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Welcome Back!

# FA NEWS

FOOTHILL-DE ANZA FACULTY ASSOCIATION  
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## President's Report: Is there a Here here?

### FA President Tim Shively

I'm writing on the cusp of our District's initial "Regular, Substantive Interaction" training, and am sure the irony was not lost on many that we had to meet in person to complete it. This had less to do with pedagogy or educational philosophy than that the District balked at paying faculty to do the training (i.e. full-time faculty are already required to attend Opening Days so we may as well capitalize upon that opportunity and minimize the cost). As I quipped to one of my colleagues on Opening Day Wednesday, "when do we start RSI training for in person classes? And as he quipped in return, "I just hope there's some RSI in this RSI training." Don't get me wrong, I appreciate the efforts made by our trainer colleagues to try to make it as painless (and even comedic) as possible. Perhaps moving forward we can set this misguided enterprise aright, and require training *of those who need it*, based on formal evaluation? For the time being, what's done is done, and both colleges will be hosting accreditation

visits in Fall, so I do hope what we've set in motion fills the bill. But no amount of ACCJC Kool-Aid is going to wash away the taste of a half-baked and rushed mandate, which even some of the trainers characterized as mostly busy work à la SLO's.

Full disclosure: I am not an online instructor, and only partook of the RSI training so I would know what other faculty were being subjected to (I've been fielding a lot of questions about that MOU!). Which is not to say I don't appreciate online instruction when it's done well. Just before this RSI was loosed upon the District, I completed a J1B peer evaluation for a colleague (who later went on to become an RSI trainer), and thought her class was brilliant. I could see and hear the regular, substantive and interactive without having to check off boxes to that effect. Nonetheless, I am concerned about how our District's course modality proportions seem to be shadowing the University of Phoenix, with the bulk of classes now online or hybrid. I'll use De Anza as my example, since that is the data I have at hand and it has always had a lower percentage of online classes than Foothill. Pre-pandemic, in Fall of 2019, De Anza offered a total of 1613 class sections, of which face to face accounted for 1202, hybrid 158 and totally online 253. So more than two thirds of our offerings were in person. Of course, things fell apart during the pandemic, though the overall number of sections offered in Fall 2020 reduced by less than 2%, to 1585. Naturally, we were primarily online during lockdown, with only 161 in person sections (If I recall correctly, these were primarily Allied Health courses such as Nursing). As the campus began to reopen, even though the number of sections remained relatively constant (1545 in Fall 2022 and still only 1580 this Fall—so far—still only a 2% increase), the number of in person sections increased only marginally (511 in Fall 23 compared to 524 in Fall 24—only a 2.5% gain and a far cry from 2019's 1202). "We're not going back," to riff on a recent political slogan. But are we actually moving forward, and

towards what? While it may be the case that other colleges are going through similar struggles, that would suggest there's an untapped opportunity as far as in-person offerings are concerned. It requires a little vision and a leap of faith on the part of a district that has tended to be rather short of vision and shy of investing in anything without a guarantee.

Enrollment is often cited as the reason we aren't offering more in person sections, which I think is a misattribution that needs to be unpacked a little with reference to the College/District approach of the last several years. I know I've written about this several times over the course of the pandemic, but when we could have been employing strategies to *increase* enrollment, we were focused on productivity. This coincided with the previous administration's fantasizing about becoming a basic aid District, which is still no closer to coming to pass (and on which we are now apparently reversing course and again pursuing enrollment). We could have been using our federal HERF funding, for example, to fund more sections of even smaller classes rather than relentlessly sticking to the same rigid class cancellation policies which endured even through the pandemic. Rather than being the last CCC District to allow in-person activities to resume on campus, we could have been more careful about how they were resumed. Instead of unceremoniously unmasking the District the Friday before instruction began, we could have supported faculty who were concerned about COVID infection for at risk individuals—as we should still be doing now. *Coulda, woulda, shoulda*—the present presses relentlessly on. My son began registering for classes at De Anza last Fall. In addition to moving past the usual high school aggravations of needing a hall pass to use the restroom, and so forth, he was looking forward to putting his years of "zoomed" classes behind him and experiencing the social life of college. Yet when he began looking through the course offerings, he found that many courses were *only* offered online. Okay, so it makes sense that a course offered only once a year might present challenges for a program trying to accommodate everyone's modality interests. But EWRT 1A? Not a *single* section of the 78 offered that quarter was offered entirely in person.

I immediately went to my Dean, then the VP of Instruction, the College President, all the way to the Chancellor. We have lots of hybrid classes, I was told. And at a certain point, De Anza was actually considering their hybrid classes as "in person," which didn't sit well with District data people. I mean, we can argue all day about whether the glass is half full or half empty, but ultimately, a hybrid class does contain online instruction, asynchronously or otherwise. I was then informed that faculty didn't want to teach in person. But since when has our College/District started basing its scheduling around what faculty desire? This Fall there are also no face-to-face sections among De Anza's 77 (thus far) EWRT 1A's. Is this based entirely on instructor requests? It doesn't jibe with some of the conversations I've had with colleagues, but I honestly don't have the time or inclination (or really, the authority) to review even my own Department's scheduling requests. I wonder, though, how many of these requests for online/hybrid sections might be grounded in fear of having an in-person section cancelled due to low enrollment as opposed to the brief period when both colleges allowed smaller in person classes to run in the interest of fostering growth in that direction.

More importantly, what happened to student interests in this equation? How does one even assess student demand for course modalities which aren't being offered? There is no control (or maybe too much control, if you catch my drift) for what's ultimately a matter of program "mix." I've certainly heard complaints from my students primarily about there not being enough in person courses, though others wish my course was offered online. But given the thousands (literally) of students who attended Student Welcome Friday at De Anza, I can't imagine many of them would not enroll in face-to-face classes. Which students are we primarily serving with the varied modalities, and doesn't that matter? While comparatively few of our students live within the District's service area, considering that a given online course might include students from Redding, or Nevada or even Korea (as I have had in a single pandemic era course), what do we owe to the students in the Greater Bay Area? I realize that even some local students prefer the "convenience" of online courses, and some actually learn better with this modality, but I fear the "student centeredness" mantra is getting a little frayed around the edges for those missing the personal interaction they get from on campus instruction. This is of a piece with other, legislative developments that impact which students we serve. I was recently informed by one of my Mathematics colleagues that starting in Spring, we will no longer offer Math classes below calculus. This is apparently in keeping with AB705's impetus to "help" students achieve their goals by limiting the number of steps (i.e. developmental courses) needed to meet their requirements. Is offering pre-calc really such a monstrous injustice? Sure, our student success rates may ultimately improve, but by effectively eliminating the at-risk students who truly need the extra time and help in order to succeed.

I know I'm swinging for the bleachers at this point, so let me bring it back to the infield by noting that there are some very good reasons why many faculty do wish to teach primarily (if not exclusively) online. The primary reason by far is that few of us can afford to live anywhere near our Colleges. [As I said to a reporter from the San José Spotlight last year](#), "These days, to be able to purchase a house, for a new instructor it would just be impossible...We have people commuting in from the Central Valley, from Vallejo because they can't afford to live anywhere near the college." Renters notwithstanding. I have a colleague who, shortly after he retired from the District last fall, was forced to vacate his 20 year Willow Glen residence due to the owners deciding to sell. He looked as far East as Los Baños, as far south as Gilroy, and ended up only finding a place he could afford in Sebastapol, an hour North of San Francisco in Sonoma County. I can only imagine how difficult it must be for students trying to independently make a go of an education.

Given that this situation is not likely to change (except for the worse) anytime soon, it would seem the District would adapt accordingly. I have been besieged this past week by faculty who, while appreciative of the 1.07% COLA (which I am happy to report has been ratified by FA members), have referenced the [San Mateo District's salary schedule](#), whose step 5 is roughly equivalent to [our District's top step](#) (i.e. M, versus their 25 steps). And they top out at \$164,472. Okay, so we can't compete with our Basic Aid neighbor's unrestricted funding source. But maybe there are other ways our District could demonstrate its *commitment* to employee well-being. For instance, a COLA pass through to the salary schedule for all future state COLA's. This would save both management and labor a lot of time, energy and \$'s (e.g. for Payroll having to process retroactive pay) *and* be a much appreciated gesture on the part of management to recognize the struggle of employees committed to making a go of it in our District. It would certainly help with attracting and retaining new faculty and bolstering our sense of community. Bring back the water cooler! Hear, hear!

# FA Thanks Our New Members



Lindsay Bell - DA  
Christopher DeMarco - FH  
Gerilowie Escalona - DA  
Nicole Kipple - FH  
Phong Lam - DA  
Sonia Nelson - DA  
Scott Tsuchitani - FH

## Negotiations Update

**Kathy Perino**  
Chief Negotiator

**What I Did Last Summer**  
(aka Negotiations Update)

### Salary Increase and Health Benefit Rates

It's nice to start the year with salary and benefits settled. In July, the five labor unions negotiated jointly with the District, and we came to agreement in a record two sessions.

While the salary increase is small at 1.07%, it is a pass-through of the state COLA that was applied to most, but not all of the sources of funding for the District.

In terms of health benefit rates, for plan year 2025 (PY25), the premiums charged to the district increased anywhere between 7.2% and 19.9%, depending on the plan, with an overall average premium increase of 10.5% for active employees. The District has agreed to absorb this increase and keep employee contribution rates, in dollars per month, equal to the contribution rates in PY 2024.

In 2024-25, the labor representatives on JLMBC plan to meet to explore options for making at least one plan a "no cost" plan for employees. To do so, we would need to restructure the contributions for all plans. We will work this year to explore the feasibility of these options, and hopefully have a plan before negotiations for plan year 2026 begin next Spring and Summer.

### Update on Part-time Faculty Health Benefits

In Spring 2024, the District agreed to implement a new part-time health benefits program in order to be eligible for reimbursement from the state for up to 100% of the expense of the program. This new program moves FHDA away from a tiered benefit program for part-time faculty, in which the district and employee contributions for benefits varied depending on annual load (40-49%, 50-59%, 60-67%). The tiered program has been replaced with a benefits program in which every part-time faculty employee who works 40% or more of



an annual load during the academic year (summer doesn't count for now) is eligible to participate in health benefits and contribute the same dollar amount that full-time employees contribute—significantly less than the employee contributions under the tiered plans.

All part-time faculty who worked 40% or more during the 2023-24 academic year were notified of this change and were given the opportunity to enroll in a plan effective September 1. According to the mid-year enrollment analysis, the number of part-time faculty eligible for benefits under the new agreement increased from 331 to 423, and the number of part-time faculty who chose to participate increased from 90 to 110. The three most commonly selected plans are Kaiser (53.6%), PERS Platinum PPO (24.6%), and PERS Gold PPO (11.8%).

The increase in availability of benefits is important, but perhaps even more important is the fact that those who are participating are paying significantly less per month than they were under the tiered plan. The state funding for this program makes this possible.

If a part-time faculty member met the 40% load threshold but did not enroll in the mid-year enrollment period, they can still enroll in a plan effective Jan 1 – Aug 31 during the open enrollment period happening now (Sept 16 – October 11).

In addition to the improved benefits for faculty working over 40% in the academic year, the district also provides reimbursement for the cost of health benefits for those faculty who work less than 40% in FHDA, but by working at multiple community colleges, work at least 40% when combining the workload across districts. For more information about this option, contact district benefits, or me at fakathy@fafhda.org.

### Looking forward to 2024-25

The 2024-25 academic year is the third year of our 2022-25 Agreement. So, even though we didn't finish and ratify this until the end of the 2022-23 year, it's already time to start negotiating another three-year contract.

Because we have a very new leadership team at the District Office, (welcome to the newest Vice Chancellors Christopher Dela Rosa [VC Business Services] and Dianna Rose [VC of Human Resources]), the District has requested that we "roll over" the majority of the contract. The negotiations team will survey our membership regarding changes faculty would like to see in the contract before agreeing to any rollover.

We already know that we have at least a few areas to improve:

#### *Professional Achievement Awards (PAA)*

FA is very interested in changing the whole PAA system. We are interested in making the awards part of the regular salary schedule so that they get the normal salary increases (COLAs) and eliminating the need for a special application. Faculty find the process confusing and difficult. In addition, the number of hours that the District and FA spend every year communicating with STRS regarding the "special compensation" so that it is used when calculating retirement benefits is now unmanageable. The fact that I know some STRS auditors by name says it all.

#### *Salary Placement and Advancement*

In the last four years, we have had an increasing number of issues related to salary placement, especially for new full-time hires. As a district, we seem to value past work experience when it comes to screening applications and deeming someone worthy of a job offer. But, when it comes to initial salary placement, that same work experience that helped secure the job is not granted as work experience for the purposes of salary placement. We need to update the language to recognize this work, especially as it applies to CTE areas. In addition, we need to look at opportunities for salary advancement for our CTE faculty.

#### *Personal and/or Sick Leave: Conditions of Use*

Our contract currently allows for the use of 5 days of personal leave and up to 6 days of sick leave to care for a family member. We need to provide better options to allow faculty to care for aging parents or ill family members.

(Note: In Spring 2024, we negotiated language that allows the use of personal necessity leave to attend school activities for family members. This change is effective this year.)

### *Academic Calendar and Opening Days*

Three Opening Days is too many. Or, three opening days with back to back to back workshops and minimal breaks is too many.

We appreciate the hard work of our colleagues in planning and presenting the workshops on opening day. The presentations I attended were, for the most part, informative. But faculty are also still prepping their classes and communicating with students about the start of the quarter, and we could really use a few hours each day to do that too.

The California Ed Code requires that we have 175 days in our academic calendar, and those days can either be instructional days or “flex” days like opening days. When Juneteenth became a holiday, we had to add a day to the calendar to replace the instructional day of June 19 (we may be the only district in the state that has June 19 as an instructional day). The only place available to add a day to the calendar (since we weren’t allowed to turn any other holidays into instructional days) was before the start of Fall quarter, and that’s how we went from two opening days to three. I have heard from plenty of faculty that three days is too many, so we need to look at the calendar again and see if there is a way to change it to comply with Ed Code without starting the year exhausted by opening days.

This fall, watch for an opportunity to communicate your contract suggestions to the negotiating team. The FA negotiating team members are listed here:

Kathy Perino (FH Math) – Chief Negotiator  
Steve Batham (FH History)  
Rich Booher (DA Philosophy)  
Brandon Gainer (DA Communications)  
Daniel Solomon (DA Anthropology - Part-time Rep)

**Join FA Today!**

## **Facts about RSI**

### **Kathy Perino Chief Negotiator**

The two campus Academic Senates spent most of last year defining what training faculty should have regarding Regular and Substantive Interaction (RSI), and last Spring, FA negotiated the timelines and pay options for completion of the training. The [June 2024 Negotiations Update](#) summarized the options to meet the training requirements and the associated compensation for the components.

Opening Days were filled with training sessions for all faculty who teach courses that are 100% asynchronous, or hybrid – those classes that have one or more asynchronous hours per week.

By the end of the morning session last Wednesday, I learned that I need to steer into the slide to get to the bar next to the danger zone (the snake pit) that’s higher than dirt.

### **IYKYK.**

Below are answers to the most common questions we have received regarding RSI training.

#### *Why do I have to do this training?*

Last year both colleges submitted a sample of asynchronous classes to the ACCJC accrediting teams for review, and fewer than 50% of them met the RSI standard required for accreditation. We need to show that we have training on RSI in our asynchronous courses

and that our courses do meet the RSI standard.

*If I didn't complete "Part One" of the requirement (the six hours of training) on Opening Days, what do I do?*

Option 1: Faculty on approved leave such as PDL and part-time or Article 19 faculty who did not attend opening days will be able to complete an asynchronous course equivalent to the 6 hours of training provided on Opening Days. The Online Learning teams are waiting for confirmation from the accrediting teams to ensure that there are no issues with the content in our training before launching the asynchronous version. This asynchronous course will be available sometime in mid to late October and must be completed by the end of the Fall quarter in order to teach asynchronously or hybrid in Spring 2025. Faculty who complete this asynchronous training will be compensated \$300.

Option 2: If you have completed other training (at another college or as part of a certification) that is equivalent to the learning outcomes of the FHDA training, you can contact your campus office of online learning to apply for equivalency for part one of the training.

*Once I have completed part one, how do I get my course certified (Part Two)?*

You have two options :

- Sign up to participate in an RSI cohort and earn either 2 units of PGA or \$500

OR

- Request an official administrative evaluation of your course.

The offices of online learning are coordinating this work (gathering information about who wants which option), so I am not sure of the timelines regarding the creation of the cohorts and the scheduling of the J1 evaluations. Faculty should watch for announcements from their campus office of online learning.

*How much time do I have to get my course certified (to complete Part Two)?*

To be scheduled for a class with any asynchronous hours in Fall 2025 (next year), you must have one of your courses certified by the end of Winter quarter this year. This is because Fall 2025 scheduling begins in early Spring 2025. So, you can participate in a cohort or have your class evaluated either this quarter or next quarter. If you don't want to teach anything asynchronously in Fall 2025, but want to teach asynchronously later, you must have a course certified before scheduling for that quarter begins.

*Can I participate in a Fall cohort if I am not teaching online until Winter quarter?*

Yes.

*What if I ask for an evaluation and they don't evaluate me in time to meet the deadlines?*

The MOU states that if you ask for an evaluation in a timely manner and it is not completed, through no fault of your own, you will not be denied an online teaching assignment. If enough faculty choose the cohort option and associated compensation or PGA credit, hopefully the evaluation piece can be completed in a timely manner. If the number of faculty requesting evaluations is too much to handle, we will have to re-negotiate the timelines. We are monitoring this situation as we move through Fall quarter.

Please note that you cannot ask for an evaluation at the last minute and expect to be accommodated. The number of evaluations requested may be very large, so you must reply to the messages from your dean or online learning in order to be scheduled for an evaluation.

*If I request the evaluation, who will perform the evaluation?*

The evaluation is no different than any other administrative evaluation. Full-time faculty must be evaluated by an academic administrator, normally the dean of the division. Part-time faculty can be evaluated by either an academic administrator (the dean) or the dean can appoint a full-time faculty member to complete the evaluation. Full-time faculty are not required to perform evaluations, but those who choose to help will be compensated \$300 per evaluation.

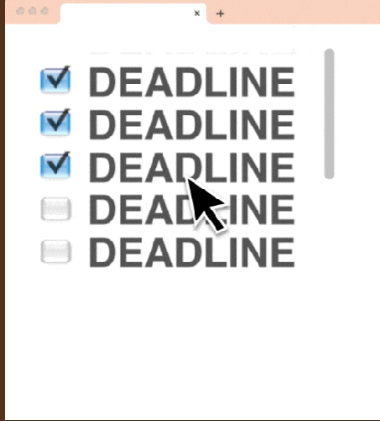
*What if I don't complete the training?*

If you don't complete the training by the deadlines stated, you will not be scheduled to teach classes with asynchronous

hours. If you want to ensure that you will never be asked to teach online again, do none of this.

If you have other questions about the RSI requirement, feel free to send the question to [fakathy@fafhda.org](mailto:fakathy@fafhda.org).

## Important Deadlines



Following is a list of many, but not all, important contractual deadlines for the 2023-24 academic year. If any of these deadlines apply to you, be sure to mark your calendar and read the the *Agreement* text referenced in parentheses (fafhda.org).

The campus conciliator can assist you if you need help:

- De Anza, [Felisa Vilaubi](#)
- Foothill, [Eric Reed](#)

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 full academic year list of "Important Deadlines"

### 2024

**Sept. 16 – Oct. 11:** CalPERS Open Enrollment period for all faculty and retirees to enroll/make changes in medical benefit coverage and/or pre-tax dollar Flexible Benefits Spending Account Plan, such as childcare spending accounts (22, 22A, 23); coverage is for calendar year, Jan. through Dec. 2025.

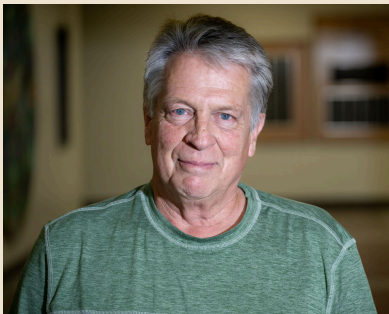
**Oct. 18:** Full-time faculty submit Professional Development Leave (PDL) application to District Office of Human Resources; review with division dean at least ten school days prior to submittal. (17.9, 17.11).

**Oct. 18:** Professional Development Leave Report (*Appendix P3*) due for faculty on leave the full 2024-25 academic year or completing the final quarter of leave Spring Quarter 2024 (17.17).

**Nov. 29:** Probationary faculty employee request early declaration of a prob-zero year (6A.1.3.1).

**Dec. 6:** Part-time faculty file intention to change salary column starting in the Winter Quarter with campus Personnel Office (*Appendix B.1, C, E, G*).

**Dec. 13:** Full-time faculty submit Early Retirement Incentive Notice to District Human Resources Office (20.4).



## Particularly for Part-Timers

### Raymond Brennan Part-time Associate Secretary

Welcome back! As we begin a new quarter and academic year, let's embrace a fresh start.

**Good News:** The Faculty Association (FA) membership ratified the state's 1.07% Cost of Living Adjustment (COLA) with a strong 97% approval. This COLA will be applied retroactively to this year's summer session. While it may not be substantial, the District agreed to pass the full amount to faculty—something we haven't seen in years.



**Upcoming Events:** As promised in last year's final column, the FA will host a Zoom listening hour each month. The first will be on Thursday, October 17, from 3 to 4:30 p.m., focusing on elements of the Agreement that interest part-time faculty, followed by a Q&A. We'll also cover the new rules and costs regarding healthcare.

On Monday, November 18, from 3:30 to 5 p.m., we'll team up with Sal Brieter from the Office of Professional Development to discuss earning Reemployment Preference (REP) and how class assignments are based on REP lists.

While the listening hours target part-time faculty, everyone is welcome. The Zoom link for the October session will be shared in the next FA Newsletter and via email to all part-time faculty. The November link is in the invitation from Sal Breiter and the Office of Professional Development.

**Join Us:** The Faculty Association is dedicated to ensuring the Agreement is properly interpreted and to protecting faculty rights. If you value our work and aren't yet a member, please consider joining the FA today! Dues for part-time faculty are only .45% of each paycheck—typically less than your weekly coffee. You can join quickly and easily here.

As the Part-time Associate Secretary of the FA, I'm your first contact for any questions or concerns about your employment. You can reach me at [brennanraymond@fhda.org](mailto:brennanraymond@fhda.org). If I can't answer your question, I'll connect you with someone who can.



- Keep your students in the Travel Loop!
- <https://www.deanza.edu/study-abroad/>

## Study Abroad in 2025

### Literature and Psychology in Paris!

Explore this historic center of literature, art and intellectual inspiration. Visit world-famous landmarks and experience first-hand the museums and cafes of this cosmopolitan and global community.

Courses in the 2025 program will focus on examination of literature and composition as well as psychology with Paris as the backdrop.



## Practical Magic: Engaging Async Learners with RSI

If you're feeling a bit overwhelmed by all the RSI deluge of information, don't worry! Check out this list of strategies to help you meet the requirements. You definitely don't need to implement all twelve—just choose a few that resonate with you. Let's work together to ensure we stay on track for accreditation!



### 1. **Weekly Announcements or Video Updates**

Kick off each week with an announcement or a short video recap. Highlight key concepts and give them a sneak peek of what's next. This keeps you present and helps students stay on track.

### 2. **Discussion Boards with Instructor Feedback**

Set up discussion boards with thoughtful prompts. Join in on the conversation by responding to students' posts, asking follow-up questions, and summarizing key points. This interaction shows you're truly engaged and listening to their ideas.

### 3. **Personalized Assignment Feedback**

Offer tailored feedback on assignments or quizzes. Celebrate what students did well and provide constructive suggestions for improvement. This personal touch helps foster a strong connection with each student.

### 4. **Virtual Office Hours or Drop-In Sessions**

Host weekly virtual office hours on Zoom or another platform. Encourage students to come by with questions or just to check in. If they can't make it, suggest discussion boards as alternatives.

### 5. **Interactive Quizzes or Polls**

Incorporate low-stakes quizzes or polls throughout the course. Use the results to gauge understanding and share collective feedback in your next announcement or video. It keeps things lively and interactive!

### 6. **Mid-Term Surveys or Check-Ins**

Send out a mid-term survey to gather feedback on the course experience. Use their insights to make adjustments, and let them know how you've acted on their suggestions. It shows you value their input.

### 7. **Regular Group Work or Peer Review Activities**

Encourage collaboration through small group projects or peer reviews. Check in regularly to provide guidance and support, helping them stay productive and engaged with one another.

### 8. **Instructor-Led Reflections on Discussions or Assignments**

After major discussions or assignments, share a reflection that highlights common trends, strong arguments, and areas for improvement. This reinforces learning and demonstrates your involvement with their work.

### 9. **Assignment or Content Q&A Forums**

Create a Q&A forum for each unit where students can ask questions about the content or assignments. Respond regularly and encourage them to support each other, fostering a sense of community.

### 10. **Personalized Video Feedback or Responses**

For larger projects or mid-term exams, consider recording brief, personalized video feedback. Hearing your tone and emphasis can make feedback feel more engaging and personal.

### 11. **Weekly Reflection or Check-In Prompts**

At the end of each week, invite students to share reflections on what they've learned, the challenges they faced, or any questions they have. This is a great opportunity for you to respond and acknowledge their contributions.

### 12. **Interactive Case Studies or Scenarios**

Develop engaging case studies or problem-solving scenarios for discussion boards or group activities. Provide feedback and facilitate discussions to deepen their understanding and spark interest.

By weaving in these strategies, you'll create an asynchronous class that's lively, engaging, and connected—meeting the standards for RSI while supporting your students' success!

**JOIN OUR FACEBOOK PAGE**

## What Do you Think?

Share Your  
**VOICE**

Shape Our  
**FUTURE**

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

*Fhda Faculty Association*

*FA Executive Council Members*

Erick Aragon (DA)  
Rich Booher (DA)  
Raymond Brennan (DA)  
Mary Donahue (DA)  
Laura Gamez (FH)  
Jordana Griffiths (FH)  
Julie Jenkins (FH)  
Fatima Jinnah (FH)  
Ellen Judd (FH)

Sunghae Jung (DA)  
Brendan Mar (DA)  
Rachel Mudge (FH)  
James Nguyen (DA)  
Chai Schweikert (DA)  
Daniel Solomon (DA)  
Bob Stockwell (DA)  
Felisa Vilaubi (DA)

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