

DVC
DIABLO VALLEY COLLEGE
321 Golf Club Road
Pleasant Hill, CA 94523

ACADEMIC SENATE COUNCIL MEETING

OCTOBER 20, 2020

APPROVED

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic 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 (President), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Susan Parkinson (Biology/ Health Sciences), Alan Haslam (Representative-at-large, Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Joann Denning (CE), Anthony Gonzales (English), Kris Koblik (Professional Development), Rick Millington (Kinesiology), Sangha Niyogi (Social Sciences) Concha Gomez (Math/Computer Science), Leo Bersamina (Applied and Fine Arts) Natania Wong (ASDVC)

ABSENT: None

GUESTS: Mary Gutierrez, Becky Opsata, Kim Schenk, Claudia Hein, Mark Akiyama, David Hagerty, Nicole Despins,

1. APPROVAL OF AGENDA OF OCTOBER 20, 2020 AND MINUTES OF PREVIOUS MEETINGS.

It was MSC to approve the agenda of October 20, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning Gonzales, Koblik, Millington, Bersamina, Niyogi, and Gomez. No abstentions. No nays. Approved.

It was MSC to approve the minutes of September 8, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning Gonzales, Koblik, Millington, Bersamina, Niyogi, and Gomez. No abstentions. No nays. Approved.

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

Gerken said at the previous meeting we had discussed the division reorganization. But he is not clear about who gets to define who those divisions are. He said it seems that Susan Lamb is focusing on departments. Freytag responded that faculty within divisions will have a role in defining them. This topic will be on the next agenda.

4. ANNOUNCEMENTS

Niyogi announced the first of the Equity Speaker series for the year. She said the series has a theme that could help us figure out so many aspects of our ethnic studies program as well start building our knowledge together. Sessions will be recorded

Wednesday, October 21, 2020, 1:00 - 2:30 pm

Colonization, Decolonization and Rematriation on Ohlone Land

Corrina Gould, spokesperson for the Confederated Villages of Lisjan/Ohlone is a lifelong activist that works on preserving and protecting ancient burial sites in the Bay Area. She will talk about the land that Diablo Valley College is on and other information about Indigenious and Ohlone activism.

Wednesday, November 18, 2020, 1:00 - 2:30 pm

From Termination to Regeneration for California Indigenous peoples

Heather Ponchetti Daly, Ph.D, will cover the Frederick G. Collette and the California Federated Indians, their fight against the Bureau of Indian Affairs and how that fight led to the 1958 Rancheria Act.

5. APPOINTMENTS

Sabbatical Leave Committee

Binita Sinha

Scheduling Committee

Matt Munday

It was MSC to approve the appointments listed above. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning Gonzales, Koblik, Millington, Bersamina, Niyogi, and Gomez. No abstentions. No nays. Approved.

6. VPI REPORT

Gutierrez reported that she, Freytag and Opsata met with some departments earlier about realignment proposals and discussed the criteria the Senate talked about to give guidance and direction on how to provide feedback about their placement in the alignment plan proposal. It was a productive conversation in terms of opening up a discussions about the intent and purpose of interest areas and informing their responses. I think we emphasized the idea that this was really about facilitating conversation. They felt departments could provide their feedback by Thanksgiving. She said part of this work is to increase the college's understanding of interest areas.

Gutierrez shared a list of names of those that are involved in building the design and will be reviewing and ultimately implementing success teams within each of the interest areas. She some of those that were invited were not able to attend including Business and Architecture so they will be contacting those people to inform them about the conversations.

Niyogi said areas that are cross disciplinary such as social justice or the new ethnic studies program would have a slightly different rationale for being placed in several buckets or interest areas.

Gonzales said some colleagues are confused because we're talking about interest areas at the same time we're talking about pathways and it looks like divisions are being shaken up. He asked if they could be provided with a more articulate definition of each of these groups. Gutierrez explained

pathways is a broad concept and essentially a theory about how we can increase student completion. Interest areas are one of the tools that colleges can adopt to increase completion. A key component of an interest area is that the faculty in that interest area are collaborating with each other and providing student experiences as a group that are themed towards that interest area. So the big overarching umbrella is Guided Pathways.

7. USC/IEBC EQUITY INITIATIVES UPDATE

Akiyama shared information about a couple of USC Equity Institutes this Fall. The first Virtual Institute on Leadership is from 10/01 to 11/19 (Thursdays 1:00-3:00pm). The focus is on strategizing DVC Equity Work. The second Virtual Institute on Pedagogy is from 10/02 to 11/20 (Fridays 12:30-230pm). The focus is on Equitable Syllabi and Grading. 3 meetings of each of the institutes have already taken place.

Akiyama said the USC NACCC Administration started their survey the week of 9/21 and ends 10/23. He said so far there are 607 surveys in progress and 1065 completed. Emails are going out to students encouraging them to complete the survey. He can come back and review the survey results when they are available.

Akiyama said another activity that is taking place is the California Community College Racial Equity Leadership Alliance. This is also part of the USC and Dr. Sean Harper's work. This series allows 5 participants per college from various areas and disciplines. There is 1 virtual meeting per month (12 total) for 4 hours each. The outcome of these meetings is to develop a 12-dimension strategic action plan. The next meeting is on 11/11 from 1-4 on Understanding and Confronting Anti-Black Racism. He said the previous week we had a group of people go to an implicit bias workshop.

Akiyama said NACCC surveys are being developed for faculty and staff also. The surveys will be proctored over three years. Year 1 is students, year 2 is faculty and year 3 is staff.

Akiyama said one other activity is the Institute for evidence based change. This work is around classifieds. We have about 45 classified that are participating and he has been part of the workshops. The work is organic and participants have been asked to develop a sort of pool of behavioral interventions. Then the group will come to consensus on which ones they want to move forward with. Workshops will end in early November. They will have a final meeting with all leads and supervisors on Friday, 11/20 to review the plans that the group develops and to share it with the college.

Parkinson said she has offered extra credit to her students for taking the survey but many of them can't find the email about it. Akiyama said he heard from two faculty members that said their students did not get the link in their Insite email. He said the email list that USC used was generated by our district research office so there could have been errors in that data that we received. He is following up with USC about this issue. But there's been a number of avenues to which we have communicated to students about the NACCC that include social media text messaging internally, emails, and through Canvas. Also USC emails the students through the DVC Insight email with their individual link to the survey to prevent students from taking the survey more than once.

8. MID-TERM CHECK IN

Freytag said the topic of a Mid-term Check-in came up at the Area B meeting. Freytag said we will go into breakout rooms for about 10 mins and report out about our conversations. Council members

reported out they talked about how we are adjusting to these times and things they are doing to cope and said it was good to have these “water cooler” conversations.

9. COURSE SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES

Nicole Despina and David Hagerty said the policy on course substitutions for disabled students is out of date. They reviewed some proposed changes to the policy. Hagerty explained this is not a waiver but a course substitution based on disability the student has which they have highlighted on the first page. And the course being substituted for cannot be required for their degree.

Despina reviewed the forms to apply for a course substitution. The first one is completed by the student where they specify which course they want to have a substitute for, the nature of their disability and how it's impacted their ability to complete the course and their academic goals. And part of this is the course in question cannot be essential to their degree so they are asked to explain why it is not essential and then list the courses they previously attempted in order to meet that requirement. She added that if the request is for a math class, they strongly encourage them to attempt a self-paced course.

The second one is completed by a DSS counselor where they confirm that the student has used all available DSS services and accommodations while attempting to pass the course and that the student's documentation supports the rationale for the course substitution they requested. Also that they've successfully completed all other coursework required for their degree or certificate. This isn't something they should necessarily be doing on the front end of their academic career. They won't have as much to show that they've completed a good amount of course work towards their degree. Whoever's filling out this second form will have communicated with the department chair of the department from which the student is pursuing a degree and has confirmed that this course is not essential to the degree.

The third form had previously been filled out by the instructor but they changed it to the department chair from which the student has taken the course and they can then talk to any instructors that the student previously attempted to take the course from and ask if the student attended regularly, that they completed all assignments, did they use appropriate Instructional Services such as tutoring and, then overall whether they made a good faith effort to pass the course. The department chair would then determine if the student request is a good faith effort. If it can't be verified, they would request the Senate to form an ad hoc course substitution committee with the following membership:

- Two (2) faculty members representing the department from which the course substitution is requested,

- Two (2) faculty members who are "neutral parties" in that they do not know the student and they represent an area not affected by the student's request,

- One (1) counselor,

- One (1) faculty representative from DSPS who shall act as consultant but will not serve as a voting member.

The process they would use is described in the policy.

Another change they made to the procedure is that DSS will take more of a role in terms of assisting students in obtaining and completing the documentation.

When a decision has been made, the department chair would inform DSS and the Admissions Office and DSS will in turn inform the student of the decision.

Despins said in most cases, a request will be considered the semester following the one in which the request was submitted. The process can take six to eight weeks.

Despins said the last page of the document are FAQs about the policy and procedure.

Hagerty said the law does require that we have such a policy on the books. It doesn't require that we approve every request, we only need to consider the request. He added that these requests are uncommon. He said they get a fair amount of questions about it, but as soon as they are told that it wouldn't help them when they transfer, the interest level diminishes greatly.

Freytag said this is listed as an action item on the agenda but maybe Council should take it out for feedback and vote at the next meeting.

10. CREDIT FOR PRIOR LEARNING

Claudia Hein and Kim Schenk reviewed proposed changes to the District policy on Credit for Prior Learning and catalog language that have been proposed by our curriculum committee. Hein said the changes to the catalogue language reflect the district policy language. This is a result of changes to Title 5 to broaden our policy from just credit for prior learning.

Schenk reviewed District C&I Procedure 4016 and the following proposed changes.

The determination to offer and award credit for prior learning rests solely on the discretion of the discipline faculty. The nature and content of assessments will be determined by faculty in the discipline who normally teach the course for which credit is to be granted.

Credits acquired by assessment for prior learning will not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.

~~Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.~~

Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to:

- California Intersegmental General Education Transfer Curriculum (IGETC)
- California State University General Education (CSUGE) Breadth
- Local community college general education requirements or requirements for a student's chosen program
- Electives for student who do not require additional general education or program credits to meet their goals.

Credits acquired by assessment for prior learning will not be counted in determining the 12 semester hours of credit in residence required for an Associate degree. Additionally, credits for prior learning cannot be used to fulfill any requirements for federal financial aid.

Student-Created Portfolio Assessment

Students interested in credit for prior learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

- A department-approved portfolio assessment rubric for the course must be on file in the Admissions and Records Office.
- The department chair or faculty designee determines that the student-created portfolio adequately measures sufficient mastery of the course content as set forth in the course outline of record.

Evaluation of Impact

The Governing Board will review the impact and outcomes associated with credit for prior learning every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the following:

- The number of students who received credit for prior learning
- The number of credits awarded per student
- Retention and persistence rates of students earning credit for prior learning
- Completion data (for certificate, degree, and transfer) for students earning credit for prior learning
- Qualitative assessments by students of the policies and procedures Education Code

Parkinson said she got a couple questions from her division about conducting assessments from off-campus locations and what is the criteria for this accommodation.

Schenk said high school articulation allows us to award credit for work completed at high school and we have many articulation agreements for mostly our career education programs. She said we award thousands of units of credit every year with the pathway programs we have. Because of that, the exam is administered at the high school. That language is also in legislation.

Parkinson said she also heard comments that the requirement to have completed 25% of the required courses seems low. Schenk agrees but said it has been in law since before she was here.

Koblik wondered about the UF perspective if the current high school articulation agreements might provide a model for what the likely effect of this policy is to be on faculty workload and if there is any data out there about this. Schenk said in webinars she has participated in, there was concern about workload impacts. She said we are not required to do this, faculty must develop the assessment and process the course through the curriculum committee in order for a course to be eligible for Credit for Prior Learning. If we decide a course is eligible, the onus is on us to absorb that workload.

Freytag said this will come back to the Senate for more conversations.

11. FACULTY DEVELOPMENT COMMITTEE CHARGE/FUNCTION

Koblik said the current Faculty Development Committee has done due diligence on their charge and has proposed some language to provide more clarity. She said they added a reference to the educational master plan in place of the college strategic plan. They condensed and rewrote some of the responsibilities. She said there are no substantive changes.

With no further discussion, it was MSC to approve the proposed changes to the DVC Faculty Development Committee charge. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning Gonzales, Koblik, Millington, Bersamina, Niyogi, and Gomez. No abstentions. No nays. Approved.

12. WORKGROUP AND PLAN TO LEAD COLLEGE WORK TO ADDRESS CCCCCO CALL TO ACTION

Freytag reminded Council one of the Senate goals we approved was to form a work group to develop a plan to lead our college's work addressing the chancellor's office call to action. This will be on the next agenda for discussion. He asked Council to be thinking about what this work group might look like and who should be involved.

13. DESCRIPTION AND PROCESS FOR FORMATION OF AFFINITY GROUPS

Freytag said he sent out the description process for formation of affinity groups at DVC reflecting language that Susan Lamb presented to her cabinet. He asked council to review it and we will discuss it at the next meeting.

14. AS PRESIDENT'S REPORT

Freytag reported that at the Area B meeting the previous week, CCC State Chancellor Oakley joined the meeting for a few minutes and took questions. Freytag said the Chancellor's office hopes to "normalize" our schedules, whatever that might mean, in SU 21 and FA 21. The Chancellor also acknowledged that we don't know what normal is going to look like moving forward yet and this has been a learning experience for all of us. Oakley said there are still discussions about continued funding for The California Virtual Campus. Many commented that since we're all fully online right now, is there is still a need for this program?

Dolores Davison, the ASCCC Senate President, also spoke at Area B. She talked about the new CSU graduation requirements and talked about a timeline for colleges to begin submitting courses as early as spring.

Freytag said a communication has gone out about the SP21 schedule and the district has officially decided to mimic our current fall schedule with hybrid and online courses for spring.

15. ADJOURNMENT

There being no further business the meeting was adjourned at 4:34 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Academic Senate Administrative*