COVID-19 Impact Faculty Survey

June 2021

This report summarizes results of a survey of faculty on the impacts of the COVID-19 pandemic on teaching and learning environments. The survey was conducted for informing planning around a reopening of campus[1].

Survey Administration

The survey was opened on May 19, 2021. An email containing a link to a SurveyMonkey® survey was sent to all members of the Merritt College Faculty Outlook group, which includes both full-time and part-time faculty, asking for feedback on how the move to online learning has affected instruction, students, as well as their concerns regarding a return to campus. Two reminder emails were sent out following the initial announcement.

The timing of the survey, just one week before the end of the spring term, is an extremely busy time for most faculty and this may have impacted the response rate. Also, the outlook group includes many part-time faculty who may have taught in past years but no longer check their Peralta email account, or do so infrequently. Out of 530 persons in the outlook group, 61 filled out the survey for an overall response rate of 12%.

Key Highlights

- One-third of full-time faculty and one-sixth of part-time faculty responded to the survey (Table 1).
- Half of respondents reported not having adequate equipment at home (Figure 2).
- When asked about the greatest **benefits** of online instruction, the top two responses were safety from COVID-19 (85%) and not having to commute (85%) (Figure 3).

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[1] Questions included in the survey were adapted from a survey conducted by Berkeley City College.

- When asked about the greatest **challenges** of online instruction, the top two responses were screen fatigue (67%) and isolation (62%) (Figure 4).
- The following technical challenges were cited by over 50% of respondents: reliable access to internet for students (62%) and student discomfort/unfamiliarity with required technology/software (Figure 5).
- In adapting face-to-face courses to an online modality, half of instructors reported that students had lower levels of engagement and that it was difficult to build a sense of community with students (Figure 6).
- The top two concerns with online learning during the pandemic have been student engagement (54%) and diminished student learning (53%) (Figure 7).
- Two-thirds of faculty agreed that the transition to online during the pandemic opened up new opportunities to learn teaching pedagogy that can also be helpful with face-to-face teaching methods (Figure 8).
- Fifty-eight percent of faculty reported that they would be at least somewhat comfortable with in-person instruction come spring 2022 (Figure 9).
- Faculty ranked specific safety measures for in-person instruction as follows (1 = most important) (Figure 10):
    1. Air circulation, ventilation and filtration
    2. Following of guidelines from CDC, OSHA and Alameda County
    3. Daily cleaning of learning/working spaces and provision of PPE
    4. Maintaining social distancing and sanitization of equipment
- Half of faculty cited concerns over arranging and enforcing social distancing as their main concerns about in-person instruction (Figure 11).
- About two-thirds of respondents posed questions regarding a return to in-person instruction.   Eight (18%) asked whether vaccination would be required and five asked how measures (vaccination, social distancing, etc.) would be enforced.
- Thirty-eight respondents reported having an immediate need around teaching from home. The most common needs are for computers and peripherals. Access to materials or labs located on campus was second. (Figure 13).
- Almost all (92%) of faculty reported that have been able to access relevant training needed to support them while working from home (Figure 15).
- The top two professional development topics suggested by faculty were fostering student engagement and best practices for teaching online.
- Difficulty in scheduling (arranging one's schedule or conflicting schedule) and technology were among the most common barriers to joining professional dev.
- Most respondents (92%) report getting the information they need on a timely basis (Figure 16).
- Email communications is relied on as the primary source of information (Table 15).
- Respondents shared over forty strategies they have used that have been effective with teaching or providing services in an online environment (Table 17).
- Just about all respondents reported that practices they have found most helpful in the online teaching environment are strategies they would continue practicing once they return to face-to-face instruction (Table 18).
- Responding faculty express gratitude and mutual support for responding to the challenging conditions of the pandemic (Table 19).

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2

Figure 1. Survey Item 1

Faculty Employment Category (optional)

Answered: 60   Skipped: 1

**Full-time
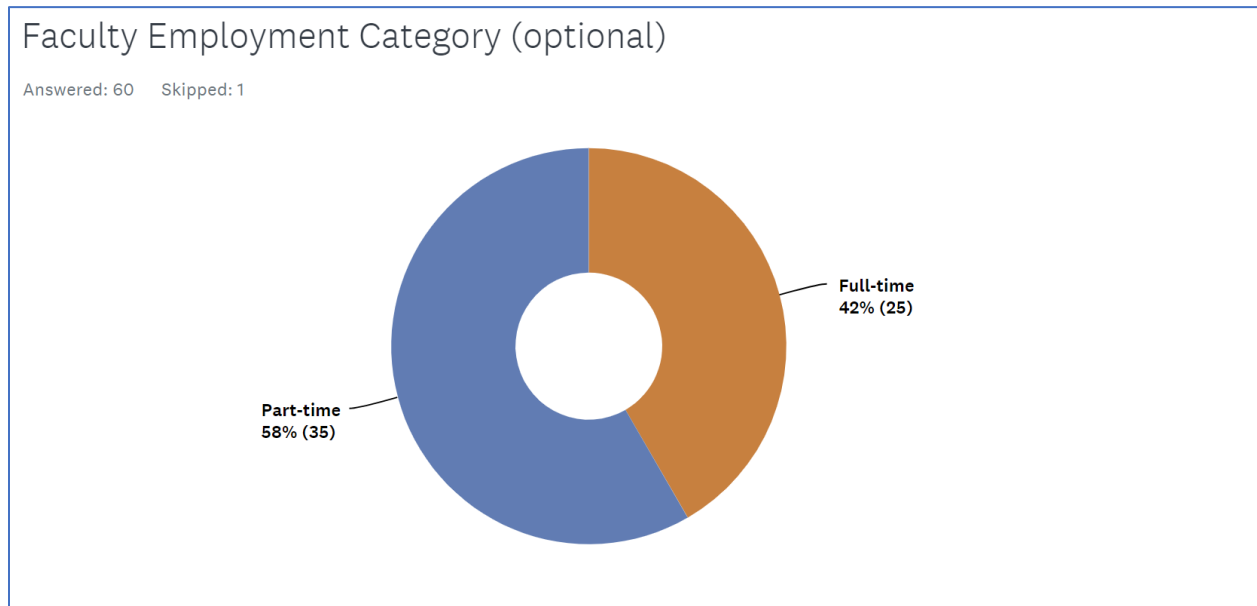42% (25)**

**Part-time
58% (35)**

Table 1 adjusts the response rate to reflect numbers of faculty by contract status. Part-time faculty include those with any instructional assignment in fall 2020 or spring 2021.

Table 1. Response Rate by Contract Status

	AY 2020-21		
	Responses	Headcount	Response Rate
Part-time Faculty	35	214	16.4%
Full-time Faculty	26	71	36.6%

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Figure 2. Survey Item 2

When classes converted to an Online environment, what were some of the challenging factors you faced? (check all that apply)

Answered: 61   Skipped: 0

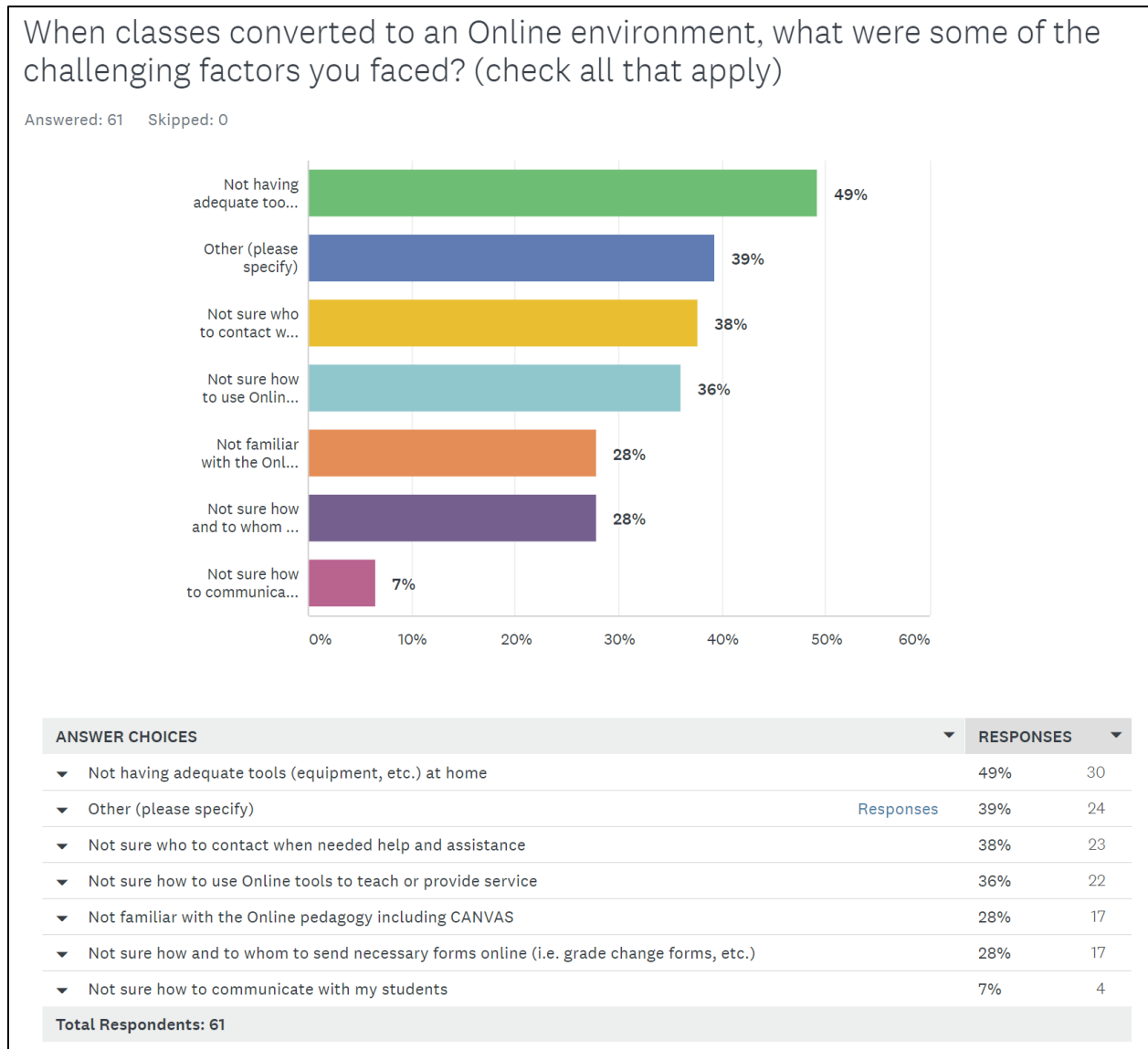| ANSWER CHOICES		RESPONSES	
Not having adequate tools (equipment, etc.) at home		49%	30
Other (please specify)	Responses	39%	24
Not sure who to contact when needed help and assistance		38%	23
Not sure how to use Online tools to teach or provide service		36%	22
Not familiar with the Online pedagogy including CANVAS		28%	17
Not sure how and to whom to send necessary forms online (i.e. grade change forms, etc.)		28%	17
Not sure how to communicate with my students		7%	4
Total Respondents: 61			

Table 2. Comments provided with 'Other' response option for survey item 2.

1.	My challenges centered around how to assist my students for their equipment needs and for those students not familiar with CANVAS and how student services would function.
2.	Need to continue to strengthen use of Canvas (systems design)
3.	Not sure how to conduct tests, assessment in general
4.	How to arrange the weight given to various class components, like assignments vs exams, so the grade really reflected student knowledge.

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5. I didn't have personal experience with a fully online class from either angle, plus I didn't know best practices. I had been using canvas but just as a powerpoint repository.

6. I did not have any problems with the transition

7. Not sure about quality of student readiness, equipment, internet

8. Unable to determine how soon someone would contact me about issues I may have i.e. A&R, Instruction Office etc.

9. Didn't know about zoom

10. Major factor was lack of lab equipment and no opportunities for hands on learning.

11. Redesigning assignments for online learning

12. No clear guidelines from administration about online teaching requirements to fulfill 4105, conflicting information coming from the district different than college generated information

13. Isolation, lack of responsiveness from some faculty and staff

14. None of the above. It was a very smooth transition. Merritt did a great job.

15. As chair, mentoring the faculty in my department who had not taught online before.

16. Brand new to Merritt College, so learning everything at once but in a virtual new world.

17. Not having Adobe sign at the start was very difficult. Scanning and signing documents cleanly was a complicated process.

18. Limitations of personal work space and privacy at home

19. Really just had to teach myself how to function in an online environment--not a lot of useful, practical help from college.

20. Not being ably to share class material and syllabus on canvas due to students taking a long time to know how to access and navigate CANVAS. They also took a long time to figure out how to connect their emails to receive notifications, messages, etc that the instructor posted on CANVAS.

21. I had problems with consistency in my internet speed, until I upgraded to a higher service level.

22. The problem is that our students are suffering from this 100% online plan. It's time to get back to campus.

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5

Figure 3. Survey Item 3.

Based on your experience, what are the benefits to working in anonline environment? (check all that apply)

Answered: 61   Skipped: 0
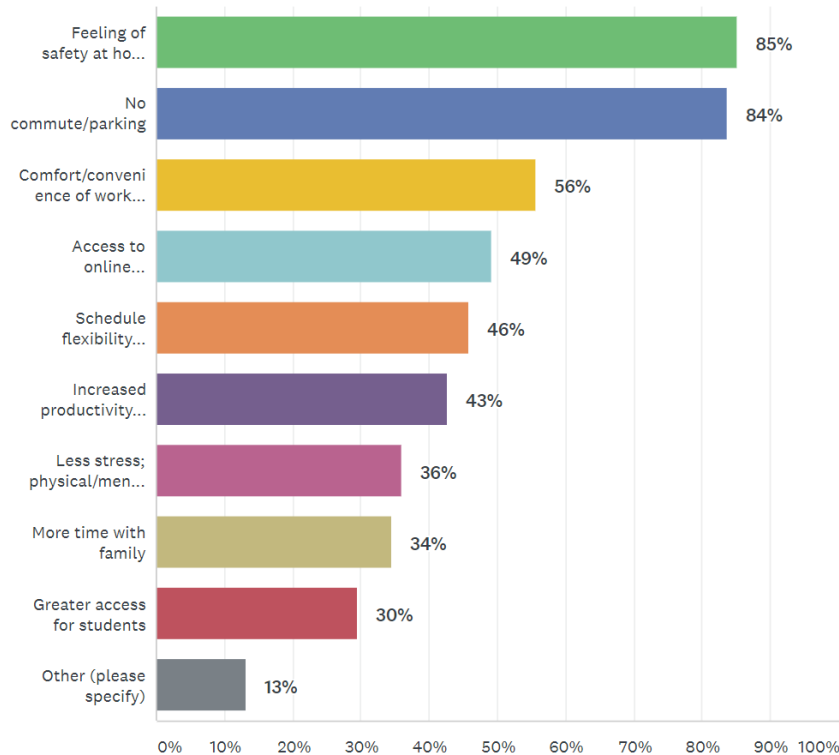
ANSWER CHOICES		RESPONSES	
▼ Feeling of safety at home (away from the COVID-19)		85%	52
▼ No commute/parking		84%	51
▼ Comfort/convenience of working from home		56%	34
▼ Access to online meetings/ability to attend more		49%	30
▼ Schedule flexibility (when teaching asynchronous modality)		46%	28
▼ Increased productivity/fewer distractions or interruptions		43%	26
▼ Less stress; physical/mental health improved		36%	22
▼ More time with family		34%	21
▼ Greater access for students		30%	18
▼ Other (please specify)	Responses	13%	8
Total Respondents: 61			

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Table 3. Comments provided with 'Other' response option for survey item 3.

1.	Greater access for students that have full time jobs
2.	ability to work earlier and/or later without restrictions, as needed
3.	Less worries about childcare, Safety of my children from COVID-19
4.	Getting to meet our students' families. I end each class inviting the children of students to the classroom. It's so beautiful for the children to see their parents in school learning. In many instances, the children are helping their moms (I happen to only have self-identified women in my current classes) with the technology.
5.	None; I do not think working in an online environment is beneficial.
6.	Recordings allowed me as faculty to review meeting and students who missed the class to review missed class.
7.	There are benefits personally but very few for disproportionately impacted students. We need to return ASAP.

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7

Figure 4. Survey Item 4

Based on your experience, what are the challenges to working in anonline environment? (check all that apply)

Answered: 61   Skipped: 0
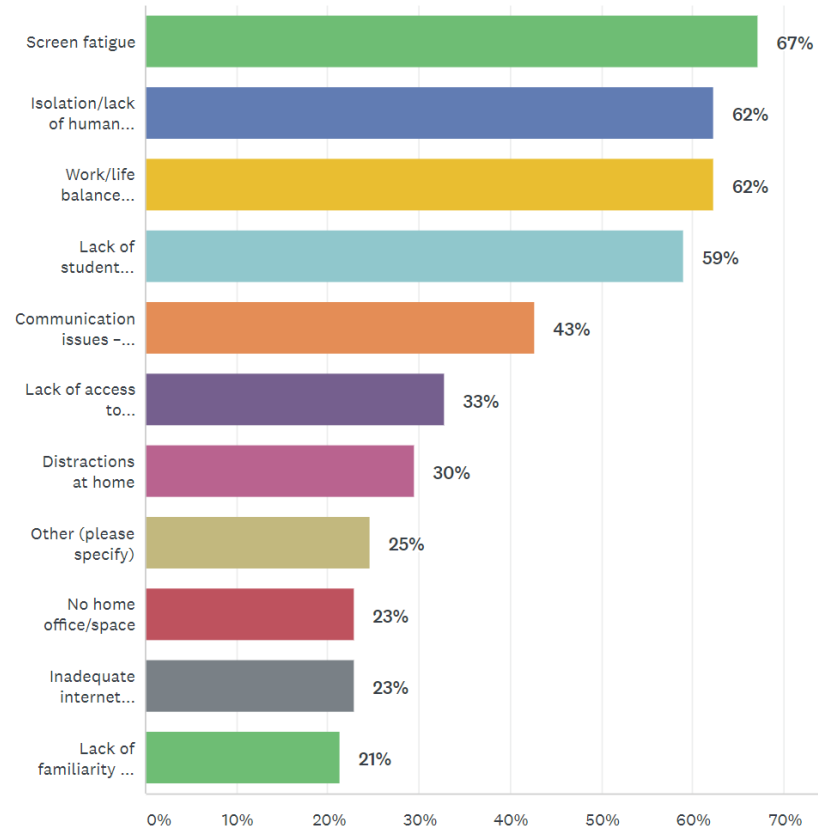
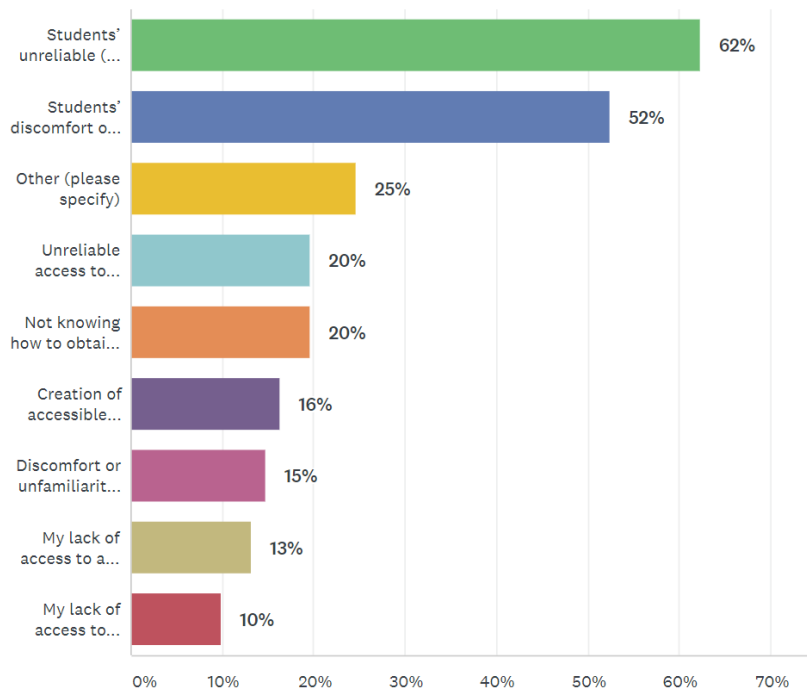| ANSWER CHOICES		RESPONSES	
Screen fatigue		67%	41
Isolation/lack of human contact		62%	38
Work/life balance blurred/potentially working more hours		62%	38
Lack of student engagement		59%	36
Communication issues – difficult to communicate with people via zoom,telephone, etc.		43%	26
Lack of access to equipment/supplies needed to do job my work		33%	20
Distractions at home		30%	18
Other (please specify)	Responses	25%	15
No home office/space		23%	14
Inadequate internet connection at home		23%	14
Lack of familiarity to teach online		21%	13
Total Respondents: 61			

Table 4. Comments provided with 'Other' response option for survey item 4.

1.	I missed the connection that happens in a face-to-face classroom. I attempted synchronous classes, but it was too distracting having students' in multiple backgrounds, movement & others in their homes.
2.	So many variables when communicating with students. Time available, internet connection adequate, device used, browser used, ...?
3.	Limited resources experienced by students who were in need of technology support. Laptop did not always work well for students with limited wi-fi access.
4.	Challenge of knowing that students are honest when taking exams. Honorlock is a major help and I'm grateful for it. But even with Honorlock, there was an occasional student who may not have been totally honest. (Without Honorlock, like when we went online last Spring, there was much more dishonesty.)
5.	difficulty to come up with / demonstrate lab-type demos
6.	I really do not see any downsides - except for the student's need to physically engage in labs - such as cadaver labs
7.	Students disappear with no response to contact efforts.
8.	Concern about technical issues that may arise that I may not be able to handle in a timely fashion
9.	It's been working well
10.	Some students still lack good computers and internet connections
11.	some faculty and staff just don't respond, which is absurd if we can't access them in person
12.	Ergonomics at home aren't great.
13.	you never clock out--you're always on (or feel like you should be on)--it becomes a 24 hour per day job.
14.	concerned more about Students not being able or having more reasons unknown to us for not being on Zoom calls (Inequity issues)

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9

Figure 5. Survey Item 5

In the past three months, which of the following technological issues have been the most challenging for you when teaching in an online environment? (check all that apply)

Answered: 61   Skipped: 0

ANSWER CHOICES		RESPONSES	
Students' unreliable (or lack of) access to internet connection, devices, and other related tools		62%	38
Students' discomfort or unfamiliarity with required technology or software to engage in learning		52%	32
Other (please specify)	Responses	25%	15
Unreliable access to communication software/tools (e.g., Zoom, internet service, etc.)		20%	12
Not knowing how to obtain better hardware from the College		20%	12
Creation of accessible content for my courses		16%	10
Discomfort or unfamiliarity with required technology or software to do my work		15%	9
My lack of access to a reliable digital device (e.g., desktop, laptop, tablet, mobile device, printer, camera)		13%	8
My lack of access to library and other resources		10%	6
Total Respondents: 61			

Table 5. Comments provided with 'Other' response option for survey item 5

1.	How to obtain access to software/tech platforms to input data from home for student workers
2.	traditional lab-type demos in a non-lab course

3.	Most students were able to overcome; some (~7%) did not due to the lack of access or motivation
4.	All has been working well
5.	lab materials
6.	crappy chair/desk set up
7.	Have not had any technological issues
8.	laboratory access cannot be replicated online
9.	Much harder to keep students engaged, especially when they stop their video--most students are much more passive, with a "go ahead, teach me" mentality. Granted, that occurs F2F as well, but I'm able to walk around, get in their faces a little bit, get them into groups (different than just putting them in breakout rooms on zoom), just the close proximity allows me to keep students engaged much more easily.
10.	We had 3 days Face to Face with 80-90% attendance, but when we had 1 day online, attendance dropped to a low as 20-30%.

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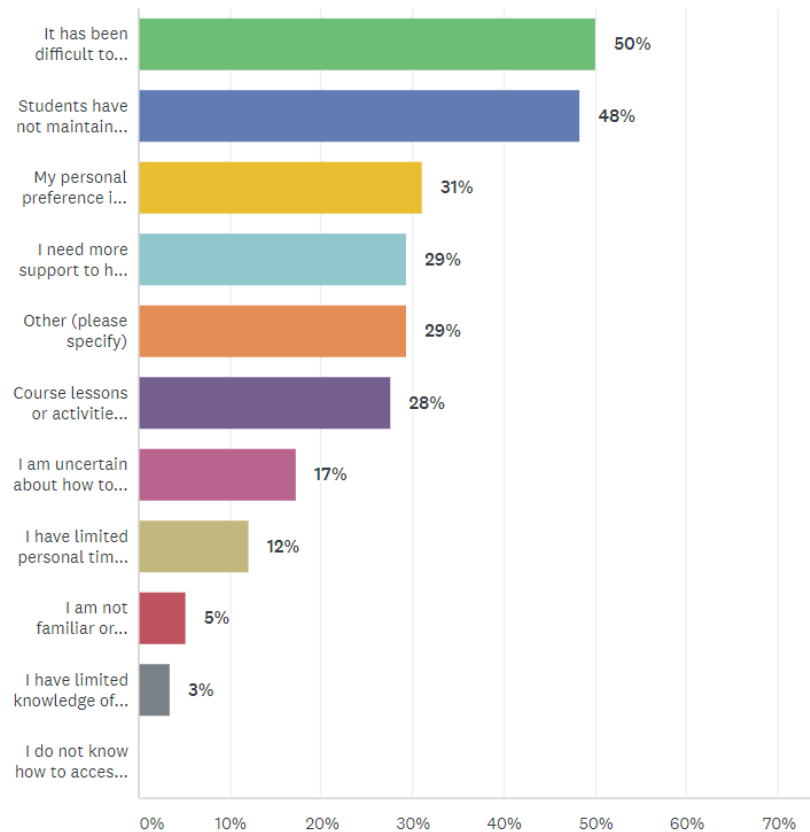
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Figure 6. Survey Item 6.

In the past three months, which of the following have been the most challenging for you in adapting your face-to-face courses to an online modality? (check all that apply)

Answered: 58   Skipped: 3

ANSWER CHOICES		RESPONSES	
It has been difficult to maintain or create a sense of community with mystudents.		50%	29
Students have not maintained previous levels of engagement.		48%	28
My personal preference is for face-to-face learning.		31%	18
I need more support to help my students adapt to distance education.		29%	17
Other (please specify)	Responses	29%	17
Course lessons or activities haven't translated well to an online environment.		28%	16
I am uncertain about how to best assess student learning in this onlineenvironment.		17%	10
I have limited personal time or energy to effectively adapt.		12%	7
I am not familiar or comfortable with distance education applications/tools.		5%	3
I have limited knowledge of options for distance education course delivery.		3%	2
I do not know how to access Canvas.		0%	0
Total Respondents: 58			

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12

Table 6. Comments provided with 'Other' response option for survey item 6

1.	I had to change videos I showed in person that I paid for from my own subscriptions to other videos/assignments and/or changed them to extra-credit.
2.	Actually, I'm ok with the online modality.
3.	It is not that I don't have personal time to learn new pedagogy, it is that we should be paid for it! This is a significant amount of new work, not routine class upgrades.
4.	One challenge was lack of engagement by a very few students - which also happens in FTF class, but the reasons could be different (internet access, etc.)
5.	no problems; I think my material is more accessible in online format
6.	School lacks internet access options for students
7.	For science classes of course labs, hands on work has been terribly missed by students. We tried to ask for some money for sending at home kits to students but the money was available in our budget very late in the semester so we could only send few of those resources for students to practice at home. Same thing with some apps access students subscriptions that we requested CARES funds for.
8.	student svcs is more 'high touch'. students and staff rely on face-to-face contact. some students faded away from normal contact with counselors, etc, even though they were still enrolled.
9.	Does not apply to me, Part Time counselor
10.	I'm not an instructor.
11.	See previous answer.
12.	Pivoting to teach sports in online environment was challenging, but I was able to adapt. Students however had. a harder time to adjust to this environment (in the Spring).
13.	lack of wifi for students

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13

Figure 7. Survey Item 7.

Based on your experiences, what are your primary concerns with online education during the COVID-19 pandemic? (select the top 3 options)

Answered: 59   Skipped: 2
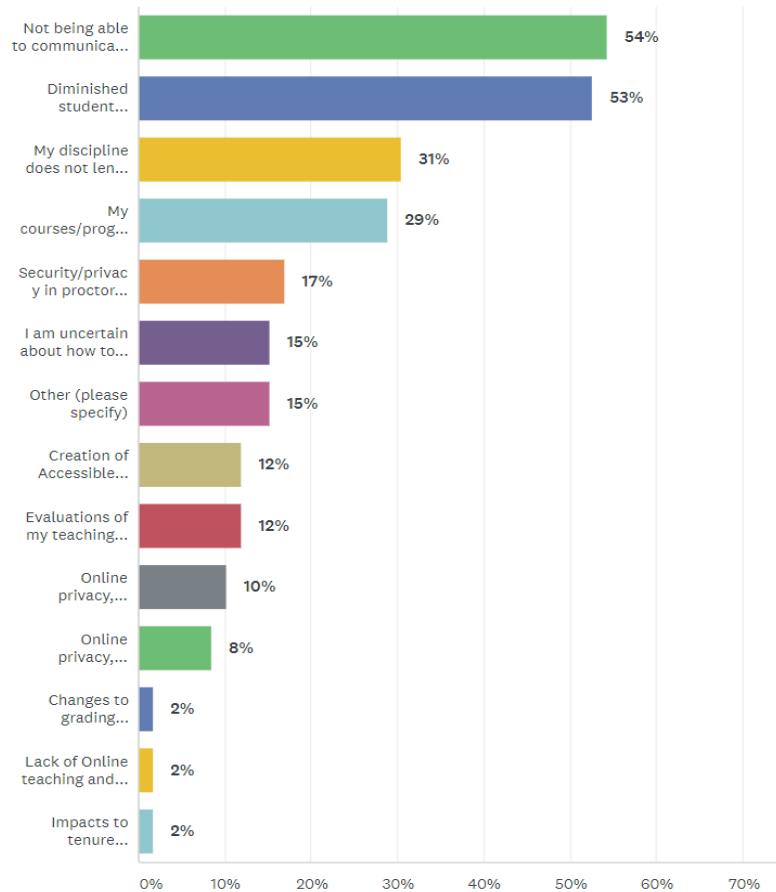
ANSWER CHOICES	RESPONSES	
Not being able to communicate with my students at the same level of engagement	54%	32
Diminished student learning	53%	31
My discipline does not lend itself well to distance education	31%	18
My courses/programs have requirements that cannot be conducted online	29%	17
Security/privacy in proctoring online exams and course materials	17%	10
I am uncertain about how to best assess student learning in this online environment.	15%	9
Other (please specify) Responses	15%	9
Creation of Accessible content for my courses.	12%	7
Evaluations of my teaching effectiveness	12%	7
Online privacy, assuring protection of my personal data	10%	6
Online privacy, assuring protection of student data	8%	5
Changes to grading structure (e.g., pass/fail, credit/not-for-credit)	2%	1
Lack of Online teaching and learning professional development opportunities	2%	1
Impacts to tenure eligibility	2%	1
Total Respondents: 59		

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14

Table 7. Comments provided with 'Other' response option for survey item 7

1.	My students' mental health.
2.	If cadaver lav is required, this is not available online - although I found great replacement videos developed by CSU
3.	Lack of fixed meeting times & schedule confuses students
4.	I feel like my class well adapted
5.	Labs, hands on experience for students is limited
6.	I have found all of these things have been enhanced by the online modality.
7.	Students showing up to the class is 80% of the battle. Once they attend, the class is productive 90% of the time.
8.	student access to wifi and campus support services
9.	some lessons don't translate easily to online teaching

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15

Figure 8.Survey Item 8

Based on your experiences, what are the primary benefits you see withOnline education during COVID-19 pandemic? (select the top 3 options)

Answered: 60   Skipped: 1
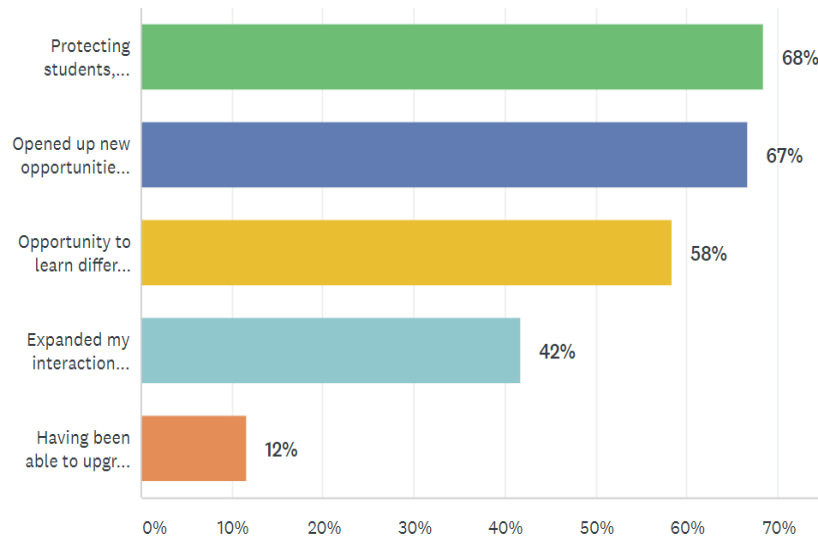
ANSWER CHOICES	RESPONSES	
▼ Protecting students, faculty, classified professionals and administrators safe by conducing Online education and services	68%	41
▼ Opened up new opportunities to learn teaching pedagogy that I was not familiar with that can also be helpful with the face-to-face teaching methods.	67%	40
▼ Opportunity to learn different Online services that can also be helpful to the face-to-face courses.	58%	35
▼ Expanded my interaction with folks who are from other departments, programs, divisions, and outside of my area.	42%	25
▼ Having been able to upgrade my internet at home as well as hardware for my work with the support of the college	12%	7
Total Respondents: 60		

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16

Figure 9. Survey Item 9.

How comfortable would you be if Merritt returned to in-person instruction for students in spring 2022?

Answered: 60   Skipped: 1
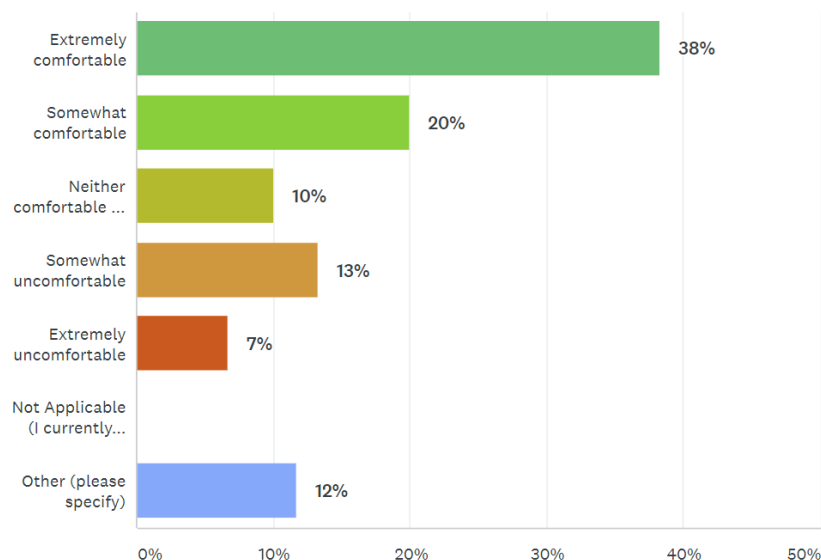
ANSWER CHOICES		RESPONSES	
▼	Extremely comfortable	38%	23
▼	Somewhat comfortable	20%	12
▼	Neither comfortable nor uncomfortable	10%	6
▼	Somewhat uncomfortable	13%	8
▼	Extremely uncomfortable	7%	4
▼	Not Applicable (I currently work on campus most of the time)	0%	0
▼	Other (please specify) Responses	12%	7
TOTAL			**60**

Table 8. Responses to Survey Item 9

1.	It depends on how the pandemic goes. At this point, given the delta variant, things look grim.
2.	Ups and downs of the pandemics are still unpredictable. Too many people are resisting vaccination, including the students. My family member got COVID at her job, even after being vaccinated - new variants, high exposure levels are all possible
3.	Unsure at this time, because CA has not really opened up yet
4.	I like to discuss to keeping some components of my class online

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5. I need to hear more clear communication about the plans to bring us safely back to campus, HVAC airflow, heating, fume hoods issues pre-Covid in our classrooms and labs have not been fixed, I would love to see those addressed to feel safe and comfortable to fill a classroom with 28 students with airflow issues.

6. If my child can be vaccinated by then, I would be comfortable. If not, I would be uncomfortable.

7. As long as my students feel safe, then I am happy to come back to campus.

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18

Figure 10. Survey Item 10

What would help you feel more comfortable to return for in-person instruction for spring 2022?   Please rank the choices by dragging the statements up or down from 1 to 8 (1 = most essential and 8 = least essential).

Answered: 57   Skipped: 4
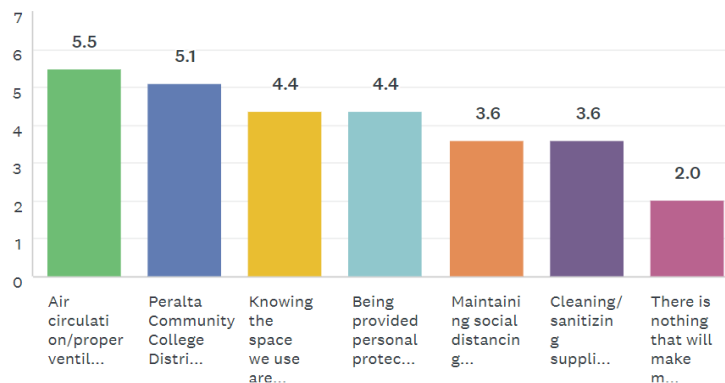
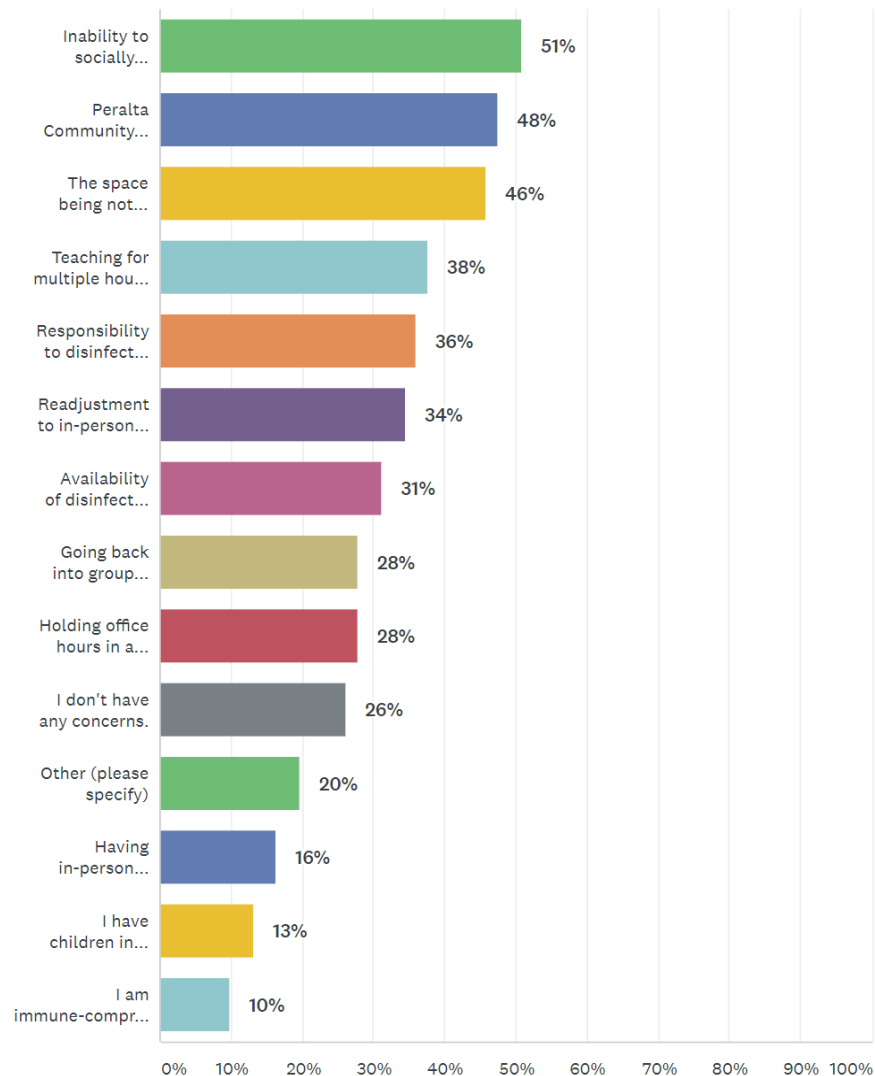|	1	2	3	4	5	6	7	TOTAL	SCORE
Air circulation/proper ventilation and filtration are monitored to ensure thatclean air is circulated within the building	34.55% 19	23.64% 13	18.18% 10	10.91% 6	7.27% 4	5.45% 3	0.00% 0	55	5.51
Peralta Community College District (PCCD) Return to Campus guidelines arefollowed based on the Public health regulations (e.g., OSHA , CDC, AlamedaCounty Department of Health, etc.)	43.14% 22	9.80% 5	9.80% 5	9.80% 5	11.76% 6	11.76% 6	3.92% 2	51	5.12
Knowing the space we use are cleaned/sanitized daily and according to thehealth regulations	5.88% 3	19.61% 10	23.53% 12	19.61% 10	23.53% 12	5.88% 3	1.96% 1	51	4.39
Being provided personal protective equipment (and health screening processis implemented for all)	6.00% 3	22.00% 11	24.00% 12	18.00% 9	14.00% 7	12.00% 6	4.00% 2	50	4.36
Maintaining social distancing protocols	3.77% 2	15.09% 8	11.32% 6	16.98% 9	16.98% 9	33.96% 18	1.89% 1	53	3.62
Cleaning/sanitizing supplies are made readily available to all staff and students	3.85% 2	5.77% 3	19.23% 10	23.08% 12	19.23% 10	23.08% 12	5.77% 3	52	3.60
There is nothing that will make me feel more comfortable.	10.64% 5	6.38% 3	0.00% 0	2.13% 1	0.00% 0	2.13% 1	78.72% 37	47	2.04

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19

Figure 11. Survey Item 11

What are your main concerns, if any, about the possibility of returning to in-person instruction in spring 2022? (Select all that apply)

Answered: 61   Skipped: 0

Concern	Percentage
Inability to socially...	51%
Peralta Community...	48%
The space being not...	46%
Teaching for multiple hou...	38%
Responsibility to disinfect...	36%
Readjustment to in-person...	34%
Availability of disinfect...	31%
Going back into group...	28%
Holding office hours in a...	28%
I don't have any concerns.	26%
Other (please specify)	20%
Having in-person...	16%
I have children in...	13%
I am immune-compr...	10%

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20

ANSWER CHOICES		RESPONSES	
▼	Inability to socially distance in small classrooms, (elevators, restrooms, in my offices)	51%	31
▼	Peralta Community College District (PCCD) Return to Campus guidelines are followed) based on the Public health regulations (e.g., OSHA , CDC, Alameda County Department of Health, etc.) not being followed	48%	29
▼	The space being not properly disinfected	46%	28
▼	Teaching for multiple hours in a mask	38%	23
▼	Responsibility to disinfect classrooms and between classes	36%	22
▼	Readjustment to in-person work life including resuming commute	34%	21
▼	Availability of disinfecting materials or personal protective equipment	31%	19
▼	Going back into group setting too early	28%	17
▼	Holding office hours in a shared office space	28%	17
▼	I don't have any concerns.	26%	16
▼	Other (please specify) Responses	20%	12
▼	Having in-person interactions with others	16%	10
▼	I have children in school and they may not be back to in-person schooling.	13%	8
▼	I am immune-compromised and/or at higher risk of being ill regardless of the vaccine.	10%	6
Total Respondents: 61			

Table 9. Responses to Survey Item 11

1.	Students return not vaccinated.
2.	My spouse is at higher risk due to immune system problems and I don't want to possibly bring the virus home to him.
3.	Ventilation is THE issue. We now know that fomites don't transfer active viruses, so disinfection isn't the key. However, it is a good general practice.
4.	Lack of health insurance
5.	Faculty, staff, and/or students not being vaccinated for COVID-19
6.	Unless you can require all students to be vaccinated, I do not want to go back in person.
7.	I have an immune-compromised child and I don't want to bring covid or any variances home to her.
8.	Inadequate air filtration/air handling in buildings; students not bein required to be vaccinated (they are in the UCs and CA state schools)
9.	Would vaccines be required/available for everybody like CSUs UCs? Also, S building labs airflow needs to be checked and fixed before bringing full classes, also we need portable filtering units as well to control aerosol particles from spreading with the airflow which is the main way that SarsCoV2 can be dispersed to infect people.
10.	My child's vaccination status. He is currently too young to be approved.
11.	Since I am new, I will now need to relearn my 3 semesters of virtual classroom into F2F again--I'm actually kind of nervous about this. So weirdly funny.
12.	Poor campus safety planning

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21

Table 10.   Responses to Survey Item 12

What questions do you have about the possibility of returning to work on campus spring 2022?

Answered: 44   Skipped: 17

1.	Will instructors be required get vaccinated.
2.	Would the counselors be sharing offices?
3.	This needs to be a community-based decision. How to hear the voices of all involved?
4.	Will Online instruction remain a mode of course implementation?
5.	When will be, as teachers, fully informed which classes will be online, and which will be using Zoom (+Canvas), and which will be fully in person (+Canvas)? And, in the latter case, will all students be required to be demonstratively be fully vaccinated?
6.	Peralta is not known for being well-organized. The rollout of screening this past semester was terrible. They did not consult with us, and they had limited hours and expected people to get out of their cars to find the screeners, and there was zero accountability. It was a mess!
7.	When we are mandated to return to in person teaching - that is still fraught with the possibilities of being infected, being an older person with possibly not having a health insurance is not safe. I am hearing from my students who work in the hospitals that the majority of their co-workers are unvaccinated and resist vaccination - and majority of my students work in the hospitals or similar settings. There could be a few labs done in person (such as cadaver lab) but limiting the exposure makes a lot of sense when so many students are unvaccinated. All lectures and most labs can be done online until the pandemics resolves.
8.	When will we have a plan to return
9.	None at the moment, need more information about return plan first
10.	Will the return to face-to-face work in spring 2022 be required? Will faculty be allowed to continue teaching online if they prefer to do so?
11.	Will students be required to show proof of vaccination to return to campus?
12.	Will the classrooms have sufficient equipment and internet access to support hybrid teaching; some students in the room, and many others remote.
13.	Is it possible to modify my work schedule so it's a hybrid model?
14.	I'd like to keep the positive parts of online teaching and create an online and hybrid version of my course. Can we do that?
15.	Let's do it.
16.	Will the district require students to be vaccinated? Will the district evaluate air handling/safety for campus rooms and spaces?
17.	Would vaccines be required for everybody like CSUs UCs? Also, S building labs airflow needs to be checked and fixed before bringing full classes, we need portable filtering units as well to control aerosol particles from spreading with the airflow which is the main way that SarsCoV2 can be dispersed to infect people. Testing and temp checks will be available?
18.	I'm concerned about possible returning part time, e.g. a couple of days per week. i\I don't think it'd work, given all the supplies, etc that are now at home. it would be very difficult to lug things back and forth. -so I think it'll need to be all or none (at least within student svcs)
19.	Would prefer that we keep a combination of some hours/days online and some in person.
20.	Will our campus facilities be ready for a return to in-class learning? Will all areas including the Learning Center where there is a great deal of personal interaction between students and tutors and staff.

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21.	none that have been already brought up
22.	Prefer not to
23.	It would be beneficial to return in a hybrid model as a transitional phase, in my opinion, so that immune-compromised staff/faculty/students, and those with unvaccinated children or family who still need to adhere to strict protocol in the absence of herd immunity can stay safe.
24.	would vaccination be required of staff/faculty/students?
25.	Let's do it! Though I would love to continue having online Merritt meeting options so that I can continue to check out committees at the school without actually having to commute:)
26.	I care for two high risk people over 70 (I live with one) who have multiple health issues. Will I be putting them at risk counseling students all day?
27.	Will there be requirements for students/staff to be vaccinated.
28.	Will representatives of each department have a say in specific policies governing their operations?
29.	I think that Peralta colleges should follow UC and CalState systems and require that all staff, faculty and students on campus be vaccinated once we have fully approved vaccines unless the person has a documented health reason for a waiver.
30.	My question is why aren't we having this discussion about returning sooner, in the Fall?
31.	No questions, but a positive aspect I've learned and want to keep doing. When we return back to 100% face-to-face teaching of sports, I will still set aside key online meetings for teaching mental skills and character / Core Value development which the online environment has proven more productive.
32.	None. Let's please return to campus before we lose all our students.
33.	can some social distancing be maintain? what will be done for good ventilation, etc>
34.	We should return in the fall 2021. Spring 2022 is extremely overly cautious.

Figure 12. Frequency of response types

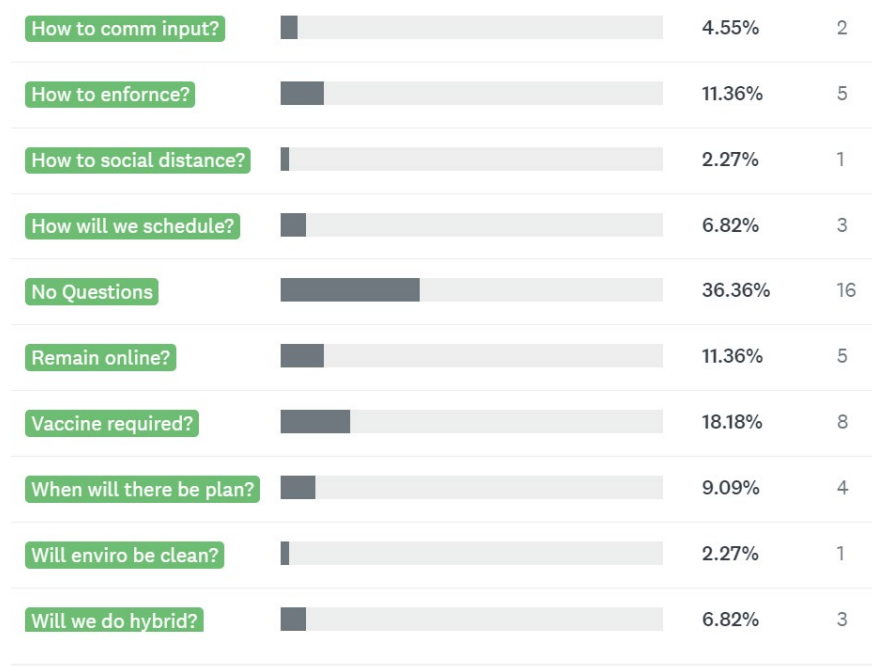|			
How to comm input?		4.55%	2
How to enfornce?		11.36%	5
How to social distance?		2.27%	1
How will we schedule?		6.82%	3
No Questions		36.36%	16
Remain online?		11.36%	5
Vaccine required?		18.18%	8
When will there be plan?		9.09%	4
Will enviro be clean?		2.27%	1
Will we do hybrid?		6.82%	3

Figure 13. Survey Item 13

Do you have any immediate needs around teaching/working from home and providing services Online? (Check all thatapply)

Answered: 47   Skipped: 14
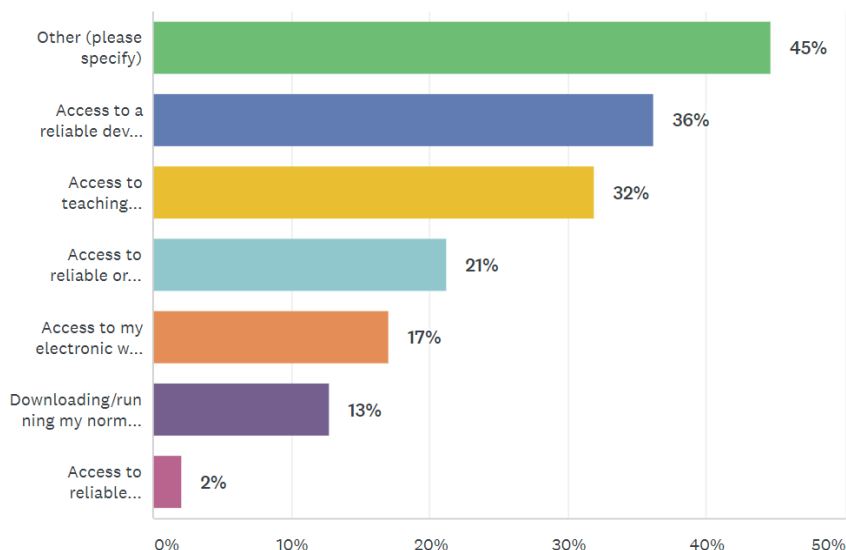
ANSWER CHOICES		RESPONSES	
Other (please specify)	Responses	45%	21
Access to a reliable device (laptop, mobile device, printer, camera)		36%	17
Access to teaching materials located on campus (e.g., papers, files, equipment)		32%	15
Access to reliable or sufficient internet service		21%	10
Access to my electronic work files (documents, databases)		17%	8
Downloading/running my normal work-related software or application(s) (e.g., Zoom, Microsoft Suite)		13%	6
Access to reliable telephone service		2%	1
Total Respondents: 47			

Table 11. Responses to Survey Item 13

|	
1.	None, other than a printer.
2.	Better communication with Canvas support
3.	Full access to Astronomy and Physics Labs, for demos.
4.	It's very hard to maintain files without access to the storage. I had two of my Western Digital external hard drives stop working and spent lots of resourses to restore the access. The storage options are not provided - except for 3C which is the best thing ever, I am just hoping it won't go away
5.	Doing ok

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24

6.	I have just OK internet service at home, it would be useful to have a better connection.
7.	an appropriate work space, ergonomically speaking
8.	Our class textbooks are only in print, not online, so we didn't get to use them this year.
9.	The small laptop is killing my eyes. Ergonomics of my chair and desk are awful. I've got to make some purchases soon.
10.	laboratory support for hybrid class/ small in person component
11.	We were essentially expected to pick up the costs of moving our work lives home (i.e. printer/copy paper, ink, ergonomic office furniture, office equipment (computer, monitor, printer). The costs can be considerable and mount up over time.
12.	My Peralta laptop is old and I need a new one.
13.	None. I've been teaching online for years now.
14.	Recording of Zoom meetings was very productive, also recording of Face to Face sessions are equally valuable. Hopefully, we can be supported in keeping copies for our own improvement.
15.	No needs; I'm just sick of being in my apartment and miss working with people in person

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25

Figure 14. Survey item 14

What supplies and/or services do you need your college to provide in order to improve working conditions at home? (Check all that apply)

Answered: 51   Skipped: 10
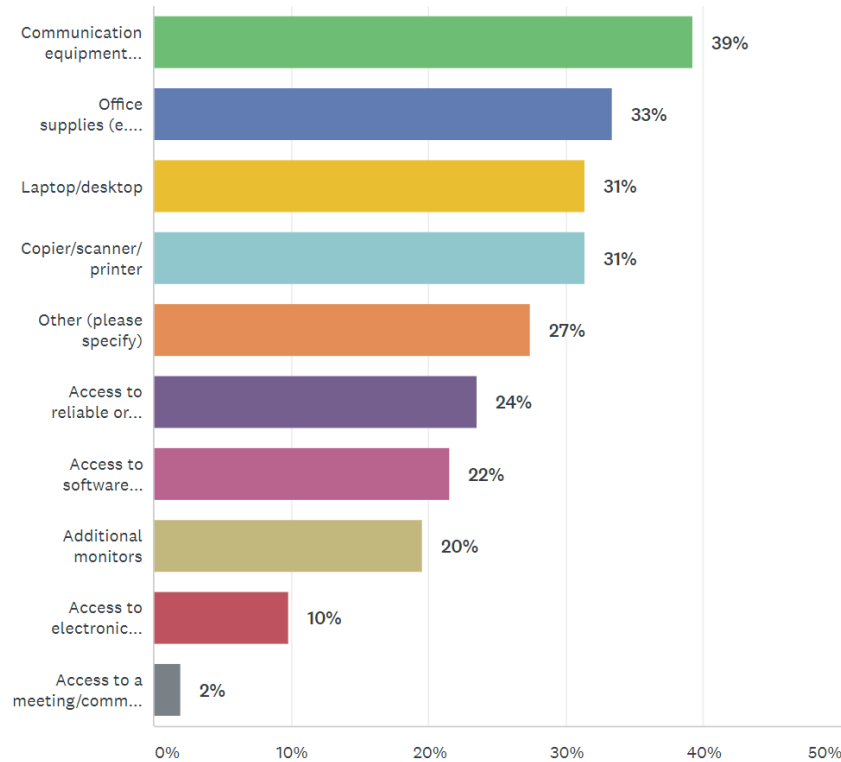
ANSWER CHOICES	RESPONSES	
Communication equipment (e.g., headset, microphone, camera)	39%	20
Office supplies (e.g., paper, pen)	33%	17
Laptop/desktop	31%	16
Copier/scanner/printer	31%	16
Other (please specify) Responses	27%	14
Access to reliable or sufficient internet	24%	12
Access to software necessary to do my job	22%	11
Additional monitors	20%	10
Access to electronic files and databases necessary to do my job	10%	5
Access to a meeting/communication application (e.g., Zoom)	2%	1
Total Respondents: 51		

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26

Table 12. Responses to survey item 14

1.	Digital storage of large files (videos)
2.	Actually I have troubles connecting to Zoom from my mac (??) so I use a Dell PC provided to me by another school - this is 100% reliable zoom connection but it could be taken away, and there is a problem with downloading any apps (such as microscopy app I use to stream histology). Works well now but if it's gone there will be a serious issue - I'll need another Zoom computer.
3.	All good
4.	A good chair and desk, printer ink
5.	Laptop/desktop and printer/copier/scanner was needed in the beginning. By now I bought them all.
6.	This would be an improvement, but not necessary.
7.	Desk with under tray
8.	How about a district-wide subscription to the Adobe Creative Suite? Everyone uses Acrobat and other Adobe products (photoshop, dreamweaver, etc.) and the cost to an individual can mount up. if we had a district-wide subscription, which we've been asking for for some time, that would be a big help (and I suspect there would be a considerable discount for a bulk subscirption).
9.	Continued access to Zoom - current access is fine
10.	Access to Wifi Boosters for location with bad reception in the house.

Figure 15. Survey Item 15.

Have you been able to access relevant training needed to support you while working from home?
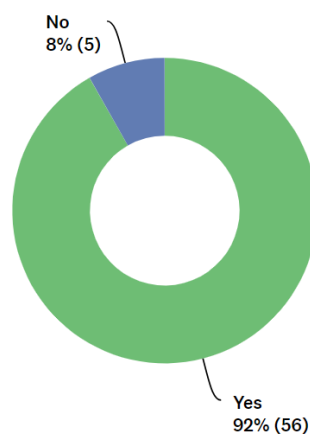
Answered: 61   Skipped: 0

No
8% (5)

Yes
92% (56)

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27

Table 13. Reponses to Survey Item 15

Please explain what challenges made it difficult to access the training needed to work more effectively from home?

Answered: 39   Skipped: 22

|	
1.	Telephone access was always difficult.
2.	none
3.	My ancient computer and slow internet.
4.	None. It's just not all training is relevant and there is no a data base to access existing files. E.g., I would like to know how to use canvas studio efficiently - and it's hard to get good manuals. But it's not a problem as long as sharable 3C storage is available. There are certain questions I would have about newer Canvas features, but again, no database or easy access to a local guru - usually I am able to sort it out or find a getaround
5.	There is an assumption that everyone knows how to use Zoom adequately
6.	None
7.	None
8.	At times, the training made available did not fit my often changing schedule. Training did not necessarily fit my particular needs.
9.	Conflicts with meetings.
10.	none at all.
11.	I don't think any amount of training would have been able to prepare us for every situation. We just had to learn while doing and check with others that are more familiar with the programs when we run into a snag. It is always nice to have a person available to assist you when there are issues.
12.	It's been actually easier to access training.
13.	I actually really enjoyed it.
14.	Having the time to take those trainings
15.	I don't always feel that we are given sufficient lead time to allow us to block our schedules for trainings. Also, the upgrade to Peoplesoft should have been handled better! We were thrown in without training, which was ridiculous and unnecessarily stressful. How are we supposed to guide students in using the upgraded system when we didn't even know what we were doing??
16.	No challenges. I enjoyed learned new skills.
17.	none
18.	none
19.	None
20.	none
21.	Health concerns and lack of time.
22.	I have fully appreciated all the training. I've taken six online training courses since Summer 2020. A couple of the courses could have been more relevant to our situation and to the varied teaching contexts which was frustrating, but overall a great experience.
23.	One training was at 8:30am to help students navigate campus solutions and that was before my work hours.
24.	none except for the extra time needed to attend them.
25.	none

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28

26.	Only that it took a great deal of time to learn Canvas and all the online tools- most of which was uncompensated.
27.	I had to purchase equipment and software to teach effectively from home. I was told I would not be reimbursed.
28.	None
29.	I had to buy at my own expenses an I-PAD a PENCIL and the Program Explain everything
30.	None
31.	Training was helpful, especially in the early days of COVID and the Summer Classes 2020 in DE courses offered.
32.	Lack of time
33.	No problem

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29

Figure 16. Survey Item 17

What professional development opportunities would support your work during this online environment? (Check all that apply)

Answered: 60   Skipped: 1
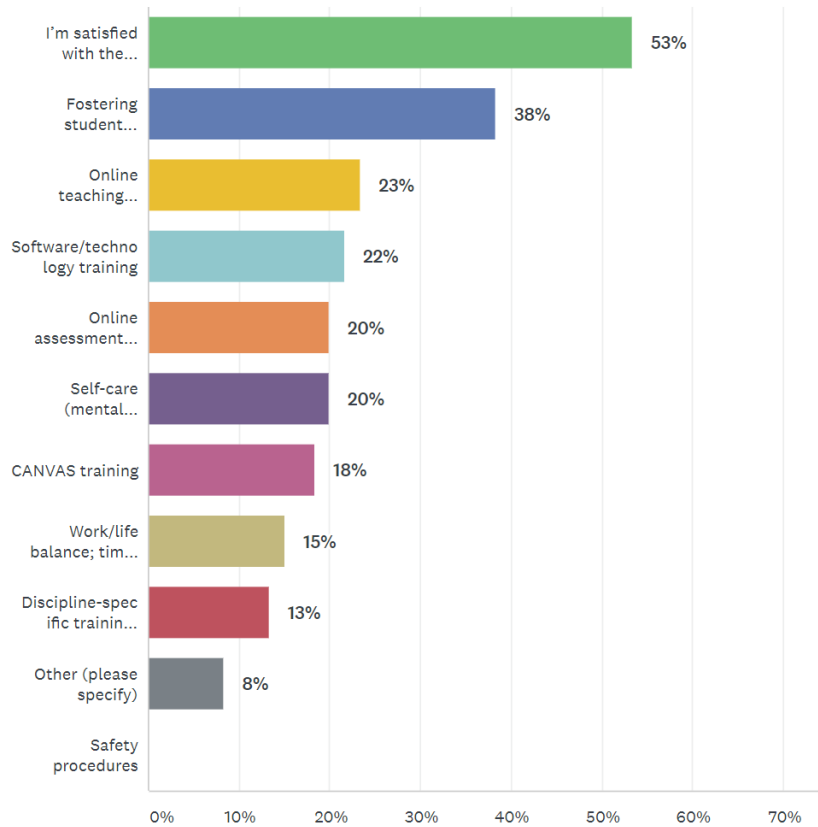
ANSWER CHOICES		RESPONSES	
I'm satisfied with the current training offered		53%	32
Fostering student engagement online		38%	23
Online teaching skills/best practices		23%	14
Software/technology training		22%	13
Online assessment options		20%	12
Self-care (mental health/stress management)		20%	12
CANVAS training		18%	11
Work/life balance; time management		15%	9
Discipline-specific training to my unit/department		13%	8
Other (please specify)	Responses	8%	5
Safety procedures		0%	0
Total Respondents: 60			

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30

Table 14. Responses to Survey Item 17

1.	Newer/more sofisticated Canvas features in a succinct way
2.	Online security, how to prevent hackers from getting into your accounts
3.	Tips for counseling students in online environment.
4.	Paid compensation for professional development
5.	Connecting with Students through means other than through their e-mail (Most students use text or apps over e-mail in 80%+)

Figure 17. Survey Item 18

Are you receiving the information you need regarding COVID-19 on a timely basis?

Answered: 60   Skipped: 1

No
8% (5)

Yes
92% (55)

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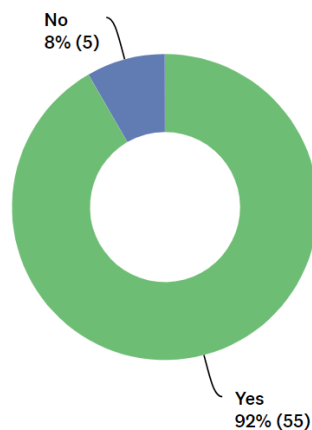
31

Table 15. Responses to Survey Item 19

What is your primary source of information you rely on? (i.e. e-mail, website, communication from department chair, etc.) (Please identify)

Answered: 55   Skipped: 6

1.	Email
2.	Peralta website & email
3.	email, website
4.	I am not sure how to answer this question.
5.	e-mail and cell phone
6.	Communication from department chair
7.	email and communication from department chair (which is by email!)
8.	Various CA and nationwide websites, including reliable non-partisan and international news outlets.
9.	I'm a scientist so I read a lot through all my regular channels, plus there are several excellent epidemiologists I now follow.
10.	email - but is is frequently hard to find a particular message by using a keyword search - I staple them but now too many stapled messages. If there were a kind of unified source/database with all info and resources that would be helpful. Outlook tools are potentially useful but cumbersome and disjointed.
11.	Email as a source of communication to colleagues and department chair.
12.	email
13.	Email
14.	E-mail
15.	For Merritt College information - Division Dean and Department Chairs. For Peralta District information - District e-mails.
16.	E mail
17.	CDC and local health agencies
18.	emails
19.	email
20.	Email
21.	email, text, phone
22.	email
23.	NPR, New York Times, CDC website
24.	Source of information for what? Too broad a question. But I rely on email from my department chair for core department info. Lots and also unfortunately very few or no sources for other important info needed.
25.	All of these
26.	Department chair and email
27.	Email, information received in department meetings.
28.	email and website
29.	all of the above, truly
30.	email
31.	email
32.	EMAIL

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32

33.	Email
34.	email
35.	emails
36.	Peralta Outlook email communication
37.	CDHS
38.	Email
39.	All of the above.
40.	email communications
41.	email, communication from Dean
42.	email, colleges, chairs and dean. The information seems piecemeal and strictly on a need to know basis. More information- even if decisions have not been made would be preferable to less
43.	We need much more frequent communication here.
44.	email
45.	Websites
46.	Department chair has very good meetings
47.	email
48.	e-mail, communication from my program director
49.	Email
50.	E-mail, communication from Dept Chair & MC Leadership and key productivity tools (Google Calendar, Google Voice, GoogleDocs,
51.	e-mail
52.	email
53.	e-mail
54.	If this is meant to be specific to Peralta, it's email and meetings. Otherwise, for local, national and international COVID updates, it's a wide range of news resources and the citizen app (great local data without spin).
55.	email

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33

Table 16.   Responses to Survey Item 20

What is the best method of communication to access regarding immediate and important information regarding COVID-19 related communication? (Please identify)

Answered: 54   Skipped: 7

| 1.	Email
2.	Text messages
3.	News, website
4.	CDC website, myturn.ca.gov, Kaiser Permanente
5.	e-mail and cell phone.
6.	Email or text messages
7.	email
8.	CDC CNN https://www.worldometers.info/coronavirus/country/us/
9.	Do you mean campus alerts or such? We MUST do surveillance testing on our campuses, have contact tracing and include faculty (not just students) in the current alerts system.
10.	succinct and explicit subject lines in emails
11.	Email
12.	news and CDC
13.	Email
14.	E-mail
15.	This question is unclear - Information regarding COVID-19 at what level? General, or specific to work at Merritt College/Peralta District? For general information regarding COVID-19 - the internet: News websites and the CDC. For Merritt College/Peralta District - e-mails from Merritt and the district.
16.	E mail
17.	Web
18.	email
19.	CDC website
20.	Emll
21.	Text, email
22.	email
23.	email
24.	email
25.	is that a new virus variant? Otherwise for COVID-19 it's google scholar, CDC, NIH, NY Times, Mayo clinic, TV news, etc.
26.	I read scientific journals updates.
27.	Email and text messages
28.	Email and direct from administrators
29.	cell phone and email

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34

30.	announcements from our own admin
31.	email
32.	EMAIL
33.	Email, Direct communication from colleagues
34.	text or email
35.	email and text
36.	text messages or email.
37.	Email
38.	Email
39.	Alert text message system.
40.	email communication
41.	email
42.	COVID-19
43.	Well, you could start by proofreading your communications (VOVID-19???? :>). email is fine.
44.	Websites, CDC
45.	cable news
46.	Internet
47.	e-mail
48.	Email
49.	e-mail and TV news.
50.	e-mail
51.	email
52.	e-mail or emergency phone message apps
53.	Same as 19. Peralta specific: email and meetings. Citizen app for local updates and variety of news media for national/international updates
54.	email or text

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35

Figure 18. Survey Item 21

How clear was the information that you received about COVID-19 from Merritt during the pandemic?

Answered: 60   Skipped: 1
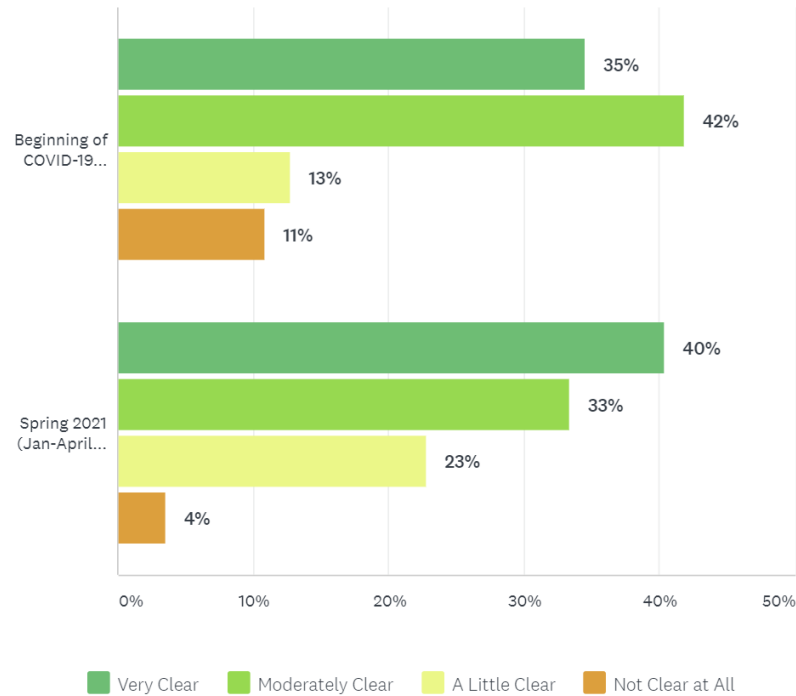
	VERY CLEAR ▼	MODERATELY CLEAR ▼	A LITTLE CLEAR ▼	NOT CLEAR AT ALL ▼	TOTAL ▼	WEIGHTED AVERAGE ▼
▼ Beginning of COVID-19 (March-June 2020)	35% 19	42% 23	13% 7	11% 6	55	2.00
▼ Spring 2021 (Jan-April 2021)	40% 23	33% 19	23% 13	4% 2	57	1.89

One answer choice has been hidden. Show and recalculate

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36

Figure 19. Survey Item 22

When you had questions about teaching/working from home, did you know whom to ask?

Answered: 60   Skipped: 1

No
18% (11)

Yes
82% (49)
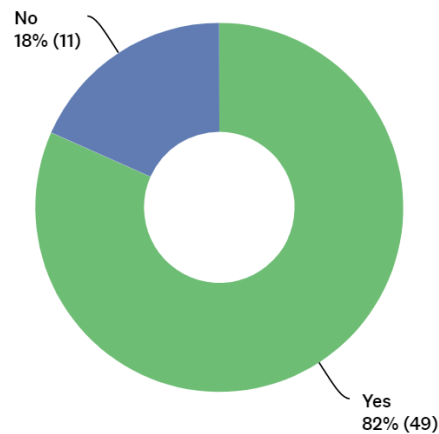
Figure 20. Survey Item 23

Are you clear now about to whom to direct your questions regarding COVID-19 as it related matters including Online teaching and servicerelated?
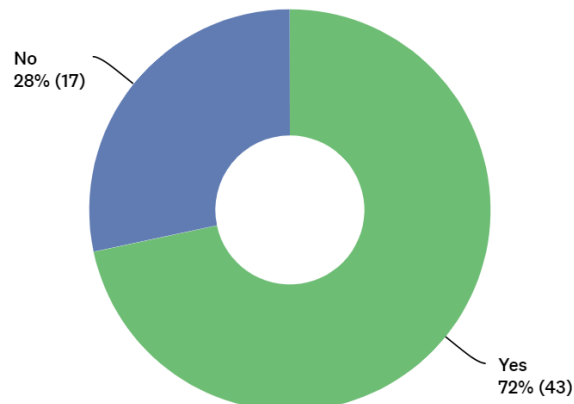
Answered: 60   Skipped: 1

No
28% (17)

Yes
72% (43)

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37

Table 17. Reponses to Survey Item 24

Please share strategies you have used that have been effective with teaching or providing services in an online environment.

Answered: 46   Skipped: 15

1.	Sharing screens has been my lifesaver
2.	Don't assume anything. Listen carefully. Remind ourselves of our mission. Provide content in different formats/modalities. Invite each person's lived experience.
3.	Heightened student engagement, with students as leaders or mentors of discussions, periodically and consistently.
4.	Short (5 to 10 minute) videos. Students appreciate well-done videos, but if a video is primarily narration, some say they would prefer it not have musical accompaniment. I have developed better methods for preparing better slideshow-like presentations with narration.
5.	I have asynchronous Zoom lectures and also have labs (which are part of the class) that are live Zoom classes that are recorded for students to watch if they can't attend the live class. And in that class we have breakout rooms after I present the information, and the students are encouraged to work together on the questions I give them and have their cameras on. It provides students a chance to get to know each other a little. Some formed study groups this way. So I'd summarize by saying: try to have some degree of the course synchronous (but recorded for those who couldn't make it) and have breakout rooms as part of it.
6.	Be super-friendly and positive. Extend deadlines. Be understanding. Encourage students via using history and the present. Create an environment that fosters a positive group learning environment. Encourage student feedback and communications as much and as often as possible. In summary, just be a nice person?
7.	Too many to list here! Btw, re communication around Covid at Merritt, do you mean re how Merritt was responding to it? If so, I must commend Dean Marie highly: she has been amazing in that regard.
8.	3C media; online histology streaming; Socrative quizzes; Pearson's mastering
9.	Using Zoom as well as chat and cell phone
10.	Zoom
11.	None
12.	I have found strategies that increase student activity such as discussion boards and group activities have helped increase student engagement and class community. I have also found that increased levels of class contact through Canvas Announcements and Canvas "Questions & Answers" platform have helped increase student class engagement.
13.	N/a
14.	Using multiple devices in one online conference session.
15.	I've taught online prior to this so my Canvas page was set up for online. I did offer Zoom meetings at the beginning of the semester if students had questions about the class.
16.	Contacting students by phone has seemed to work very well for me...it is direct and I am able to determine that the student received the message and understands what is expected of him/her.
17.	I have been teaching online for 5 years, so this wasn't new.
18.	Students can access me through text for me to be right there to assist them. I let them interrupt me during zoom classes instead of holding up a hand. This increases interaction.
19.	Having a routine to start each of my live sessions. Give a sense of routine for the students.

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38

20.	Be creative and patient while everyone gets on board
21.	Attend online trainings sponsored by Merritt and through my other school. Email and phone and Zoom discussions with my department colleagues regularly.
22.	Graded discussions to engage the students in a conversation every week.
23.	Discussing/generating ideas with colleagues, reaching out to students who haven't enrolled in the last year (with very mixed results - but I still believe it's important to reach out). Also being honest with students about how difficult and mentally exhausting this is helps them to feel that they can be honest about it being difficult for them.
24.	Enrolled in EDT classes. They gave me great confidence. Staying in contact with colleagues to share and learn together.
25.	more to do with self-care as my tendency, now more than ever is to zone into my screen so much that I get headaches and am extremely fatigued at the end of the day.
26.	survey check in, office hours
27.	ENGAGING MODULES, WEEKLY ANNOUNCEMENTS TO STUDENTS, RECORDING ASSIGNMENTS, AND HOLDING OPTIONAL ZOOM MEETINGS.
28.	I send copies of everything and links to everything via email to students so they can be self-empowered to find what they need and look back on what we discussed. Nothing is lost if sent directly in an email. Verbal communication via Zoom can be easily misunderstood or forgotten. Email is a life saver.
29.	Canvas trainings
30.	organization of calendar and keeping on top of student appointments and needs daily.
31.	Going through several online teaching courses and trainings
32.	Humanizing the classroom--recognizing each student and what they bring to the classroom. Ensuring that I am calling each person by name at least once during our synchronous session. Creating a community of learners in an online strange environment for these ESOL students with limited technology capabilities.
33.	Being flexible Outreach to students
34.	having a weekly zoom check in with students.
35.	Flipped classroom, breaking instruction into smaller chunks, offering instruction through various modalities (text, video, audio), instructional materials remain available throughout the semester, students have time to compose their responses to discussions
36.	Talking w/ peers to share ideas.
37.	None
38.	continue to make improvements to shell
39.	creating an interactive class by using videos and quizzes. Having students post assignments on the discussion thread so all can see, reflect and give feedback.
40.	Taking all the EDT courses prepares you well for teaching online.
41.	Broke an hour session into three parts with different topics and voices. e.g. I brought a graduate student in psychology in my Zoom meeting to help my student-athletes create a Player Agreement document based on core-values everyone agreed they want to get better at. The group decided to get better with C(commitment) A(attendance) R(responsibility) T(travel priveledges) and I(integrity) which they first defined what these words meant in our environment and how they could learn to get better at each of these core-values.
42.	zoom lab hours
43.	Having students share their screens with me so I can guide them through processes in Passport/Campus Solutions
44.	Identifying the myriad of available online resources and technology. Holding synchronous class times--students feel engaged this way...asynchronous teaching is not effective for my students

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39

45.	As much communication and support of students as possible (high touch) and reasonable grading based on knowing the challenges students have faced.
46.	I have worked with my fellow teachers, Learning Center staff and Library staff to get what my students need. Everyone has stepped up to the plate.

Table 18. Responses to Survey Item 25

Based on the effective strategies that you have shared above, which ones would you continue practicing when we return to in-class teaching and how?

Answered: 45   Skipped: 16

1.	All of the strategies apply to both environments.
2.	Heightened student engagement, with students as leaders or mentors of discussions, periodically and consistently.
3.	I will continue to prepare the better slideshows that are possible with the techniques I have developed.
4.	I will continue to encourage study group formation for students with their lab mates. But then again, I always did that before Covid too.
5.	All of them.
6.	Time will tell!
7.	all of them
8.	I prefer face-to-face
9.	Zoom
10.	None
11.	Both strategies that increase student activity such as discussion boards and group activities have helped increase student engagement and class community, and frequent contact through Canvas Announcements and Canvas "Questions & Answers" platform.
12.	Zoom office hours
13.	Unknown
14.	Keep communicating with them via text
15.	Keep up the routines to keep students engaged.
16.	both
17.	Yes, makes sense to continue to review online trainings that are offered, and continue to discuss issues and problems/soultions with my colleagues.
18.	Online discussions
19.	All of them
20.	Use online articles and textbooks for class.
21.	The same thing happened on campus but now it's more pronounced; the amount of work is often very overwhelming.
22.	All
23.	ENGAGING MODULES AND WEEKLY ANNOUNCEMENTS

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40

24.	I would probably do less printing and more emailing of pertinent information. Papers can be lost. Emails are much less likely to be lost.
25.	all, will continue to teach online
26.	continued and ongoing communication with students and within department
27.	all
28.	Humanizing the classroom of course!
29.	Outreach to students
30.	using canvas as a structure for the course.
31.	Request a Canvas shell for F2F courses
32.	Continue talking w/ peers.
33.	All
34.	Not sure
35.	all
36.	I teach only remotely now.
37.	I will definitely continue teaching "character/ core-values / Mental Skills" to our players with intent and with goals of getting better in each of these core values so players can learn how to get better on their own within the environment. Akin to a child learning what the values are their parents want them to grow up with, even if they go off the rails from time to time, yet reinforcing them with unconditional love.
38.	zoom lab hours
39.	Having students share their screens with me so I can guide them through processes in Passport/Campus Solutions
40.	both
41.	Building relationships and treating people how I would want to be treated is permanent, pandemic or not. People remember how they are treated and simple respect and love goes a long way.
42.	I would still reach out to my peers for assistance.

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41

Table 19. Responses to Survey Item 26

Is there anything else that you would like to share about your experience at this time?

Answered: 36   Skipped: 25

1.	Thank you for prioritizing and keeping students, faculties, and our family safe.
2.	Thank you for all support provided to students and faculty.
3.	I do think that some students, to be sure a minority, learn better without the distraction of a face-to-face class.
4.	I was happy with how my class turned out.
5.	I wished I had been able to be vaccinated when I first became eligible, I had to wait 4 weeks because of a transitory shortage, incompetence, and incompetent scheduling of younger people before teachers and older people had been able to be vaccinated, and because vaccination appointments were simply cancelled without creating substitute appointments (almost all, but not fully outside Peralta's fault, of course). Also, my fellow teachers who were much younger than I am got vaccinated weeks before me based on their Union membership - never mind that I have paid Union fees for decades. I think this is one of the worst failures and disgraces of the system.
6.	Please have Marie Amboy run the campus response. I'm not sure the text box for Q24 is working, so here's what I wrote. Too many to list here! Btw, re communication around Covid at Merritt, do you mean re how Merritt was responding to it? If so, I must commend Dean Marie highly: she has been amazing in that regard.
7.	I believe this online teaching was very productive and afforded the students with the full-fledged learning experience while maintaining safety and flexibility - I really hope there will be more online teaching opportunities in future
8.	No
9.	None
10.	I feel that offering a higher number of online class offerings in the future, post COVID-19, will help reach a wider group of students that cannot attend "typical" face-to-face classes. This will help satisfy some equity issues for those students that have not been able to attend classes for various reasons.
11.	I think Merritt has managed the past year fairly well. Dr. Chavez helped with support in various areas including updating our webpage. The communications from the President's Office was excellent. Coffee Time with the President was informative. I think collectively the college did a great job pivoting and I hope students feel the same way.
12.	This survey should have been sent out around April 2020. I believe it would have been more helpful at that time.
13.	Nope
14.	Really hoping that the district or Merritt gets around to evaluating air flow and air quality (relative to COVID-19 safety) in our classrooms and labs.
15.	I have learned and practiced adaptability and trying to be ok with uncertainty.
16.	No
17.	It had been a challenging year for me mentally & physically; however, I do appreciate the opportunity to force me to take online teaching seriously and it had forced me to search online for related films and reading material to enhance the teaching content.
18.	I HAVE LEARNED A LOT AND FOUND A PASSION FOR CREATING ONLINE CONTEXT.

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42

19.	I am so grateful that our District put the health of their employees and students above all other concerns, so that I do not have to put myself or my family at risk. My husband teaches in another District that does not do the same and the contrast is stark. I was 8 months pregnant when the pandemic hit. I am grateful we have not been pushed to put our family at risk by returning in person too soon by the Peralta District. I have an infant son that is not yet vaccinated and probably will not be by Fall 2021 semester and I am so grateful to know that I (hopefully) will not have to return in person until he is safely vaccinated. My husband has not been so lucky and it is nerve-wracking. Additionally, I was supported with a loaner laptop at the beginning of the pandemic that has carried me through.
20.	Safety first for staff and faculty and students would make me the most important to return to campus.
21.	Our part-time faculty needed more compensation and support for this transition to all online.
22.	I am super proud of where I've come in the last year and how much I've learned to be a more effective teacher/facilitator in my virtual classroom.
23.	No
24.	I wish there was a set portal of information for the process to return to campus, like the one set up at the beginning of the pandemic where we could go to get answers. I feel there is a lack of understanding on when and how the campus is going to be returning and what the requirements will be. I wish there was one place or designee to answer these questions.
25.	I feel fortunate that I had already taught online and hybrid courses before the pandemic. It was still quite a "lift" to migrate everything online and instruct students in the use of the technology remotely on all kinds of different equipment and interfaces.
26.	Nope. But thanks for asking.
27.	Nope
28.	No
29.	A hybrid approach to returning to face to face as was done with athletics with conditioning is not a bad idea, as it enables both students and faculty to slowly transition into the full face to face environment or decide to keep a day or two for online. Of course, it will depend on the nature of the course itself.
30.	I am able to attend more meetings and seminars in the online model. I think Merritt did a fabulous job of coping with the covid challenges and delivered a high level of service especially with moving courses and services online. Bravo team Merritt.
31.	It's lonely, hard to stay motivated and focused on work. A lot has fallen through the cracks and I feel bad about it.
32.	I am more comfortable teaching from home now than at school. I would prefer it to F2F except for maybe doing a hybrid course. There have been so many good things about online, such as being able to attend more meetings without having to worry about allowing for driving time. I justclick zoom link and I am there. Suddenly, so much travel time seems unproductive. I have better retention of students. Even if they schedule something that conflicts with class, like a doctor's appt., they show up as long as they can, etc., etc.
33.	Our students need opportunities for in person learning. No excuses. Let's get back to campus. At worst, COVID is not the threat it once was. At best, it's 99% over. Let's get back to life and work.

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43