

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

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**ACADEMIC SENATE COUNCIL MEETING**

**OCTOBER 6, 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), Susan Parkinson (Part-time Faculty), Anthony Gonzales (English), Kris Koblik (Professional Development), Rick Millington (Kinesiology), Leo Bersamina (Applied and Fine Arts)

**ABSENT:**

**GUESTS:** Mary Gutierrez, Kim Schenk, Tate Hurvitz, Greg Aycock, Kelly Schelin, Claudia Hein, Anne Kingsley, Rick Robison, Kat King, Matt Morrissey, Carrie Million

**1. APPROVAL OF AGENDA OF OCTOBER 6, 2020.**

**It was MSC to approve the agenda of OCTOBER 6, 2020, as amended. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, and Parkinson. No abstentions. No nays. Approved**

**2. PUBLIC COMMENT**

None.

**2. COUNCIL COMMENT**

None.

**4. ANNOUNCEMENTS**

Denning announced that our culinary program has had to adapt and adjust post-pandemic. Since the food service operation is closed, they are providing students with free food kits out of the hospitality center. They have also worked really hard on developing curriculum for a food truck class and it looks like it might be offered in the spring. And they are working on rebranding their program. They are in the process of renaming the program to California Academy of Food and Wine and they really are hoping to have a larger footprint than just Contra Costa County.

Schaffer said the SRC Pandemic Experience Project now has a guide on the library's website for faculty to use to help them if they want to do a related assignment. They are also working on a form that any student can perhaps go to the website and use themselves. She shared the URL with Council.

Niyogi reviewed the Social Justice events happening that week. Wednesday from 11:10-12:35 Eric Handy will be having a conversation with writer, director, musical performer, filmmaker, and community organizer Boots Riley. Thursday Oct 8th at 12:30pm two local community organizers Tamisha Walker and Claudia Jimenez will speak to their experiences in local political organizing and building community power. Both of them epitomize thinking globally and acting locally.

Freytag said the Scheduling Committee has been planning the schedule for Spring 2021. It will mimic our Fall 2020 schedule which means that our course offerings will still be primarily online or hybrid. It's important that faculty are having conversations at the program and department levels about any concerns, and if they have any classes or programs that are interested in having some on-campus presence for courses that are not initially deemed as hard to convert. The Scheduling Committee is looking at the second drafts of proposed schedules. Several people are asking if the Covid situation improves by March or so, what does that mean for our methods of delivery. Freytag said we do not have a mechanism in place to bring instruction back onto campus mid-semester. There be separate conversations around our summer 2021 and fall 21 schedules.

Kiely said the library has three new or updated Research Guides. They also have a voting guide that's linked to a nice image on the library homepage. They have a new citation guide that has been completely updated and they have updated our Black Lives Matter guide.

## **5. APPOINTMENTS**

Freytag said we had previously approved appointed Schaffer to the FSA Committee. She has also been approved to another committee as well as serving on the Senate so she has requested to withdraw from the FSA Committee. Freytag said he proposes filling the seat with Rick Godinez.

### **FSA Committee**

Rick Godinez

**It was MSC to approve the appointment listed above. The following voted aye No nays. No abstentions. Approved.**

## **6. VPI UPDATE**

Freytag reported on behalf of Gutierrez who could not be present. She wrote that in the past two weeks, the deans have reported on difficult classroom situations that directly reflect the political divide growing in the United States that have only been compounded by the ongoing presidential elections. Instructors have expressed feeling at a loss of how to both maintain an effective learning environment and respond effectively to individual students. We anticipate that these situations will come up more frequently before and following the upcoming election. To provide support we have organized professional development that will equip faculty with tools to

promote civil discourse during difficult conversations, including preparing talking points for any election outcome.

## **7. AACCJC VISITING TEAM CONVERSATION WITH SENATE COUNCIL**

Tate Hurvitz of the AACCJC visiting team joined the meeting. He said he and the other team members are flexible and if the Council has some things would like to share would be great. He said he has two questions as prompts.

Council members and visitors introduced themselves.

Hurvitz said he is a faculty member at Grossman College, in the East San Diego County. He is currently the Co-Chair of the English department. He is a former Senate President. He said their Senate is very large and has 80 members so it makes for interesting discussions. His primary focus on the visiting team is on Standard III.

ACCJC visiting team member Greg Aycock introduced himself. He is the Dean of Institutional Effectiveness at Norco College and he is focusing on Standard I. He is the administrative co-chair for program review assessment and their IRB.

Freytag shared some information about how we adjusted our spring 2020 schedule to offer instruction remotely. The Academic Senate and the Classified Senate worked collaboratively and came together as a campus community to not only support ourselves, but our students. And we took time at the end of an exhausting semester to sort of celebrate some of those collective accomplishments. That collaboration continues. They have had recent joint senate meetings with the Classified Senate. We started scheduling some last year and anticipate doing more for discussions around race and equity on our campus. Our Distance Education team has been beyond phenomenal in providing information, training and guidance to adjust to our online format. We schedule an update from the team at almost every senate meeting. They've drafted some policy recommendations on camera optional use during instruction. And also we've had some really hard conversations about recommendations on academic integrity in an online format. They also have invited our college president Susan Lamb to several meetings to discuss the work being done to realign our management structure with the Guided Pathways interest areas we have developed and how to rebalance the FTEF load amongst our deans.

Hurvitz posed a question related to Standard III. He said prior to this meeting he had a great conversation with the group of committee chairs about a variety of different strategies for collaborating services both in and outside of the Senate for student success and improving student learning. He said he understands that between senate and college committees it's always a challenge to ensure really good, effective seamless communication of information across those areas. He knows one strategy is to appoint senate representatives to those committees. He asked Council how they handle that process and challenges they may have or is it working seamlessly. He asked what strategies we have for ensuring there is communication across those committees, like program review and student equity and success to have deeper meaningful crossover conversations.

Freytag said we've designed our committees and committee structure intentionally. Our College Council now includes our academic senate and classified senate vice presidents.

Moe said he is also a co-chair on key committees and many senate members are on college committees as well as our senate committees so that helps with communication between committees and the Senate.

Freytag said we also have our Professional Development Coordinator on the Senate. And today we have our Curriculum Chair here for updates. We schedule at least one or two updates a semester from all of the Senate committees and more often if needed and encourage them to come to senate if they think there is an issue the senate should be aware of where the Senate can offer support.

Niyogi shared that every time a 10+1 issue comes up, we make sure the senate is involved. For example, our senate president works closely with our growing ethnic studies program.

Hurvitz he can see that this Senate is feel proud of the work that has been done to adjust to remote instruction. He asked if there are other efforts the Senate has made that they are proud of.

Parkinson made a comment that she feels we were really prepared to make the switch because we had previously discussed this type of scenario last fall after we had to shut down due to the fires. Although we did not anticipate such a prolonged shut down but we had begun some plans.

Koblik said she has appreciated the Senate leadership and conversation around issues of racial justice and prior to that, around academic freedom. The Senate and Professional Development funded our faculty members to go to a conference on academic freedom at Berkeley City College. She appreciates the Senate subcommittee work to craft a resolution that was very thoughtful and well balanced. That has been part of our process that set us up well when we needed to turn our attention more specifically to issues of racial justice and racism that happened on campus.

Schaffer said she is proud of the care that the College and the Senate, in terms of supporting this current work has put into, not just getting instructors ready for online teaching and more comfortable with online teaching, but also getting students more comfortable and ready for the online format. As an example we've done a lot of work to prepare students for success in online courses and also on Canvas basics. She added that she appreciated members of the ACCJC visiting team for looking at the at the library guides that have been put up for students and the efforts that the library is making to ensure that students can get access to reserve copies of textbooks.

Haslam commented that even before the racial justice work kicked into high gear, the Academic Senate had already been looking at equity and success more. It became a theme, and we started thinking about it in terms of student success and access. Through discussions in the Senate, those efforts became intimately tied in with social justice. Now it is a theme that runs through everything we do.

Freytag acknowledged the work of our counseling department. We've had some tough conversations about how to support our services on campus and how to help them move to remote delivery. They have really stepped up and done phenomenal work. Counseling is currently mostly online. He also acknowledged the work of our Curriculum Committee. And of course our DE team who brought together a process to determine what we wanted to look like. We were able to make sure required SLOs were put in place in a timely manner.

Parkinson shared that she had been a part-time senate representative in Spring 2020 when we went remote. She really appreciated how we, in a way, circled the wagons around the part time faculty that the Senate advocated for. The Senate recognized that a lot of part time faculty are teaching at more than one college and often they're navigating multiple different courses and multiple platforms. In her department it was really helpful in the form of faculty sharing resources freely and making sure everybody was able to make that transition as smoothly as possible.

Hurvitz said he and his fellow team member had no other questions at that time. He said they really appreciate the time. It was great to talk with the Senate Committee chairs as well as the Academic senate Council about the work that is happening.

## **8. AMENDMENTS TO TITLE V SECTION 55050: CREDIT FOR PRIOR LEARNING**

Claudia Hein and Kim Schenk presented proposed amendments to the Title V section on credit for prior learning. Hein explained the goal is coming from the state to look at different experiences and activities that could count toward credits for prior learning. We are supposed to develop a district policy to do this work.

Kelly Schelin presented a PowerPoint overview of the proposed amendments to Title V, Section 55050, Credit for Prior Learning.

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Student's Knowledge and skills must be gained through experiences such as Military training, Industry training, State/Federal government training, Volunteer and civic activities (e.g. Peace Corps), Apprenticeships, internships, work-based learning or other industry based experiential learning. CPL is not awarded for knowledge and skills already assess and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

Title V, Section 55050 proposed amendments:

Title changed from "Credit for Prior Learning" to "Credit by Examination"

Every district must adopt and publish CPL policies that incorporate all credit by exams and AP policies into a comprehensive CPL policy.

Student must demonstrate "sufficient mastery" by passing an "assessment". The nature of assessment is the sole purview of faculty. CPL can only be awarded for an individual course with subject matter similar to student's prior learning.

Use a standard grading system, with P/NP offered if typically available

Students must have option to accept, decline, or appeal decisions related to award of credit.

Veterans & active duty members should be automatically referred to CPL opportunities upon completion of educational plan, as well as any student who requests CPL.

Required Governing Board Policy Updates

Governing Board must adopt CPL policies/procedures that address the following (§ 55050 [a]):

- credit by examination
- evaluation of joint services transcripts
- evaluation of student-created portfolios
- evaluation of industry-recognized credential documentation
- standardized examinations

By December 31, 2020, districts must certify to the CCCCCO that the required policies have been adopted and implemented. Submissions of the online form must include the following:

- Board-approved CPL policy language
- Confirmation that each college has posted its CPL policy in the college catalog and on its website

#### The Timeline for Policy Approval

September 23 – CPL presentation to Consultation Council. Draft policy language shared and feedback solicited.

October - Feedback received from Academic Senates on draft policy

November 3 – District Governance Council (*information only*)

November 10 – Approval at Consultation Council

November 11 – first read by Governing Board

December 11 – Governing Board Approval

#### Resources Available

Information gleaned from CPL Implementation Pilots (Vision Resource Center)

- CPL Faculty Discipline Cross-Walks Pilot
  - ASCCC convened 7 discipline faculty groups to develop model “cross-walks” – aligning curriculum SLOs to industry certifications and training to assess CPL
- Policy Implementation Pilots
  - Colleges from north & south regions developed model local CPL policies & procedures.

Credit for Prior Learning Toolkit

- Existing CLP Cross-Walks & Rubrics Developed During Pilots
- Course Approval Forms and Cross-Walk Templates

The American Council on Education (ACE) credit recommendations for military training programs.

Schelin said our deadline to get this in our catalog is December 31, 2020. That does not mean that faculty across the board need to begin offering credit for prior learning at that point in time. The policy development can come first and create the framework, then we can have a longer road of faculty exploring what that looks like for their discipline and their courses and industries. She said in looking at the timeline we need to keep in mind this has to go through several bodies before final approval. She said there have been some pilots that have been in place, and there are already some fairly robust examples of rubrics templates for course approval. Palomar did a pilot with crosswalks. And there have been a few pilots with policy implementation.

Schelin reviewed the draft of the proposed policy. The first part is a broad definition of credit for prior learning that was given to us by the state chancellor's office. Next is a statement that the district is committed to equitable access and assessment. Language that is highlighted in grey is directly out of Title V or is required by Title V.

The body of the policy addresses the determination of eligibility to require credit for prior learning to the District Chancellor. It then covers the methods by which credit for prior learning can be awarded. The next section talks about the purview of faculty as far as determining the assessments, evaluating them and then also deciding which courses are eligible for credit for prior learning grading and transcription. Last it lays out the procedures for each of the five required types of credit for prior learning.

Schelin said the last section of the policy describes the basic procedures for students to attain credit for prior learning. Responding to a question she said the credits for prior learning will be included on students' transcripts. She also clarified that there would still be pre-requisites but some prerequisites could be eligible for credit for prior learning.

Freytag said this will be on the next agenda for feedback.

## **9. ADJUSTING COLLEGE STRUCTURES TO ALIGN WITH INTEREST AREAS**

Freytag asked Council for feedback on the proposed options Susan Lamb previously brought forward for realigning our division structure with guided pathways interest areas.

Gerken would like to know how this will impact our committee structure. He also shared that engineering has concerns with being moved to a different division.

Niyogi said Economics and Journalism are concerned with a proposed move out of the Social Sciences division. The division is planning a joint presentation or letter requesting academic senate support for their concerns. She said they also have concerns with the use of the word "equity" in the proposals in reference to the deans' workloads. But that is not what equity as we define it means.

Parkinson said she has heard a lot of concerns from the Dental Hygiene program about being moved out of the sciences. Science classes are pre-requisites for the program and it would disrupt their student pathways. They are also concerned that they would no longer be aligned with the VP of Instruction and instead aligned with the VP of Student Services.

Denning said she is concerned with more responsibilities being put on the Dean of Workforce Development as they already have a full plate.

Council members agreed we need to keep student perspectives about the pathways and goals when we make these type of changes, if the whole idea of this realignment is to help students understand these areas and aligning everything with the interest areas.

Freytag said Gutierrez will be setting up meetings with department leads to further discuss the impacts of any changes to their programs.

## **10. DVC AND CCCCD ADMINISTRATION OF JUSTICE PROGRAM RESPONSES TO THE CCCCO'S CALL TO ACTION**

Matt Morrissey from the Administration of Justice program discussed with Council how their program is set up and the things they are doing in response to the CCCCO's call for action regarding police reforms.

Morrissey said the AJ program is open to everyone. He noted that we are definitely at a historical crossroad about criminal justice and policing so it's a fair question to ask what we are teaching prospective students who go on to careers in administrative justice. They have multiple different career options including police officer positions, probation, parole, prisons and community service. There are also many other support positions and the option of going on to law school.

Morrissey said many in this career field have seen this movement coming for quite a long time. He commented that history keeps repeating itself and we are going through a lot of the same elements from the 1960s and 70s.

Morrissey said he is comfortable with our program curriculum as many of our instructors are career law enforcement professionals. At this time our goal is to provide as much preparation, knowledge and skills as we can to our students. They understand these are important career fields that have to do with the continuation of our nation and our society.

Morrissey explained their curriculum includes basic core classes in introductions to law and procedure. They have a cultural diversity course as part of their core classes and it is required for a degree in our program. He is an instructor for that course and they get into a lot of the issues that are currently on the forefront of the news and the public and a part of the presidential debates. They also discuss implicit bias, and racial and social justice. They are conscious of how they teach and what they represent as instructors. They feel very strongly about teaching ethical law enforcement and ethical criminal justice. In other courses they talk about how you have to apply the law. They strive to represent how it should be. They teach how to provide services ethically and responsibly with social and cultural sensitivity. They have added a leadership and ethics course. They also have another one in community policing and problem solving and having a partnership with the community they serve. They discuss building trust with those communities.

Morrissey said they recently submitted some non-credit courses for approval that are informational for students interested in criminal justice or other public service positions. They include information on how to get jobs in the field and how to take oral boards, written tests and physical agility tests. They have targeted a lot of those classes towards under-represented groups of women and minorities that are typically under-represented in law enforcement and criminal justice.

Morrissey said they have been working together with LMC and CCC AJ programs. They acknowledge that they have no control over how graduates are trained and supervised when they are hired by local agencies so they focus on their education as they move into those jobs. LMC has a Police Academy associated with Contra Costa County and they are working on having a closer relationship with the academy.

Morrissey said California is kind of ahead of the curve on many of these issues but across the nation, typically all that is required to be a police officer is a high school education. Police Academies are usually six months. He said it baffles him when you look at all the hours required to be a cosmetologist or a dental hygienist for examples when in criminal justice you have a high degree of authority. He said we know that the more and better education an officer has the better. he or she will perform better in the field, the more tools they have like analytical and communication skills or empathy that they bring to the job. As well as an awareness of racial and social justice.

He said statewide colleagues have been talking about forming a statewide support system for reforms and presenting a proposal to the governor's office and the state legislature. They want to push for more education requirements for police officer applicants. They also are pushing a statewide coordination system for communications through police scanners that has been under discussion for at least 25 years.

Freytag said he is glad to see everything our program is already doing in alignment with the call to action. He would like to have Morrissey back a couple times a semester to update the senate.

Freytag shared a question from chat about what the program can do to vet candidates for service in law enforcement. Morrissey said we are a community college program that is open to everybody and that is not in their purview. He shared that he has had several students that were previously incarcerated and went on to become productive citizens. He said they do a lot of counseling support to help students decide if this is the path for them.

Freytag shared another question from the chat asking how the program is reimagining campus safety and how we think about safety. Morrissey said campus safety does not really fall under their curriculum although they are made aware of it. We have a District Police Force stationed on each campus. They do have corrections courses that talk about efforts at alternative sentencing.

Freytag said looking at the remaining questions he would like Morrissey to address them when he returns to the senate including the degree requirements and what work they are doing at the program level to further incorporate anti-racist and restorative justice content.

## **11. DISTANCE EDUCATION TEAM UPDATES**

Carrie Million said we are revisiting the DVC camera optional recommendation for online and hybrid classes. She shared the information that was presented the last time they were at Senate and said there were a few concerns expressed that she would like to address. They realize in various courses there will be different requirements so they worked on making the camera policy flexible and be more of a best practices. They do recognize that being on camera promotes community. They do know there is a concern about connecting the camera participation to a grade but if it is possible, they encourage that. If that is a requirement you have established for your course, they stipulate in the recommendations that it be included in your syllabus and course notes.

Gerken said a lot of people in his division just received these recommendations so have not had time to review them. They feel very strongly about requiring cameras on during exams and quizzes. Million said there will be further guidance about how to handle online proctored tests. Robison suggested we add a sentence referring to use of proctor recommendations. Freytag said we also say it is a recommendation that if an instructor wants to require cameras for any part of their course to make sure it's in your syllabus and course notes. Haslam suggested the template language says camera and/or microphone are required and instructors can change that if they so choose.

Gomez said in all of her area's classes video and audio capability is required for all of their classes but it doesn't mention anything about whether a camera will be required for in the classroom instruction or Zoom class meetings. It is important to add that language to the course notes when students are registering if instructors are going to require it in all class meetings, not just assessments.

**A motion was made to approve the recommendations from the DE committee regarding the required use of cameras in remote instruction.**

Freytag said if the Council is not ready to vote he is asking Council to make sure that your divisions have the opportunity to look at this language and we will have more time to talk about it at the next meeting.

## **12. ACADEMIC SENATE COUNCIL GOALS FOR '20-'21**

This item was postponed due to time constraints. Freytag asked Council to review and share the most recent draft of Senate goals that were sent out and bring feedback to the next meeting.

## **13. AS PRESIDENT'S REPORT**

Freytag said he will report at the next meeting on several topics.

## **4. ADJOURNMENT**

There being no further business the meeting was adjourned at 4:35p.m.

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