

## Remote Instruction Frequently Asked Questions

Here are answers to some frequently asked questions that AFA has received about the terms and conditions of providing remote instruction and services, as agreed to in the recent Side Letters (<http://www.afa-srjc.org/>) signed by AFA and the District since March 2020. If you have further questions, please feel free to contact AFA.

**1. Am I required to use Canvas or another specific learning management system (LMS) to teach my course?**

No. There is no requirement to use Canvas or any other particular LMS. You may conduct your remote instruction through any available LMS, publisher-produced site, or other platform.

**2. Am I required to complete any specific training in order to continue teaching or providing services remotely?**

No. There is no mandatory training requirement for teaching or providing services remotely under the current emergency circumstances. There are many optional trainings and resources available through the Distance Education Office that you may complete if you wish. You may claim FLEX credit or PGI units for these trainings in accordance with the side letter agreements.

**3. What is the difference between “synchronous” and “asynchronous” instruction and services? Is there a requirement to use one or the other?**

Synchronous instruction and services happen in real time through video meetings, phone calls, or chat features. Synchronous meetings must be scheduled and held only during the times published in the schedule of classes. Asynchronous instruction and services happen online without real-time interaction. Instructors have the right to choose whether to teach synchronously or asynchronously, or a combination of the two.

**4. What is the requirement for remote office hours?**

Faculty members are obligated to maintain the contractually determined minutes of student consultation time as prescribed in Article 32.02.D (see <http://www.afa-srjc.org/Contract/Articles/art32.pdf>). Office hours may be held at posted times over video, phone, or email. Some or all of the student consultation time may alternatively be held asynchronously by answering posted or emailed student questions within a reasonable time frame. Synchronous office hour times and modalities, as well as the process to be used for conducting asynchronous student consultation should be posted in a location that is accessible to students.

**5. Am I required to make all aspects of my course accessible to individuals with disabilities?**

Technically, yes. However, the responsibility for course accessibility lies with the District, and given the emergency situation and the sheer number of sections that have not been taught online previously, the District acknowledges that is not necessarily feasible to make each and every section accessible. The District has created an accessibility plan that lays out the process for working toward the goal of full accessibility. The plan prioritizes classes that have enrolled students with disabilities. AFA and the District fully support students with disabilities and have agreed that the District will ensure that in the event that course materials are not able to be made fully accessible, necessary accommodations will be made to assist students with disabilities to help ensure their success.

**6. Will I be paid for the extra workload and trainings associated with transitioning my course or service to a remote modality?**

Yes. AFA has negotiated extra pay for transitioning courses and services online. This pay only applies for courses that the instructor has not taught online prior to the transition to remote instruction in March 2020. The deadlines for Spring and Summer extra compensation have passed. Claims for Fall 2020 are due by October 31.

**7. Can I claim FLEX credit or PGI for additional hours spent transitioning my courses or services? Is this in addition to or in lieu of pay?**

Yes. Faculty members may claim up to 12 hours of FLEX credit for transitioning courses or services to a remote modality. PGI can be claimed provided that the activity related to the transition falls under one of the categories listed in Article 21 and outlined in the August 6, 2020 Side Letter ([http://www.afa-srjc.org/Contract/MOU/side\\_letter\\_su-fall20-transition-compensation.pdf](http://www.afa-srjc.org/Contract/MOU/side_letter_su-fall20-transition-compensation.pdf)). Hours worked beyond those hours claimed for pay can be claimed for FLEX credit or PGI.

**8. Am I responsible for updating curriculum so that my course may be taught online?**

No individual faculty member has a responsibility to update specific curriculum. The Department Chair, in consultation with discipline faculty, must fill out an Emergency DE Addendum for each course that the department intends to offer online during an emergency situation after Fall 2020.

**9. What is the “Emergency DE Addendum”?**

Ordinarily, in order for a course to be offered online, its approval as a distance education course must be reflected on the Course Outline of Record. Courses that do not currently have this approval are currently allowed to be offered under an Emergency Temporary Blanket Distance Education Addendum from the California Community Colleges Chancellor’s Office. This blanket addendum expires at the end of the Fall 2020 semester.

In order for a course without permanent distance education approval to be offered online in Spring 2020 and beyond, it must either go through the regular curriculum process for distance education approval, or it must receive an individual Emergency Distance Education Addendum. If a course is not suitable to be offered online even in an emergency, it does not need an Emergency Distance Education Addendum, and would instead be not offered or cancelled in the event of an emergency.

**10. How will evaluations be conducted in this remote environment?**

AFA and the District have agreed on modifications to the evaluation process during the COVID-19 pandemic. Currently, these modifications extend through the end of Fall 2020. Negotiations for Spring 2021 are in progress. Most notably, evaluation ratings may not be based on anything other than subject matter content. This means that evaluatees cannot receive a negative rating for their use of technology, or for their choice of remote teaching tools and pedagogy. There are further modifications to the process for faculty members in Year 1 of Tenure Review and for continuing regular faculty members, as well as adjunct faculty members with offer rights. Faculty members in Year 1 of Tenure Review will have Supportive Observations ([http://afa-srjc.org/Forms/Faculty\\_SuppTR1\\_F20\\_Instr.pdf](http://afa-srjc.org/Forms/Faculty_SuppTR1_F20_Instr.pdf)) during Fall 2020. Regular faculty members and adjunct faculty members with offer rights have a choice between a Self-evaluation ([http://www.afa-srjc.org/Forms/Faculty\\_SelfEval\\_F20\\_Instr.pdf](http://www.afa-srjc.org/Forms/Faculty_SelfEval_F20_Instr.pdf)), a Supportive Observation ([http://www.afa-srjc.org/Forms/Faculty\\_SuppEval\\_F20\\_Instr.pdf](http://www.afa-srjc.org/Forms/Faculty_SuppEval_F20_Instr.pdf)), and a regular evaluation. AFA will send out further information along with rubrics that can provide a guideline for peer evaluators.