



2022 DISTRICT OPENING DAY 1.5 AND 2 HOUR WORKSHOPS

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DISTRICT OPENING DAY 1.5 AND 2 HOUR WORKSHOPS

September 21, 2022

10:30 a.m.-Noon, 1:15-2:45 p.m., and 1:15-3:30 p.m.

Foothill College, Various Locations

1.5 Hour Workshops - 10:30 a.m.-Noon

[Map \(PDF\)](#)

Location	Workshop
Room 1501 (Appreciation Hall)	<p><u>Zoom 2.0: We're not Zooming like we used to</u></p> <p>We've all been Zooming through the pandemic, but things have changed a lot in the past two years! In this workshop, we'll walk you through some of the newer features in Zoom, adjusting settings in Zoom, creating Zoom invites in Outlook (without the Teams join button!), and a whole bunch of other cool stuff about Zoom.</p> <p><i>Presenter: Lené Whitley-Putz, Dean of Instructional Technology</i></p>
Room 3504 (computer lab)	<p><u>Where's the Data? Let's navigate our data dashboards together to answer your questions!</u></p> <p>What do you know about our students? Interested in their enrollment patterns and successes? Where are the equity gaps in student achievement? Attend an overview of the (newly refreshed) online data tool available to all employees through MyPortal. Those engaged in enrollment management, program review, guided pathways, and student equity planning may find this session most informative. The Institutional Research and Planning teams from both colleges will facilitate a hands-on interactive session. Bring your laptops for full engagement.</p> <p><i>Presenters: Doreen Finkelstein, Liz Leiserson, and Lisa Ly, Senior Research Analysts; and Elaine Kuo and Mallory Newell, College Researchers</i></p>
Room 1901 (President's Conference Room)	<p><u>The Pandemic and Its Effect on Student Development – What have the students missed?</u></p> <p>This discussion aims to bring awareness to the impact that the COVID-19 pandemic has had on student development. As colleges pivoted swiftly to online education—and did an outstanding job adapting course material to a new format in mere weeks—the cost to students' social and mental health experiences was elusive. Two years through the pandemic, every phase of student growth and development may have been compromised and negatively impacted. What have the students missed and what can colleges do?</p> <p><i>Presenter: Moaty Fayek, Dean of Business, Computer Science, and Applied Technologies</i></p>
Room 3305	<p><u>From Concept to Reality: Guided Pathways as an emerging institutional framework</u></p> <p>Join us for a conversation about the past, present and future of Guided Pathways at De Anza College.</p> <p><i>Presenters: Kim Palmore, English Instructor; Lydia Hearn, English Instructor; Patty Guitron, Counselor; Sarah Wallace, Facilities and Equipment Assistant; Brian Malone, English Instructor; Sal Breiter, Humanities Instructor; and Julie Hughes, Arts Instructor</i></p>

1.5 Hour Workshop - 1:15-2:45 p.m.

[Map \(PDF\)](#)

Location	Workshop
Room 3307	<p><u>Classroom Assessment to Reintegrate Mind and Body</u></p> <p>Traditional assessment formats are designed to intimidate and cultivate test anxiety, which results in a separation of mind and body. Over time students' bodies aggregate the negative impact of test anxiety and instructors can become desensitized to students' psychological distress. In this session, the presenters will share their classroom experiences of the effects of disintegrated classroom assessment, describe the basic neuroscience of anxiety, and present suggestions for assessments that integrate the mind and body.</p> <p><i>Presenters: Tiffany Rideaux, Psychology Instructor, and Patrick Morriss, Mathematics Instructor</i></p>

2 Hour Workshops - 1:15-3:30 p.m.

Map (PDF)

Location	Workshop
Room 3101	<p><u>Saving for Retirement with 403(b) and 457(b)</u></p> <p>District Payroll brings awareness to our employees on the 403(b) and 457(b) plans that are available to save for retirement during your District employment. The District currently sponsors eight vendors in 403(b) Tax Shelter Annuities and three in 457(b) Deferred Compensations Plans. There will be vendor representatives and independent financial advisors available to answer questions.</p> <p>If you are unable to attend, please visit http://business.fhda.edu/payroll/d-tax-shelter-annuities-403b-and-deferred-compensation-plans-457b/ for the uploaded presentation material or contact payroll@fhda.edu for further assistance.</p> <p><i>Presenter: Nancy Chao, Payroll Supervisor</i></p>
Room 1501 (Appreciation Hall)	<p><u>Office 365 and One Drive — How to use, share, and store information</u></p> <p>Attend this workshop to learn about the following topics:</p> <ul style="list-style-type: none"> • Single sign-on - secure access behind the scene • Browser intricacies - How to fine-tune your browser to access Office 365 • The vital concept of sharing within the Office 365 • One Drive - keep your documents together all the time • Using Office 365 for collaboration with your teammates <p><i>Presenter: Chien Shih, Associate Vice Chancellor of Information Systems and Operations</i></p>
Room 3402 (main) Room 3401 (breakout)	<p><u>Tenure Review Committee Member Training</u></p> <p>This session will provide an overview of the tenure review process as outlined in Article 6A of the Agreement, as well as review the available campus resources and practices of effective Tenure Review Committees. Tenure Review training is required for all faculty and administrators who have not previously been trained. However, even those with previous training who will be serving on a Tenure Review Committee beginning in fall 2022 are strongly encouraged to attend.</p> <p><i>Presenters: Nicole Gray, Faculty Association Grievance Officer; Natalia Menendez, Foothill College tenure coordinator; and Brian Malone, De Anza College tenure coordinator</i></p>
Room 4812	<p><u>Harness the Power of Tiny Things to Engage Diverse Learners in STEM with nano@stanford</u></p> <p><u>nano@stanford</u> workshop to increase Foothill-De Anza STEM faculty awareness and understanding of nanotechnology content, tools, and techniques available at the shared facilities. Our goal is to support faculty in engaging and inspiring students to pursue STEM careers with activities that can be easily incorporated into any STEM class. Through communication with Stanford scientists and graduate students during both virtual and in-person experiences, your students can see the high-tech tools needed to view and manipulate matter at the nanoscale to transform novel ideas into reality! Opportunities for fully funded visits and the option for faculty to pursue their own research will also be shared. We will be providing classroom materials and SWAG for your in-person participation!</p> <p><i>Presenters: Daniella Duran, nano@stanford Education & Outreach Program Manager, and Sophia Kim, Science Learning Institute Director</i></p>

<p>Location</p>	<p>Workshop</p>
<p>Room 3403</p>	<p><u>Equity-Minded Practices in Mathematics Classrooms</u></p> <p>While math is often viewed as the most pure and objective subject, mathematical institutions, spaces, and practices have historically been very inequitable. Many people have not only been left out but have been driven out of these spaces. The field has largely ignored, stolen credit from, and erased contributions from marginalized groups, prevented equal participation from people of non-white or non-cis-male identities, unfairly distributed most resources to white and male mathematicians, created unsafe and harmful environments for people from marginalized groups, and stubbornly held on to traditional practices that contribute to harassment and discrimination of people who do not fit the stereotypical description of a mathematician. In this workshop, we will work on un-learning these damaging traditions and discuss new practices that strive to make our classrooms more inclusive. I will share grading practices and equity-minded assignments that attempt to welcome more students into the field of pure mathematics, allow students of marginalized identities to gain confidence in their mathematical abilities, and contribute to the class cannon so that everyone in the classroom can learn math from other perspectives. We will also discuss how equity-based assignments can be implemented in math classes without taking time away from learning math theory and other course content. Additionally, I will be sharing some interesting data I've gathered from my students resulting from these new assignments. Sometimes our students may be able to more easily identify inequitable traditions that we may have blindspots to. The discussions and activities in this workshop can easily be adapted to many disciplines, so everyone is welcome to participate. I've even modified some of these methods and activities for my acrobatics classes!</p> <p><i>Presenter: Jody Ryker, Mathematics Instructor</i></p>
<p>Room 3404</p>	<p><u>A Community Organizing Approach to Institutional Transformation</u></p> <p>The session is intended for anyone interested in building more healthy, humane, and sustainable practices in our district. The Vasconcellos Institute for Democracy in Action (VIDA) and Higher Education for AB 540 Students (HEFAS) at De Anza College have worked for many years to train students and staff in community organizing skills and have used those skills on projects within the district. We would like to share our experience tilling the soil of relational, nonhierarchical ways of being together, valuing our humanity, and centering students in transforming institutional practices. Acknowledging the tension between desired outcomes and the processes of approaching community change work, we emphasize the importance of working to build and move toward the world in which we want to live without sacrificing our values to achieve our end goals.</p> <p>In the session, we hope to make meaning together and activate collective knowledge to shape ideas of institutional transformation for equity, democracy, and justice. We hope you leave this session with some new strategies, tactics, ideas, and connections.</p> <p><i>Presenters: Angélica Esquivel, Program Coordinator, VIDA and HEFAS; Shaila Ramos, Program Coordinator, HEFAS; and Cynthia Kaufman, Director, VIDA</i></p>
<p>Room 1901 (President's Conference Room)</p>	<p><u>Mindfulness for Educators</u></p> <p>Open to all employees. Learn what mindfulness is and what the neuroscience says about its effects on your and your students' emotional regulation and mental health. We will also do various exercises to practice at home or in the moment when stress or overwhelm strikes. Being certified by Mindful Schools, and having taught mindfulness at De Anza, I designed this workshop keeping in mind the unique challenges faced by those who work in education.</p> <p><i>Presenters: Rita Geraghty, Mindful Schools, and Cheryl Jaeger Balm, Mathematics Instructor</i></p>
<p>Room 3303</p>	<p><u>Centering Love and Inclusion in Our Equity Work and Practice</u></p> <p>Centering love and inclusion in our equity work and practice is needed now more than ever, and this workshop is open to all interested members of our district. The first half of the workshop includes lightning talks from some of our learning community equity practitioners, and the second half of the workshop features a presentation from Dr. Sheena Mason about elevating unity, healing, and reconciliation in our equity work – topics that are explored in her recently released book entitled Theory of Racelessness: A Case for Antirace(ism).</p> <p><i>Lightning talk presenters:</i> <i>Mistakes, Forgiveness, and Generosity - Lita Kurth, English Instructor</i> <i>Navigating Higher Education Spaces as a Racialized Black Woman - Tabia Lee, Faculty Director, Office of Equity, Social Justice, and Multicultural Education</i> <i>An Invitation to Dance: Centering Love and Inclusion - Donna Frankel, Dance Instructor</i></p> <p><i>Presenter:</i> <i>Dr. Sheena Mason, author of The Theory of Racelessness: A Case for Antirace(ism)</i></p>