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

ACADEMIC SENATE COUNCIL MEETING
November 10, 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), Daniel Kiely (Library), Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Joann Denning (CE), Anthony Gonzales (English), Kris Koblik (Professional Development), Sangha Niyogi (Social Sciences), Leo Bersamina (Applied and Fine Arts), Alan Haslam (Representative-at-large), Concha Gomez (Math/Computer Science), Susan Parkinson (Biology/ Health Sciences), Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

ABSENT: Rick Millington (Kinesiology)

GUESTS: Mary Gutierrez, Becky Opsata, Anne Kingsley, Kenyetta Tribble, Mark Akiyama, Jason Mayfield, Ratha Ramoo, Lisa Gwyn

1. APPROVAL OF AGENDA OF NOVEMBER 10, 2020.

It was MSC to approve the agenda of November 10, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Parkinson, Haslam, Gomez, Mayorga and Yamato. No abstentions. No nays. Approved.

2. PUBLIC COMMENT

Jason Mayfield voiced his appreciation to the DVC Senate for taking the courageous vote of no confidence earlier this semester. Your voice of reason (and tens of thousands of door hangers and mailers) was clearly heard by the voters of Ward 2 and 5. It is clear that when the employees of this district band together and work in union, there is nothing we can't overcome. Though not all of the votes seem to have been counted or published just yet, it seems clear that our district will be heading back in the right direction when the new Board is seated. He thanked the Senate for their leadership and voice.

3. COUNCIL COMMENT

Gerken said faculty in his division have been going through the evaluation process for the first time online. They've been noticing terrible response rates of students to the student evaluations. Before you would come into the room and pretty much everyone in the room fills out a piece of paper. Now we're seeing like you know around 50% response rates. They would like some strategies to improve upon that.

4. ANNOUNCEMENTS

Niyogi said we have the second speaker in our student equity speaker series on November 18.
On November 19 we have our Social Justice Day. Email reminders will be coming out and they ask that you share this information with your students.

5.   APPOINTMENTS

Dean of San Ramon Hiring Committee
Bridget Shaffer
Ed Cruz
Rick Godinez

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

6.   VPI REPORT

Mary Gutierrez commented about the online evaluation response rate that there has been research done on this and one of the pieces of advice around increasing response rate is for faculty to talk in class about changes that they have made to their instruction based on feedback. So the more and instructor consistently values feedback and indicates that they use the feedback.

Gutierrez said that due to the leadership of Kathy Weber and Despina Prapavessi, we've received an NSF grant that is going to fund student scholarships.

Gutierrez said District is in conversations about what we will be doing with our summer and fall schedules and she anticipates that we will know more about that in December.

Gutierrez said a lot of work has been going on around Guided Pathways at all levels. It's really important for folks to be aware of those conversations and to engage in them with their departments and their divisions to really be developing the vision that DVC wants its students to increase their engagement and their successful completion of their degrees and certificates.

7. CAMPUS PRIDE INDEX ASSESSMENT

James Wilson said the DVC Pride Alliance came together about a year ago after a couple of us went to a summit in Southern California called the CCC California Community Colleges Plus LGBTQ summit. They formed a group that included faculty, staff, and students to talk about the various ideas and our overarching goal to support members of this community.
Wilson said they recently launched a DVC Price Alliance webpage. They are also working on a proposal for Pride Center. Another category of work is about college leadership. He said they have articulated a mission statement and they are working on Community of Pride at DVC. One actually exists but it needs more institutionalization and support. They are also having conversations around professional development.

Rachel Luna gave an overview of the Campus Pride Index that DVC is starting to embark on. It is a national benchmarking assessment tool that's been around for a couple decades. Here is the link for further information. https://www.campusprideindex.org/
Luna said only a 7 community colleges are participating in this along with 400 other institutions across the country. We are the 8th community college to participate. There are 8 areas of assessment and we are 7 of them. The eighth is Housing and Residential Life which does not apply to us. The assessments cover everything from policies to academic life, student life, campus security, safety, and many other different aspects of life for students, faculty, staff, and administration. They are asking many different constituents who want to be part of the conversations and may have expertise in any or the areas.

Ada Ocampo said we are going to embark on this process this month. This will be our baseline year. They will be identifying campus leaders in the areas related to the assessment and send out invitations to get together for a few sessions to answer a series of questions with yes or no answers. For example, does your campus have a full time professional staff member who is employed to support LGBTQ students and increase campus awareness of LGBTQ concerns issues as 60% or more of the individual's job description? For some yes answers a drop down menu will come up to enter a web link or a policy to support the answer. They are inviting people to come in and choose one of three sessions that will be offered at different times and then one together. As we go through this process we can start looking at short-term and long-term goals. Said this process will be for faculty and staff. There is a cost so they probably need to apply for some funding.

Freytag said if they would like a vote of endorsement from the Senate he can bring this back as an action item.

8. ADJUSTING COLLEGE MANAGEMENT TO ALIGN WITH INTEREST AREAS

Susan Lamb said once she gets the senate feedback, she will also be having meetings with specific departments.

Kiely presented the following:
Library Statement on Realigning College Structures
Library faculty and staff disagree with the option of moving the library out of Instruction.
The Library plays a significant role in helping students achieve success and contributes to the college's mission of inspiring, educating and empowering students through its Instructional Programs and therefore should remain aligned with Instruction.
The library provides many levels of instruction.
We teach credit-bearing courses both as stand-alone and part of learning communities.
We collaborate with classroom faculty in teaching course-specific library workshops.
We instruct during encounters at the Reference Desk and in one-on-one research consultations.
We design and create instructional modules and videos for integration in CANVAS.
Faculty support keeping the library aligned with Instruction:
To move the library out of instruction "would distract from its true goals and charges = to teach students." - Rayshell Clapper, Professor of English
"I support keeping the Library under instruction as we (social sciences) depend upon our collaboration in teaching with Library faculty. -Albert Ponce, Professor of Political Science
"Our instructional librarians not only provide instructional support, they also provide pedagogical guidance that keeps us current with concerns related to equity and student success."-Lisa Orta, Professor of English
"The Library's curriculum, its role as a research center and source of academic information, its deep symbolic and real role as a pillar of democracy, its disciplinary relationship to instructional faculty, and the services provided to faculty, students and staff, all fit squarely within Instruction." -Matthew Powell, Professor of History
Survey of CA Community College Libraries provides evidence for the library to remain under Instruction:
The library conducted the survey from October 26 to November 1, 2020
75 libraries (representing 65% of the total number of CA Comm Colleges) completed the survey.
65 libraries are aligned under Instruction. (Note: 7 of these 65 libraries were formerly aligned under Student Services) 5 libraries are aligned under Student Services The remaining 5 are aligned under other college structures Respondent comments affirm our instructional role in the college. As one respondent says, "virtually everything we do in the library is driven by the curricular and instructional needs of the college."

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Kiely said he also has an additional Faculty Statements of Support.

Parkinson asked if these two proposals are the only ones on the table. Lamb said she is open to other proposals and that's why we're starting with broad models and a broad framework. She said they are working to form interest areas so we have similar departments together within the management structure but there's also an issue in regards to deans having similar loads.

9. INTEREST AREA SUCCESS TEAM DESIGN PROPOSAL

Becky Opsata, Kim Schenk and Mark Akiyama presented the following information about a proposal for Interest Area Design Teams.

Interest Area Success Team Design Team
Interest Areas are focused in the through part of the student experience.
This work is only a small part of the Guided Pathways work to date
> Four Stages of the Student Experience (Completion by Design):
> Connection
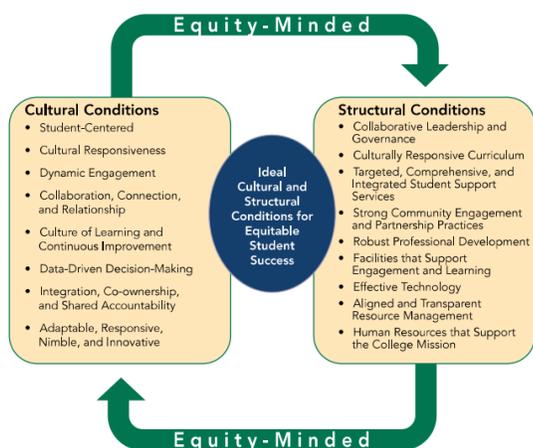>> Initial interest through submission of application
> Entry
>> Transition into the college and through gateway courses
> Through
>> Transition into course of study through completion
> Out
>> Transition to 4-year college or workplace with living wage

What are Interest Areas?
- **Interest Areas** cluster groups of degrees & certificates that are considered similar from a student's perspective.
- **Interest Areas** recommend sets of courses that fulfill academic requirements for a broad discipline or program grouping such as STEM, Business, or Health Sciences.
- **Interest Areas** are designed to guide students through the completion of their academic requirements within their specified broad program area.

FYI: Guided Pathways inspired changes in the **Connection** and **Entry** phases of the student experience as they transition to Interest Areas
Changes have been made to inform students about Interest Areas and to help "sort" them into correct IA's as they onboard to college:
- Workshops at high schools now include information about Interest Areas
- Website information for new students includes information and prompts about Interest Areas https://www.dvc.edu/future/steps/new.html
- CCCApply application now prompts students to first choose a preferred Interest Area and then a program of study
- Counseling 95 classes now include information on Interest Areas

What are Interest Area Based Success Teams?
A student success team is an academic and student services team that collaborates to plan and implement data-informed, equity-infused practices along the student journey.

Fall 2020 Interest Area Student Success Design Team (IASSDT) Members
Willsie, Julia – Biology PHC
Cembellin, Doug- Film, SRC
Krider, Dana – Psychology, PHC
Cesar-Davis, Natacha – Psychology, PHC
Lee, Carolyn- English, PHC
Chisar, Michael – Kinesiology, PHC
Agnost, Catherine (Katy) – English, ASC, PHC
Strickland, Joanne - CIS/Business/COMSC, SRC
Jamshidnejad, Christie – Counseling, PHC
Pintado, David, Health Science/Physical, Biological and Engineering Technologies, PHC
Whitmore, Kyle – Communications, ASC, PHC
Colchico, Kristen –Life Science/Health Sciences, PHC
Hewitt, Barbara – Life Science/Health Sciences, PHC
Brown, Nancy- Sociology, SRC
Akanyirige, Emmanuel – Math, SRC
Harrington-Tsai, Christie – Counseling, PHC

Faculty Feedback to Date on Interest Area Success Teams
As of November 4 - presentations have been made in over 25 departments over the fall. Information was also collected from the Student Advisory Council.
Full summaries from the visits with departments can be found on the Interest Area Success Team SharePoint Site at:
https://email4cd.sharepoint.com/sites/InterestAreaPathwaysTeamSite

Interest Area Student Success Design Team Recommended Programs and Services
Career Exploration
- Internships and connection with business partners and community partners (service learning)
- Alumni visits
- Career panels and presentations
- Career oriented courses (e.g. CARER-110 and Interest Area-flavored specific courses
- Summer Bridge programs – for undecided students and by Interest Area
- Connection with Workforce Development programs

Community Building
- Events: social and academic
- Service Learning
- Clubs, support groups, and affinity groups
- Peer mentors

Tutoring
- Tutoring for subjects within the Interest Area
- Contextualized math and English tutoring (for example, statistics for Social Sciences or algebra/calculus for Science and Health)
- College skills tutoring (for example, Excel for writing lab reports)
- Equity minded tutoring/application of Academic Success Center philosophy – "no wrong door"

Interest Area Student Success Design Team Recommended Programs and Services
Dedicated Counseling/Library
- Counseling and Library liaisons
- Faculty advisors who will work as a team with counselors
- Embedded information literacy and library skills with librarians

Targeted Communication and Messaging
- Monitoring student progress (may include integration of Starfish)
- Messages to students about program progress (for example, messaging upon successful completion of milestones, suggested classes to complete a degree/certificate, deadlines for degree application)
- Faculty template communications (for example, important dates and reminders for students)
- List of available resources (academic, student success, financial, etc.)
- Canvas module for entire Interest area to provide targeted, timely information (Career Community concept?)

Targeted Interventions for Students (academic and other needs)
- Wellness/Mental health/Physical health/Basic needs
- Technology assistance with hardware, instruction, support, printing

Coordination with DVC Outreach and Recruitment
- Facilitate connections to feeder programs from high schools and other partners

Design Team Fall 20 Work Schedule

Oct 2   IASDT – information/goal setting/timelines

Oct 2   DDC – information

Oct 16   IASDT – review student journey and articulate preliminary

required/desired programs and services for Interest Areas

Oct 30   IASDT – collect feedback from members and refine list

Nov 2 GPST co-chairs review refined list

Nov 6   D&DC – review refined list

Nov 10   AS – review refined list

Nov 11   CS - review refined list and collect feedback

Nov 13   IASDT – implications and starting logistics discussions

Nov 24 AS – collect feedback

Dec 2 CC - update on fall work and plans for spring - affirmation of draft

Dec 4   IASDT develop final proposal and plan for spring

Next Steps
- This is a draft, we are soliciting your feedback and comments
- Goal is to have the draft approved by the College Council by the end of this fall
- Spring 21 work is to determine logistics for the Success Teams
- Fall 21 goal is to have the teams up and running by the start of the term

10. LISTENING SESSION WITH THE DVC DISTANCE EDUCATION TEAM

Fall 2020 DE Check-In

- Today
  Campus Trainings & Support
  What's next? Possibilities & challenges
- Next Time
  Plans for Spring & Managing Online Workload

Campus trainings and support
Fall Training Schedule

Remix Online Participation:
Creating an Engaging Zoom session
Rethinking Online Assessments in STEM fields - (Session 1 of 3)
"Download & Listening" View feedback from BEOI Stem; survey of STEM needs; and discussion of USC equity sessions. Share what challenges and opportunities you see for online assessments. Create action items.

Google Drive & Docs:
An introduction to using Google Drive and Docs in your learning space
Making Online Teaching Manageable:
5 strategies to make online teaching more manageable for you and your students. Learn workflow management and other strategies to streamline online teaching from experts.

Missed a Training Session?
More trainings offered weekly.

One-on-One Support
Approximately 1200 support hours provided since April
Don't wait for a crisis check-in…use one-on-ones for directed guidance and support!

- Use the Online Semester Planning Guide to understand where you need support
- Ask for design feedback
- Ask for module feedback
- Get advice on learning activities & student engagement
- Get advice on media

- Get accessibility support

Newsletters
- DE Newsletter
- Accessibility Newsletter
- Accessibility Goal of the Week

Accessibility Ambassadors
- Training 14 Instructors across the disciplines to act as accessibility "ambassadors"
- Ambassadors will …
  - Reach out directly to departments and/or divisions
  - Provide weekly drop-in support (SP21)
  - Help guide instructors through digital access clinics
- Stay Tuned for updates!!

- FUTURE: Canvas-based Accessibility course in development for all faculty (earn an accessibility badge)

Disciplines
- ART
- BIO
- BUS
- CULN
- DRAMA
- ECON (SRC)
- ENGL
- ESL
- GEOL
- HORT
- KINES
- Library (SRC)
- MATH

Peer Online Mentorship Program (Pilot)

- Ongoing pilot
- 4 previous cohorts through CVC grant (California Virtual College Online Education Initiative)
- Two cohorts planned for 2020-2021 year with a focus on AB705 impacted courses in English (fall--now) and Math (spring--TBA)
- Instructors are paired with mentors from other disciplines to "align" courses with the CVC Rubric

- More to come in future presentation!

What's working?
What needs work? What support is needed?
Next Check-in: Managing Online Workload

11. COURSE SUBSTITUTION POLICY FOR STUDENTS WITH DISABILITIES

Nicole Despins explained some recommendations for changes to wording in the course substitution policy for DSS students. Changed the term "educational goal" to "degree". Changed "academic goals" to "education plan goals". This will give students an idea of where they are in their educational plan and their progress. On the actual form the good faith question had been last but they moved it to the first question. The following three questions are support statements about meeting the good faith effort. Under procedures, made this a little bit more the added more specific language that the charge of the committee is to review all of this evidence as a package, not just what the department chair said but, also taking into account the nature of the students disability and educational goal in relation to the course that they are requesting a substitution for. They added information about when the student should apply for a course substitution and they should have an education plan in place. The college has both a legal and ethical obligation to consider these kinds of requests and the purpose of this document is to lay out that process. It's not a guarantee that any of these will be accepted or granted but it is an opportunity and an explanation of how we're going to consider those requests.

It was MSC to approve the proposed changes to the Course Substitution Policy for Students with Disabilities. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Parkinson, Haslam, Gomez, Mayorga and Yamato. No abstentions. No nays. Approved.

12. DESCRIPTION AND PROCESS FOR FORMATION OF AFFINITY GROUPS

Freytag said Council has seen this document before and had discussed some additional text but since this meeting is over time, he and Koblik will work on language for the additional text and bring it back to the next meeting.

13. ACADEMIC SENATE PRESIDENT'S REPORT

Freytag reported Conversations about the fall semester will be on the scheduling agenda. They are also happening at the District Consultation Council which met today. They agreed to have another Consultation in December to continue the discussions. He said when we are thinking about the type of schedule that we will be offering and the course formats, we need to be thinking about the needs of our students. For spring we're proceeding with the mostly hybrid and online similar to what we're doing now. The next few meetings he would like feedback from Council about planning for the spring and fall schedules. The discussions include giving students flexibility in course times and modalities.

Freytag said he appreciated the feedback he received about the Senate plenary resolutions that were discussed and voted on. It was an excellent plenary session lot of wonderful breakout sessions all digital of course. He will compile resources that he downloaded for the sessions he attended. He said there was anti-

racism theme at the session. He said there was broad support for ethnic studies programs. He said we will be having conversations about discipline requirements and how they align with our anti-racism statement. He said at Plenary there were conversations around how to embed equity and anti-racism and culturally relevant curriculum in our course outlines of record. He said we need to bring an equity lens into our curriculum and review processes to inform how our faculty are writing and revising their curriculum. He said he went to one breakout on how some colleges had done a data dive into an equity analysis of their scholarship processes and awards, who is applying and who is receiving them.

He said the State Academic Senate drafted an anti-racism pledge resolution that was passed. He said colleges will be receiving guidance from the state Senate for local senates to consider an equity pledge for employees.

14. ADJOURNMENT

Adjourned 4:40