



**ACADEMIC SENATE COUNCIL MEETING
NOVEMBER 29, 2016
APPROVED**

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Faculty Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.

PRESENT: John Freytag (Vice President), Andy Barlow (Rep-at-large), Peter Churchill (Corresponding Secretary), Kris Koblik (Professional Development), Marva DeLoach (Library), Barbara Hewitt (Biology/ Health Sciences), Cheryl Carter (Counseling), Patrick Moe (Applied and Fine Arts), Carolyn Seefer (Business), James Magee (Math/Computer Science), Wayne Larson (Physical Sciences), David Vela (English), René Sporer (SRC), Jim Blair (Part-time)

ABSENT: Beth McBrien (President), Buzz Holt (Social Sciences), Theresa Flores-Lowery (Kinesiology)

GUESTS: Laurie Lema, Rachel Westlake, Mark Akiyama, Becky Opsata

1. APPROVAL OF AGENDA OF NOVEMBER 29, 2016 AND MINUTES OF PREVIOUS MEETINGS.

It was MSC to approve the agenda of November 29, 2016. The following members all voted aye: Freytag, Barlow, Churchill, DeLoach, Hewitt, Koblik, Carter, Seefer, Moe, Sporer, Magee, Larson, and Vela. No nays. No abstentions. Approved.

The approval of the minutes of September 20, 2016 were tabled until comments from Seefer are added.

It was MSC to approve the minutes of November 15, 2016. The following members all voted aye: Freytag, Barlow, Churchill, DeLoach, Hewitt, Koblik, Carter, Seefer, Moe, Sporer, Magee, Larson, and Vela. No nays. No abstentions. Approved.

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

McBrien said Buzz Holt sent her an email thanking the Senate for the resolution. He said he was very touched.

Hewitt said she wants to see how the dual enrollment will impact-----see record

4. ANNOUNCEMENTS

Seefer said she took 41 students to the Phi Beta Lambda State Fall Business Leadership Conference in Fremont on November 18. . They competed against PBL members from other colleges and universities throughout the state, including UC Berkeley and USC. Inter-chapter Olympics They won the following:
1st place - Diablo Valley College Phi Beta Lambda (DVC PBL)

LARGEST CONFERENCE DELEGATION

DVC, Cerritos College, Phi Beta Lambda at UC San Diego

Barlow reminded Council there is an open forum this Thursday, December 1 from 2-4 in the Diablo Room on what it means to be a sanctuary campus.

McBrien encouraged every to see the student directed show “The Laramie Project”. It runs from December 2-11 in the arena theater. It is about prejudice and tolerance in the town where Matthew Shepard was killed.

5. APPOINTMENTS

Ed Master Plan Steering Committee

Andy Barlow

6. EQUITY HOUR PROGRAM

Seefer shared feedback she received from faculty in her division that had attended the TEN training. She said many of them are not clear what they are supposed to get out of it.

Full-Time

I find it an embarrassment—for TEN and for DVC. This is not how we work—we are diligent, professional, and productive. It’s not ok to approach a whole new market (colleges) and not adjust the basic product design.

Full-Time

Hello Carolyn,

Thank you for the rich and robust Academic Senate notes this week. I have some feedback.

I agree with your detailed analysis of the TEN survey. I took it but had a hard time relating it to the community college setting. Clearly, it was not modified for DVC. Your detailed comments highlight the deficiencies of the survey as well as the validity of the results when survey-takers must “interpret” the meaning of a question and construct an answer—which is, at best, a guess.

Part-Time

Hi Carolyn,

I have attended both Ten training sessions (4 hours in total). Since you asked, I am passing along my comments. Unfortunately, both training sessions had absolutely no value. Honestly, I have to try very hard to remember what was covered.

In the first session, we chose our 12 priorities. My comment here is that many of the priorities listed were related to K-12. Also, I'm still not understanding how knowing the priorities would be related to improving my teaching in any way. We also started writing out our teaching philosophy. We were told that we would finish this in the second meeting, but it wasn't even mentioned in the second session.

In the second session, we played around with the priorities to see how they changed depending on certain categories. Then we were placed in groups and assigned a priority to discuss. Again, there was nothing of value in this exercise—nothing I was able to take away with me.

Please let me know if you have any questions.

Thank you!

Part-Time

Hi Carolyn,

Thank you for your wonderful notes.

I have been participating in TEN and we've met two times. In each meeting, we are assigned things to do on the TEN site. During the second meeting, we were able to look at the data of the surveys taken and discuss possible next steps for the topic. We reduced the 52 topics/concerns to 12 in the first meeting. From these 12, our group topic was on "self-reflection". So we talked about what could we do to make this work and one of our conclusions is professional development to improve our teaching. My thoughts are we really don't have a lot of time to plan in two hours. We looked at the data and had a very short discussion. And I'm not sure how this will all come together.

I do think TEN is interesting and could be helpful, but it is not inclusive because not everyone is participating. Also, like you mentioned, non-DVC students could take the survey and we would not be able to differentiate. Something helpful would be if the facilitators would give us some direction or homework before the next meeting so know what will be covered.

Part-Time

Hello Carolyn,

BTW, Thank you for taking copious notes from Senate. I do read them.

As mentioned in our BAD meeting last week, I thought it was required that all faculty had to do the TEN workshops. I guess I was wrong. The way it was communicated and how space was limited to attend I thought it was required for us to continue to teach.

I share some of the same concerns as of our fellow faculty. For example, the methodology and validation of the process is questioned when anyone can take the survey. I share your concern about its construct validation when the survey is written for k-12 educators. However with that said, I did have a conversation with Rachel about sample size and how these results were going to be used. She just said it is an exploratory process that we can learn from as faculty. I don't have negative views about TEN and its workshops, I just don't know what kind of outcomes will come of this.

Have a great weekend,

Part-Time

Carolyn,

I would appreciate it if you could keep my feedback regarding TEN and the equity hour program anonymous.

I have only attended two sessions so far. My feedback is as follows, but my main takeaway is that *I do not see (yet) how the TEN training ties in to "help our students achieve equitable success" (Beth McBrien, Academic Senate President).*

- 1) The TEN program seems to be a boiler-plate program not customized for community colleges in general or DVC in particular.
- 2) No definition of student equitable success has been provided, no objectives have been set, or explanation given how the TEN program is going to improve it.
- 3) We have spent most of the time across the two sessions voting on and reviewing what we (the teachers participating) and others (other teachers and students) think should be the priorities for teaching at DVC but have not begun to discuss how these priorities tie in with student equity.
- 4) We have also done some individual and team exercises; I am not seeing how these exercises tie in with student equity either.
- 5) I have some issues as to the number and distribution of teachers and students who took survey on DVC priorities as I do not think it is representative (e.g. low number of students, not necessarily DVC students, no ability to block anyone taking the survey more than once).
- 6) Another issue I have with the survey is that the possible priorities are not necessarily applicable to community colleges (speaks to boiler-plate).
- 7) Lastly, there is no look so far at best practices and comparing DVC to them.

That said, our next session in January may be more enlightening.

I hope this helps.

Sporer said she agrees with Seefer's statements. She did not feel the options for priorities were good. She could not find seven priorities that directly related to community colleges. She said the results will be biased samples. She did not ask her students to take the survey as anyone can take it, even non students. Sporer said also they were not given notice that they would have to write their teaching philosophy during the workshop. Also, at SRC, they had the wrong instructions for logging on. Then their server crashed so they did not get any data or analysis. Instead they broke out into groups to discuss the data they could not see. She said she left the workshop at that point. She said she feels it is not what was presented to us especially for the money we are paying.

Vela said he received some comments from part-time instructors and one said this is the most insulting thing she has done for DVC since the Innovation Convocation. He said there is concern about how much we spent and that it did not succeed in doing what they said it would do. Vela said most of those that responded told him they did not gain anything from it.

Freytag said the survey was posted on the webpage where anyone can access it.

Moe said it was frustrating to be in a large room of educators and the TEN people did not know how to manage them.

Barlow said several people told him many of the priority options were inappropriate for a college. He said he understands why many comments are highly reactive and critical but we need to talk about what we want and how we could make this work for us. He said criticizing and not learning from it does not get us anywhere.

Churchill said we should be able to criticize something we all think was not a good program.

DeLoach said there is something that we can get out of this for all sides. We need to share suggestions on what we can use from this. Nothing is black and white

Blair said he would like to see the contract. What we were told and what we received were different and they possibly did not satisfy the contract.

Koblik said she has heard there is not enough strategic direction directly from professional development. She said professional development comes in as we start actually designing activities. She said she thinks the flaws in the survey are that they don't speak to our professional development needs for equity.

McBrien said the final TEN trainings will take place during Flex week in January, and after that we will review additional options for next year's Equity Hour, and improve communication about the process. She said she was concerned with the way it was discussed. We do not need to agree but we need to work together. She has talked to Jeffrey Michels about the UF communicating better as well. We need to start looking at options for fall 2017.

7. CHECKLIST FOR MINIMUM QUALIFICATIONS BY SCREENING COMMITTEES

McBrien shared with Council a template that Beth Goehring at CCC came up with for a checklist for looking at minimum qualifications. She reminded them that use of this form is encouraged, not required. She asked Council for comments. Council members were ok with the form and discussed how and when it should be used. Hewitt said her division already has a form. Sporer said she thought it would be helpful.

Westlake said there have been some issues with evaluating minimum qualifications because of different titles of degrees and experience. She said the hiring trainers could include this as a suggested tool. McBrien said this will be run by our hiring trainers.

8. VP OF INSTRUCTION REPORT

Westlake said we are in the middle of the hiring process for five new hires for the fall and things are moving along well.

9. GUIDED PATHWAYS

McBrien told Council the application for the Guided Pathways Pilot includes a self-evaluation piece which will be very valuable for us at this time.

Westlake explained the American Association of Community Colleges (AACC) is leading organization along with several partners in the nation-wide pathways project under a multi-year grant. Between 15-20 California Community Colleges will be selected for the project using a competitive process including a written application, readiness assessment, and participation agreement. Colleges will participate in six two-day institutes, which will focus on key elements required to implement a fully-scaled pathway model which serves all students at a community college, plus receive support on the change process from expert coaches. When the pilot is completed it will go out more broadly to other colleges.

Westlake said the application is due in February but we have not had a college-wide conversation about the self-assessment piece. The discussions and work on the assessment piece will be done simultaneously with the completion of the rest of the application.

Carter said Counseling would be the main group implementing the project and she received some comments from her colleagues. She said they have mixed feelings about the project. One colleague said while it's a good idea, they feel that the complexities they have when dealing with students will not fit in with the guided pathways. They are concerned the pathways will not have any wiggle room for those students on untraditional pathways. She feels the student won't have the opportunity to grow in the process of figuring out their goals. Carter said another colleague that is anew hire, has worked at a campus with a pathways model but that college was not similar to DVC. She said the problem is that we are so large we need to move forward with caution.

Carter said another colleague is concerned that our schedule with the guided pathways will not accommodate our students' work and life schedules. What about students that cannot attend full-time.

Carter shared a chart on College Board Advanced Placement Examination Credit that the counselors use. She said we do have a lot of advanced placement students as well as basic skills students. Carter said her colleagues are concerned with creating a path that is too ridged for students coming in with so many different skills. They don't want to do something just because it is trendy. We need to ask questions and be proactive. We need to know what we agree on and be clear about what we do. She said she supports redesign but she does not want to develop and implement something that does not work for who we are.

Sporer said San Ramon is focusing on pathways for the majors they offer and transfers. She said they want to provide guidance for students so they can figure out where they are going rather than selecting a path from a menu.

Hewitt said she got questions about how it would change the way faculty do their work and would they have to be more involved in activities like counselors do. She said they also want to know how we know if it is working.

Freytag said at Plenary there was a lot of discussion about pathways. He said they heard from a couple of SoCal colleges that are participating in the national Guided Pathways program. They said it took them a long time to have the conversations needed, and coordinating student services and instruction. But they said they would not go back to what they were doing before. Freytag said it does not cost us anything so there is no reason to not apply. He told Council one college came up with four pathways – college ready full-time, college ready part-time, not college ready full-time, and not college ready part-time.

Barlow said we have to have a vision to make this work. He said we have to do an educational master plan and that gives us the opportunity to have those conversations. What we can get out of those conversations is we gain a better understanding of who our students are, and how to understand their process through the college. Barlow said we don't have enough counselors to do it all but we can look at that in the conversations.

Koblik said we do already have some pathways. She said there is an equity piece and we need to look at how many students use this and how it helped.

Moe said he received mixed feedback. He said his area feels it is a good idea to coordinate student services and instructional, but they are worried that were just doing the trendy thing. And it also seems like a tight timeline. He said he also questions where the money will come from.

Magee said his area is mixed on this too. He said they already have some small scale pathways for students to complete their math requirements for transfer. However, not all students know what they need so we should maybe have a mix of pathways and cafeteria style.

Vela said his area doesn't want the cafeteria style eliminated. He said they are reading the book on redesigning community colleges but they feel it is too soon to do this. They asked why can't we do more of what we already do that is successful.

Lema said these are all legitimate concerns. She said we are challenged with how to really integrate our work and we don't yet have a framework to do that. This would give us an opportunity to build one if we know who we are and what we want to be. We are not going to be locked in to only this. She said also we are having a lot of change of leadership and the application requires the leaders to not only sign off on a commitment but also attend workshops. She feels that applicants for the leadership positions that want to commit to this would look for colleges that want to do that work and visa versa.

It was MSC to move ahead with the application with the understanding we will be doing the self-assessment at the same time. The following members all voted aye: Freytag, Barlow, Churchill, DeLoach, Hewitt, Koblik, Carter, Seefer, Moe, Sporer, Magee, Larson, and Vela. No nays. No abstentions. Approved.

It was MSC to form a work group to coordinate work on the self-assessment. The following members all voted aye: Freytag, Barlow, Churchill, DeLoach, Hewitt, Koblik, Seefer, Moe, Sporer, Magee, Larson, and Vela. Carter opposed. No abstentions. Approved.

10. VISION STATEMENT WORKSHOP REVIEW

McBrien said College Council has been talking about putting together a process to come up with our vision statement.

They will have a Flex workshop to discuss the process.

Lema said College Council formed a workgroup that came up with a timeline. They want to ensure it is a college-wide conversation.

McBrien said now is the time to come up with what we want in our vision statement before we get new leadership.

11. COLLEGE COUNCIL UPDATE

Freytag told Council the College Council has been talking about timelines for decision making. He said they have also talked about their next forum on the Governing Board resolution on immigration and what we can do for our students and address their concerns.

Barlow said this is not just the College Council addressing this but also the Equity Committee and ASDVC. He said individuals will be asked to speak to the issue. He said the will be one at SRC also. At the forum there will be a faculty member at each table with the students.

12. ADJOURNMENT

There being no further business the meeting was adjourned at 4:00 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*