of students and the rights of Faculty. This shifts pedagogical practices to emphasize more interaction with students and, necessarily, increased workloads. The Faculty Association plays a tremendous role in protecting our workloads and working conditions, especially in these post-COVID times. Every member of my family has some experience working or learning at Foothill College, which has been a tree of knowledge and center of growth for me and my family. Faculty are the key component of that tree. I want to serve on the Executive Council to maintain faculty working conditions that support dynamic learning environments for current and future students in these changing times since COVID.

Rachel Mudge, Foothill Math

FA Executive Council, Part-Time

I would ask for your vote so that I may continue my position as the De Anza part-time faculty member representing the interests of all Foothill-De Anza Faculty on the Faculty Association’s Executive Council. First appointed to the Council in 2010, my time on the Council has made vividly



we can work on that later!) I still very much think it is important to support systems in place that are there to protect and keep faculty interest at heart. Being on FA has helped strengthen my

understanding of contracts, MOUs, shared governance, and I am grateful to be able to be an advocate for faculty on campus. I also believe that as a white-passing Latina, I can add a unique viewpoint to FA. Being an embedded counselor on campus who has a background in alternative education furthers my ability to bring new ideas and perspectives to FA that will benefit the faculty and the campus alike. I would very much like to be considered for the Executive Council once again.

Felisa Vilaubi, De Anza Counseling

FA Executive Council, Foothill

Throughout this academic year, I have had the opportunity to serve on the Executive Council as a leave replacement, ‘test driving’ the role and learning a great deal about our Agreement. I am asking for your support to be able to continue to serve you on the Executive Council for a full term.

While some of you may know me from Anthropology, the New Faculty cohort, or College Curriculum, my Global Studies students would tell you that I am drawn to conversations about fair working conditions, compensation, and understanding how some members of a community may be more vulnerable than others even in the presence of labor rights and agreements.



Now coming to the end of my third year at Foothill College, I have personally experienced just how important it is for the FA to have a strong relationship with its members- all members, but especially new faculty, part-time faculty, BIPOC faculty and LGBTQIA+ faculty- as we navigate our institution, the Agreement language, the pay-schedule and cost of living, load, scheduling and commutes in the service of our students. With your support, I would like to put my skills to use in helping to foster faculty members’ – new and old - sense of belonging to the FA and knowledge about the Agreement, while also being on hand to communicate concerns back to the Executive Council.



clear the need for part-time faculty to have both ears and a voice on the Executive Council which directs the FA’s priorities. Currently I also hold a second position as the Faculty Association’s Part-time Associate

Secretary, and this, coupled with my recently concluded tenure on FA’s Negotiation Team, provides me with a depth of experience and knowledge that I bring to both roles and enhances my effectiveness in both. As the Part-time Associate Secretary, I learn the issues and concerns part-time faculty face. As a reelected Executive Council member, I can bring these concerns about working conditions, contractual issues, equity, health coverage, et al to the Executive Council for its consideration and action while also keeping mind that all members of the Council represent all faculty in the District.

Ray Brennan, De Anza English

If elected to the FA Executive Council, I will advocate for part-time faculty within the FA and work to ensure that all part-time faculty understand their contract and their rights as negotiated by the FA. I will be available to answer your questions and will welcome your feedback.

I have taught physics in the FHDA district for 10 years. For the past two years I’ve served as a part-time faculty representative on the Foothill Academic Senate. I’m also serving on the Mission Informed Planning Council (MIPC) at Foothill. Previously I served for one year on the Community and Communication governance council.



In these roles I’ve organized events to provide part-time faculty with the information they need to thrive in the district, including a virtual opening day event attended by over 100 people. I’ve consistently spoken up for the specific needs of part-time faculty, and educated administrators and other campus leaders about the experiences of part-time faculty in our district.

While working to support part-time faculty, I’ve learned how important the *Agreement* and MOUs negotiated by FA are. I would like to serve on FA to contribute to the important work of advocating for all faculty and supporting for my part-time

Electronic PAA application submission

For those of you applying for PAA this year, we are happy to inform you that an Adobe Sign Workflow is now available for anyone submitting a Professional Achievement Award (PAA) application.



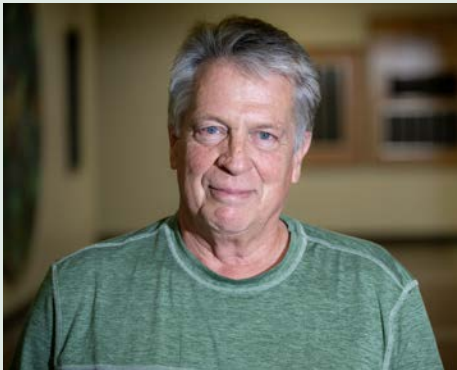
Go to the "Adobe Sign Faculty Forms" app in MyPortal, and select either "De Anza Professional Achievement Award Application" or "Foothill Professional Achievement Award Application."

Before starting the workflow, make sure you have your signed evaluations (Administrative (J1), Peer (J1), and Student (J3)) in electronic form as well as the receipt of your PGA activities showing 9 quarter units earned in the last 4 years. You will type your self-evaluation and your District/College Service directly into the application.

Please note that while the proof of submission tear sheet is still shown in the workflow PDF, the electronic signature and submission timestamp will serve as the tear sheet for Adobe Sign submissions.

As a reminder, documentation (Appendices [O1](#), [O2](#), and/or [O3](#)) of Professional Growth Activities is due at each campus by **June 1**. The completed PAA application is due on **July 3**, since July 1 is a Saturday this year.

If you have any problems or questions, feel free to contact Kathy Perino (PerinoKathy@fhda.edu) or FA office manager Susanne Elwell (ElwellSusanne@fhda.edu).



Particularly for Part-timers

By Raymond Brennan

Save the Date! FA Webinar for Part-time Faculty

On June 8th and 9th, FA's Part-time secretary will be hosting two Zoom webinars from 1:00 to 3:30 pm. The zoom will revisit navigating the Unemployment system and will discuss the new spate of unemployment denials and how to resolve them. The webinar will also include an update on changes in our soon-to-be-ratified *Agreement*, and there will be a review of those Articles in the *Agreement* that are of particular relevance to

part-time faculty. There will be plenty of time for Questions and Answers on both days.

The link for Thursday's the June 8th webinar is: <https://fhda-edu.zoom.us/j/88657588986>

And for Friday, June 9th, the link is: <https://fhda-edu.zoom.us/j/81800214209>

These links will be sent again via mail a day or two before the webinars go live. I hope to see many of you there!

Health Benefits Update for Part-time Faculty

If you recall, Governor Newsom has twice vetoed proposed legislation that would have allowed part-time faculty to teach up to 85% of a full-time load. In his veto message, the governor justified his veto on the basis of erroneous cost information he was given. Nonetheless, in the same message the governor acknowledged the need to support part-time faculty, especially as regards their access to health care, and to that end earmarked a new \$200 million in ongoing funds in the state budget to support part-time faculty health care.

FA's Negotiation team was quick to see how the District's share of those \$200 million dollars could benefit part-time faculty and has made a proposal to move to 60% of Kaiser premium* for load 0.400-0.499, 70% for load 0.500-0.599, and 80% for load 0.600-0.67, and the Team has a long term goal of working with the District to participate in the state program that reimburses the district 100% of part-time faculty health care costs if part-timers are offered the same plans and contribution rates as full-time faculty. Though an agreement has not yet been reached, talks are ongoing.

From Health Benefits to Retirement

Many Part-time faculty have questions about their retirement options and status. When hired, all faculty are asked to choose a retirement option, and for nearly everyone, that means choosing between CalSTRS' Cash Balance (CB) retirement option and the Defined Benefit (DB) choice. CalSTRS is offering a few webinars in the next couple of weeks to explain the distinctions between these two options. The days, times, and registration links for those webinars can be found [here](#).

Information concerning faculty retirement options can be found in the deductions box of your paystub. There you will see either a CB or DB and the amount withheld.

And finally, the Faculty Association's newly revamped and updated website includes a page, which can be seen [here](#), that explains the rudiments of retirement choices.

* The Kaiser plan is the District benchmark, which means that if a part-time faculty member wishes to opt for one of the other health care plans available, their District subsidy would be benchmarked to the cost of the Kaiser plan. Subsidies are dependent on contract load, so a faculty person who teaches a load between 0.500 to 0.599, would receive a subsidy in the amount of 70% of the Kaiser plan.

JOIN OUR FACEBOOK PAGE

Important Deadlines

Following is a list of many, but not all, important contractual deadlines for the 2022-23 academic year and Fall 2023. 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, [Brandon Gainer](#) (408.864.8802)
- Foothill, [Eric Reed](#) (650.949.7091).

Questions can also be directed to the [FA Office Manager Susanne Elwell](#) (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

The full academic year list of "[Important Deadlines](#)"

June 1: Full-time faculty submit Professional Growth Activities to campus Personnel Office for salary step advancement (*Appendix A, B*) and/or Professional Achievement Award application (*38.3*).

June 30: Full-time faculty file intent to change salary column for (the next) academic year with campus Personnel Office (*Appendix A, B*).

July 3: Full-time faculty submit Professional Achievement Award application to division dean (*38.2.1, 38.3*).

Aug. 25: Part-time faculty file intention to change salary column starting in the Fall Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

calendar is on [the FA website under "FA Current Events."](#)

Sept. 15: Full-time faculty submit completion of requirements documentation for salary column change in academic year 2023-24 to campus Personnel Office (*Appendix A, B*).

Classroom Hacks

Ten ways to get students to turn on their cameras

1. Root your request to turn on cameras in the language of community, not compliance.

Avoid using teacher-centric language such as, "I want, I expect..." and extrinsic motivation like extra credit for camera use. Instead, aim for student-centric language and prompt students to consider what strong classroom engagement might look like.

2. Build relationships with students focused on trust.

Relationships need to be cultivated between the student and the teacher and among students.

3. Survey students.

Ask students what their barriers to camera use are? Identify the barrier, and proactively plan to reduce it.

4. Be empathetic.

Is your camera always on during meetings? Share with your students times when your camera has been off during a meeting and talk about why. Your humanness creates an authentic shared connection.

5. Admit a few students before class starts. "Arrive" to class early and admit 1–4 students for a small group check-in.

Ask to have cameras on for this check-in or inquire why they are off. Students are more likely to turn them on in a small group setting. They also can be camera leaders. When the rest of the class is admitted, students will see several cameras already on and a snowball effect can take place.

6. Use Zoom features.

Try the "ask to start video" feature, which nudges students to turn on cameras, or encourage them to play around with virtual backgrounds.

7. Brainstorm camera use expectations with your students.

Co-create a list of predictable times when it is fine to have the camera off and when it is best to have it on.

8. Allow students to show only a portion of themselves.

Let students dip their toe into onscreen time by adjusting the camera to show only the top of their head or a shoulder. If you call on them, they can give a quick wave or pop their head into the frame.

9. Let students submit a prerecorded video.

If students need to visually demonstrate a skill, consider offering the option of individual submissions via a platform of student choice like YouTube, FlipGrid, or even TikTok. If this is an option, it doesn't mean all students will fill your inbox with video submissions, but those who'd prefer a camera off during whole-class instruction will have a means for demonstrating a skill.

10. Use icebreakers/play games/visually vote.

Consider activities that inadvertently require cameras to be on for participation, everything from rock, paper, scissors to voting with a thumb up or down.

[Thanks to Liz Byron Loya](#)

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 FHDA Newsletter
- Request to have your relevant article or information published in the FA News. Please include a detailed description of your planned article.
- Any other constructive feedback you would like to provide

Share Your Voice: Shape Our Future

Fhda Faculty Association

FA Executive Council Members

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