



321 Golf Club Road
Pleasant Hill, CA 94523

ACADEMIC SENATE COUNCIL MEETING

December 8, 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), Susan Parkinson (Biology/ Health Sciences), Alan Haslam (Representative-at-large), Concha Gomez (Math/Computer Science), 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 DECEMBER 8, 2020.

It was MSC to approve the agenda of December 8, 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

None.

3. COUNCIL COMMENT

Seefer asked why the District has asked us to report when we are on campus. Gutierrez said county health officials have asked us to track presence on campus including previously during the shutdown because of COVID. There is a tile on Insite for reporting.

Schaffer said the department chairs at SRC asked if it would be possible for them to use Grade Scope instead of Canvas as a grading platform. Grade Scope costs about \$3 per student per semester and they wondered if they could get reimbursed for that. Gomez added that Chemistry and Math have been trying to adopt GradeScope as it works better for their grading methods. Gutierrez said she is willing to return to this discussion and discuss reimbursement.

Gerken said several faculty have asked what happens to Academic Integrity reports they file. He understands the issue of student privacy but it would be good if there was some kind of acknowledgement of receipt.

4. ANNOUNCEMENTS

None.

5. APPOINTMENTS

None.

6. VPI REPORT

Gutierrez explained the difference between student status and the grade a student earns in course. As a reason.

Whether they are enrolled or withdrawn is something that is determined with a student and A&R administrator. The student's grade is something that's determined between the student and the instructor. Students initiate a withdrawal. There is concern among faculty who still have students on their rosters who have not been attending and have been challenging to reach particularly at the end of the term. Some faculty don't feel like it's appropriate to assign a letter grade to a student who hasn't been in attendance. She said we implemented an EW (Emergency Withdrawal) especially for students impacted by COVID. We talked about the deadline to file for an EW. At this time, a student can file right up until the time that a student has been assigned a grade for the course.

Sefer asked how it would be verified if a student cites COVID as a reason for an EW. Gutierrez said we do need some sort of documentation showing extenuating circumstances but we don't want to create an additional burden for the student, so we are trying to find a reasonable level of documentation to request. She said Beth Hauscarriague will be sending an email to faculty explaining the process.

Moe said it is difficult it is difficult to get signatures for various forms at this time. If we haven't been successful making contact with the student, can say student unavailable for signature. Hauscarriague said sometimes in the past, we would accept an email thread or an email from the student if a signature wasn't available. She said she will check to see if we can make any modifications to the forms so we can allow "unavailable for signature" for the semester. She recommended going ahead and assigning a grade because a student has until the end of the semester to file and EW. But if a student says they have appealed, she can follow-up to see if there is one in process.

7. END OF TERM SLOAC REPORT AND RECOMMENDATIONS

Nicole White said they have been working on transitioning to Elumen and they are looking at best practices and approaches for changing our SLO assessment process. The SLO committee is recommending that we move from a three year to a four year cycle of assessment starting next fall. In the new process, we will be assessing individual SLOs as opposed to entire courses. The committee has decided that a reasonable amount of SLOs to assess each semester is 25% and that will mean at the end of the 4-year cycle every SLO in every course will have been assessed. They have been discussing recommending the inclusion of what is called a reflection template which is basically an action plan. They will be coming up with some templates for faculty to look at, allow you to create questions that are paired with your assessments. Workshops for Elumen training will begin in the spring.

Departments will be asked to start creating their assessment cycles for their courses. They will be contacting a few departments to beta test some of this assessment process next semester.

Council discussed how they should approach creating their cycles, what courses they should do first, etc. and what they should assess in their courses. Lang said those choices are up to the departments so it's not necessarily any different. The organization of the information is different but not a change in progress.

It was MSC to approve the recommendations for SLOs and Elumen implementation from the SLO Committee. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Haslam, Gomez, Mayorga and Yamato.No abstentions. No nays. Approved.

8. EQUITY AND JUSTICE TIMELINE PROJECT FOR DVC

Sangha Niyogi, Kenyetta Tribble, Mark Akiyama and Lisa Gwynn presented PowerPoint on the timeline for the Equity and Justice Project.

Guiding Questions are:

How do we create a living timeline of Equity and Social Justice institutional documents, events and initiatives that can inform, educate and engage our college community?

How can we create a visual tool that will identify the overlaps as well as gaps in our equity efforts so we can integrate and build opportunities for innovation and collaboration?

What infrastructure of support and expertise do we need to build the timeline and make it dynamic and sustainable?

The Stakeholders are:

Students who want to feel a sense of belonging and want to engage in the community.

Staff who are eager to engage in equity work but don't know where to start and those that are already involved in equity work.

Faculty who want to inform students about equity and justice at DVC, want to infuse an equity lens into their pedagogy and engage in social justice education.

Administrators who oversee equity initiatives and can support with resources to create equitable conditions.

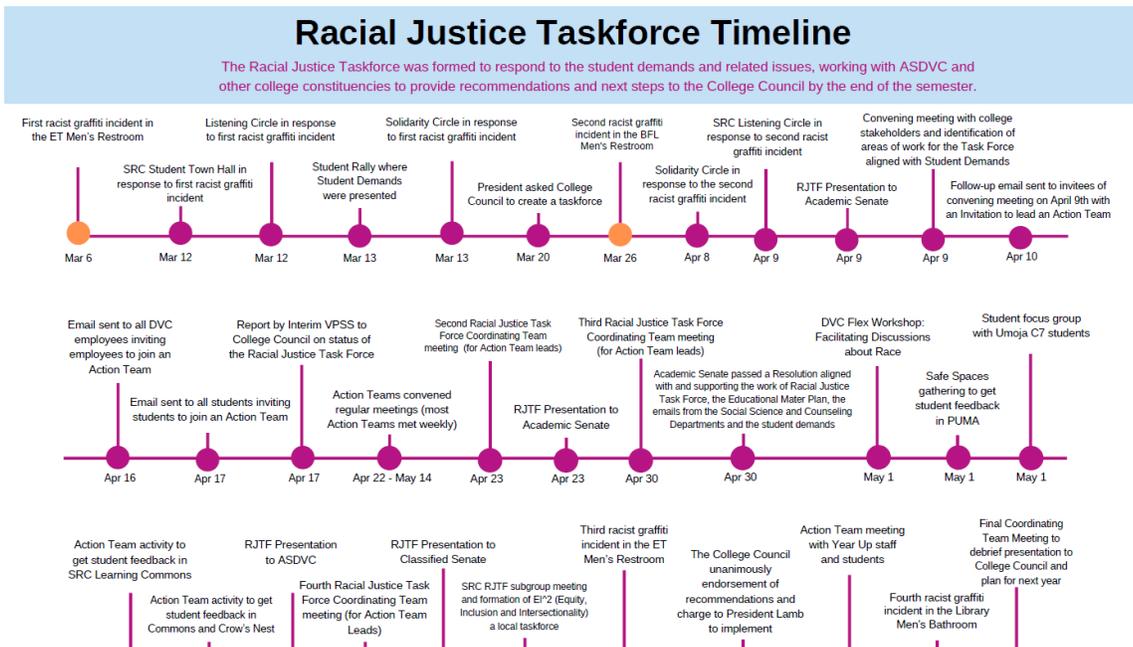
Here is an overview of the project:

- SES is working on an interactive timeline project with Design consultant that chronicles all the equity work DVC has done and is doing on campus.
- Link to an example of what the timeline will look like:
<https://www.annefrank.org/en/anne-frank/the-timeline/>
- IEPI grant is funding this.
- As of now SES will maintain the site but we need a dedicated person to help maintain this site once up and running.

The Content of the project includes:

- DVC's Historical Context
- Institutional Documents – EMP, Student Equity Plan
- Major Initiatives – Guided Pathways, Chancellor's Call to Action

- Events and Activities – Vandalism, Student Demands, Listening Forums, Student Equity Speaker Series, Social Justice Speaker Series, Senate Joint Forums, Implicit Bias Training, Safe Spaces events, USC Institutes, Pedagogy Inquiry Institutes, Hiring, Research, Ethnic Studies, STEMovation



The Plan for end of FA2020 semester:

1. Compile a list of employees who can serve as a resource for gathering details (events and activities) related to the equity timeline projects
2. Draft of process for content updates/additions to the SES Committee
3. Meet with Marketing and Admin support for training on website updates

Plan for SP2021 semester

Content Development

- Inventory items to be included
- Finalize the process for content updates/additions to the SES Committee for keeping the timeline current

Constituency review

- Get feedback from stakeholders
- Incorporate the feedback

Launch

- Build anticipation, test usability and announce
- Brainstorm ways to utilize the timeline

It was MSC to approve the timeline for the Equity and Social Justice project at DVC. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken,

Seefer, Denning, Gonzales, Koblik, Bersamina, Haslam, Gomez, Mayorga and Yamato.No abstentions. No nays. Approved.

4. PLANNING FOR SPRING COURSES, TIME MANAGEMENT AND ASSESSMENT

Anne Kingsley, Kat King, Crystala Button, Mark Akiyama Rick Robison presented a PowerPoint on planning for spring.

What happened this Fall...

- ~400 hrs one-on-one support hrs. (*1200+ total since March 2020*)
- 37 DVC faculty trained in BEOI this Fall (*643 total*)
- 9 instructors in Peer Online Mentorship Program (POMP-English Cohort) (*26 total instructors since fall 2019*)
- 35 Fall Prof. Dev. workshops (including fall & winter flex)
- Growing distance ed team of STEM instructors, CE instructors, and training leads across the disciplines
- 13 Accessibility Ambassadors
- 2085 Canvas Training Student Badges
- 714 Online Training Student Badges
- CVC Career Education Online Pathways Grant--ending this December :)

The following information is in response to Senate questions:

- Technology adoption at campus/department/discipline level (ex. Math type/Wiris)
 - What we need to do:
 - Need: Clarify technology adoption process so it is clear what is done on campus, through discipline/department (i.e. Program Review), and individual.
 - Need: Clarify piloting timeline (and workplan/workload) and budgeting
 - Challenge: time constraints on adopting, piloting, and training
 - Right now: continue to work with Math to identify Canvas Math Type options for Spring
- BEOI Offerings 2021
 - Jan 4; Feb 8; Jun 7
- Camera policy best practices & syllabus language
 - Review “Camera Optional Recommendation”
 - Sample syllabus language will be updated and reminders sent before Spring Flex
- Liability
 - DE can recommend and advise on best practices for the classroom and campus

- “Liability” or personal liability must be addressed with UF, Senate, and Administration
- Showcasing online work
 - Winter Flex Recordings

Preparing for Spring...

(1) Download Fall 2020

- Review End-of-semester Canvas Wrap-up for tips on:
 - finalizing grades
 - downloading records (gradebook/instructional content)
 - copying content between semesters
 - ongoing access
- Important! Instructors not assigned to teach a course in Spring may lose access to college technologies in SP21; please help spread the word to download important content

(2) Get Support & Get Inspired

- Ask for course support/review/mentorship through one-on-one’s
 - We’re offering support through December 16th
 - “Reopens” on January 4th
- Assess what we’ve learned by reviewing the Fall 2020 Training Calendar--includes recordings and slides where available
- Get guidance or assistance on accessibility with accessibility ambassadors
- Check out our YouTube Channel for online teaching
- Look out for our DE Newsletter, which links to relevant notes, trainings, and support for creating an engaging online learning experience
- Check out the Accessibility Newsletter

SPOTLIGHT:

Ally and Self-Guided Accessibility

- What is it?
 - Works within Canvas to scan the accessibility of your course files (Word, PPT, PDF)
 - Instructor (not students) sees the scan results
- What it will help you do?
 - Provides step-by-step guidance for identifying and fixing accessibility errors.
- Use your Accessibility Ambassadors to help you “read” your course

New Rich Content Editor

- Turn it on in your course and see what’s new
 - Click Settings in course navigation menu
 - Click Feature Options tab
 - Toggle on RCE Enhancements
- Trainings and materials rolling out in the Spring
- Canvas Guide: New Rich Content Editor

(3) Reassess Course Design

- Review slides from “Making Online Teaching Manageable” and “Preparing for Spring”
- Reflect on what worked for your course

- Step back from LMS and design/map assessments, interaction, and feedback...then build (see “[Preparing for Spring](#)”)
 - Design from the student point of view--where do they need instructor support, where will they benefit from feedback, where/when will they need to connect to other students?
- (4) Style Guide & Graphic Design
- Check out the [DVC Style Guide](#) with graphics and other course design links (we will continue to add and update for Spring 2021)
- (5) Celebrate the Work You’ve Done!
- You’re amazing...really
 - Share ideas with your department and among your colleagues
 - Share with us! Send an email!
 - Join the [DVC@4CD Distance Ed Community](#) within GROW

Kat King said they will be sending out an end of semester Canvas wrap up that has tips on finalizing grades and downloading records of your gradebook from your Canvas course and instructional content. She said some issues have come up about ongoing access. There is a business policy at the district level that has language that looks like our part time instructors without a spring class will lose access to college technologies about the 10th week of the spring semester, and that includes Canvas, Microsoft Office documents, email, Zoom, telephone and voicemail. Because enrollment is low, this will impact a lot of part-time faculty. Many will be working on course designs and other class preparation during their semester they are not here so they will need access to those resources. They want to make sure part-time instructors are aware of this so they can download any electronic materials they want to keep. There will be an email going out with tips on how to do that. In the meantime, the UF and our DE team has been in communication with the District to see if there is any flexibility in the policy and what situations it applies to exactly. She said it is always good practice download course materials. She said the college does keep Canvas courses on the Cloud so they can be accessed when an instructor returns.

5. SUMMER AND FALL ’21 COURSE SCHEDULING

Freytag reminded Council that we previously discussed the themes for scheduling for summer and fall. We talked about flexibility for faculty in the way that their sections are scheduled and also flexibility for students.

We are encouraging departments and programs to not schedule all of their sections of a particular course in exactly the same modality. He said it has been discussed to increase the use of hybrid sections which could have a synchronous component or have their synchronous component scheduled on campus face to face. This could allow courses to shift to face to face if possible in the fall or be shifted to fully online depending on the CDC and county guidelines at that time. He asked Council if they have any feedback.

Bersamina said his department wants to keep it simple. Don’t try to reinvent the wheel. But we can enhance whatever modality we end up in.

Schaffer said San Ramon has talked about how things could change quickly so they are trying to schedule in anticipation for a couple scenarios but it has caused some anxiety.

Canada said Counseling has been encouraging conversations with our partners in student services. If we end up face to face, students are going to expect on campus student services so we need to support each other in preparing for that.

Freytag said he anticipates our chancellor will put out a district level communication about decisions that have been made. He said there will probably not be mandates to be fully online or fully face to face or a mixture. He stressed there needs to be early communication between department chairs, program leads and as many of their full time and adjunct faculty as possible. Especially concerns about adjunct faculty being offered a section that's been scheduled in a modality they are not comfortable teaching. Yamato said it needs to be clarified in class notes that the class could be switched to online or face to face depending on the final decisions.

6. ASCCC HAYWARD AWARD NOMINATION

Freytag told Council a nomination has been put forward for the Hayward Award. Becky Wyler adjunct faculty in the biology department was nominated by one of our Senate Council members. Freytag shared a statement from her department chair Kimberly Taugher wrote that “of all the excellent and dedicated adjuncts that teach for our Biology department, a few rise and above and shine a little brighter than the rest. Becky Wyler is one of these instructors. It is not just her dedication to the program and to her students or even her expertise with the material and innovation in the lab that makes her stand out. It is not only that students like her positive energy and the way that she gives words of encouragement and really wants to see her students succeed. It's not even that students feel that she goes above and beyond for them and always believes in them. It is also in the way she effortlessly weaves herself into support roles, filling in our gaps with her signature energy and smile. But I think it is mostly because of her generosity of spirit and her genuine eagerness to make the department and the college a little bit better. There is never an hour too late or too early for her and no task is too complex or unwieldy. Sometimes I have to remind myself that Becky is an adjunct faculty. Our department and broader college are so very lucky to have Becky and I can think of no one more worthy of this award”.

Freytag offered congratulations to Wyler and said it is exciting for us as a Council to nominate her. He asked Council for a motion to officially nominate Becky Wyler for the ASCCC Hayward Award.

It was MSC to nominate Becky Wyler for the ASCCC Hayward Award. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Haslam, Gomez, Mayorga and Yamato.No abstentions. No nays. Approved.

Wyler thanked Council for their approval of her nomination for this prestigious award.

7. ADJUSTING COLLEGE MANAGEMENT TO ALIGN WITH INTEREST AREAS

Freytag shared the following feedback on adjusting college management to align with interest areas.

Based on recommendations from the Journalism revitalization process and requests received by the Academic Senate Council, President and V.P.I., we recommend the following changes to the Interest Area and Management realignment proposals.

Journalism:

- Move from current English Division to Social Sciences Division management structure.
- Be added to the Social Sciences Interest Area.
- Also remain listed in the Arts, Languages and Communication I.A.

Economics:

- Be added to the Social Sciences Interest Area.

- Remain in Social Sciences Division management structure.
- Removed from Information Technology, Business and Economics (ITBE) IA.
- Rename Information Technology, Business and Economics (ITBE) IA to Business and Information Technology (BIT).

Library:

- Remains within Instruction.
- Manager to continue to report to VP of Instruction as in the Option 1 Realignment proposal.

Foreign Languages—reporting structure:

- Remain listed in the Arts, Languages and Communication I.A.
- Move from reporting to proposed Dean of English/ESL to Dean of Arts and Communication management structure.
- Carefully examine current program/curriculum to more closely align with Arts and Communication.
- Consider renaming to World Languages or Languages and Culture.
- Dean of Languages would become Dean of English/ESL.

Dental Hygiene/Dental Assisting:

- Stay within Sciences management structure and not move to proposed Health & Wellness management structure.

Remaining Questions for consideration:

Considering moving ASL/SIGN from ECE to proposed Languages Department and within Dean of Arts and Communication management structure. ASL would remain listed in the Arts, Languages and Communication I.A.

Computer Science to remain with Math/Engineering IA, Division management; CNT to remain w/ BIT management structure.

Consider CIS joining CNT within BIT management structure.

Consider adding a Languages or Languages/Culture section to the Social Sciences Interest Area.

Freytag said he and Gutierrez met with all of the areas that had expressed any concerns of the recommendations for interest areas and management structures. He said this is a first read of this proposal.

Koblik said she worked with Student Focus Groups about this. She supports Economics being with Social Science. Asked Seefer what that would look like. She agrees with you with this designation. In fact, in many colleges and universities econ is part of the business department. Her students either end up going to business school, or they major in Econ so they are related. Koblik said there are disciplines that are listed in multiple areas. She believes that when a student clicks on an interest area, it will cross reference to related interest areas.

Canada said a lot of these designations impact Counseling. They have requested clarification that under the senior Dean of Career and Dean of ITV it lists articulation. They want to clarify that is High school articulation. The articulation officer position works with other colleges and universities and should be listed under the dean, that's going to be responsible for counseling in the organization structure. They also have some proposed changes to the titles of those Dean positions that were presented. They are proposing that goes under the Dean of Counseling and Student Success programs, the Dean of Enrollment in campus resources and the Dean of Equity, Diversity and Inclusion. She said they are also requesting that all aspects of veteran services be consolidated under a single Dean and the staff that support that program be located within the Veterans Resource Center. Ideally, they would like to have learning communities reporting to a single student services Dean and then partnering with an academic Dean. Freytag said he received an email from Canada detailing these recommendations and he will work with her to include those in the next draft of this which will be brought back to one of our first meetings in the spring.

8. COMMUNICATIONS COMMITTEE POLICY RECOMMENDATIONS

Members of the Communications Committee presented recommendations from the Communications Committee about related policies.

Draft Policy 5030.04 – Email Protocols Draft 11/16/20

In an effort to reduce unwanted or duplicate emails and increase college transparency, members of the college should use the BCC field and insert the following sentence at the beginning of all outgoing BCC emails that are sent to “DVC All” distribution lists: ****This email was sent to the DVC All XYZ distribution list****This language should be inserted at the top of all BCC emails when emailing the following distribution lists: **•DVC All Employees•DVC All Faculty, and All Faculty Full or Part-Time•DVC All Classified Monthly** If emails are sent to all students, a copy should also be sent to the DVC All Employee distribution list so faculty and staff are aware of what is being communicated to our students. A note should be included on the top of the email to the All Employees message which indicates that it was also sent to all students.

They modified language in the above policy in an effort to reduce duplicate emails to codify that employees who are sending emails out to an all employee distribution list, they use the BCC line to designate the email has gone out to everyone on a particular email list.

Draft Policy 5030.04 – Email Protocols Draft 11/16/20In an effort to reduce unwanted or duplicate emails and increase college transparency, members of the college should use the BCC field and insert the following sentence at the beginning of all outgoing BCC emails that are sent to “DVC All” distribution lists: ****This email was sent to the DVC All XYZ distribution list****This language should be inserted at the top of all BCC emails when emailing the following distribution lists: **•DVC All Employees•DVC All Faculty, and All Faculty Full or Part-Time•DVC All Classified Monthly** If emails are sent to all students, a copy should also be sent to the DVC All Employee distribution list so faculty and staff are aware of what is being communicated to our students. A note should be included on the top of the email to the All Employees message which indicates that it was also sent to all students.

Chrisanne Knox said the above policy is to address all social media that's being created in the name of DVC and making sure that those are registered with the Communications and Marketing office. They do not want to stop anyone from having a social media account about DVC but if they are notified of any inappropriate content, they want the ability to be able to go in and edit posts. Bersamina asked where they step in to edit these posts. Knox said they rarely have to do that, and they would consult

with the Communications Committee before making any edits. She said they will communicate this policy to the student life office that has a lot of student clubs that have social media accounts. She said if they are representing the college, it should be up to the standard of the college's branding standards.

Freytag said these policies will come back for a second read in January.

9. DVC ADMINISTRATION OF JUSTICE PROGRAM RESPONSES TO THE CCCCCO'S CALL TO ACTION

Matthew Morrissey said there are a lot of things happening in criminal justice and policing. He said with all that's happening in the world of law enforcement criminal justice, the reforms that have been talked about are actually the things we currently teach. They incorporate daily curriculum with current events and other current issues. He said their philosophy is that we are part of the change.

We are at a crossroads of historical crossroads and policing and criminal justice. We want to make sure our students are well prepared for their future careers and that they have the knowledge and skills to show leadership and problem solving with principles and philosophies representing social racial justice and ethics. Morrissey said the instructors in the DVC AJ program are 30 year plus professionals who have had all a prior career in law enforcement. He said they teach restorative justice alternatives, sentencing alternative courts, as well as leadership, ethics and struggles in law enforcement.

Morrissey said the AJ Program recognizes racial and social justice, law enforcement and criminal justice is not separate from their curriculum. They have a cultural diversity class that is required in their program. They have classes in community policing and community relations.

Morrissey added that one of their associations is called the "poor act police officers Research Association of California. They have started an effort with the police chiefs of California to require college for all law enforcement officers. He said most police departments in California only require a high school diploma. California is behind the curve on that and there are studies and facts that prove that college educated officers are better officers and make better decisions. They have more tools and they use less force. He said we need a state effort to change some of the hiring practices and the training practices for law enforcement officers and to make sure they're in college educated and represent the best candidates for the position.

Council discussed the AJ Department's reactions to systemic racism in law enforcement. Morrissey said they are working on coordinating with our Racial and Social Justice programs.

Morrissey said he will come back if there are any further questions or discussions senate would like to have.

10. ACADEMIC SENATE PRESIDENT'S REPORT

Freytag said Lamb asked him to report that she is pulling together a special advisory council to address the issues regarding the Native American artifacts in DVC's possession in the spring.

Freytag reminded Council the deadline to submit nominations for the Regina Stanbeck Stroud Diversity Award is in February. We have numerous individuals and groups on our campus that would make excellent nominees for that award. Each college is able to nominate to forward one nomination. He asked Council to review the guidelines on the ASCCC web page.

Freytag said conversations have started to plan our summer and fall schedules. He stressed the importance of lots of communication between our program leads and department chairs and with all

faculty and staff that are affected by our schedules. We will look for ways to schedule more hybrids with synchronous components and there is interest in scheduling some face to face courses for fall that would then be able to be shifted back to online if necessary. We are hearing from students that many really appreciate and benefit from the structure that synchronous course meetings and synchronous online zoom sessions provide.

Freytag said he appreciates everyone's time this semester, the dialogue and the way this group continues to work together.

11. ADJOURNMENT

Adjourned 4:40