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**ACADEMIC SENATE COUNCIL MEETING  
OCTOBER 26, 2021  
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), Lisa Smiley-Ratchford (Vice President), Sangha Niyogi (Social Sciences), Alan Haslam (Representative-at-large), Daniel Kiely (Corresponding Secretary), Bridgitte Schaffer (SRC), Emily Moss (Library), Susan Parkinson (Biology/ Health Sciences), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Anthony Gonzales (English), Kris Koblik (Professional Development), Concha Gomez (Math/Computer Science), Taylor Harrison (Counseling), Jackie Ponciano-Babb (Kinesiology), Joann Denning (CE (Career Education)), John Matthesen (Adjunct), Gargi Kulkarni (Adjunct)

**ABSENT:** Leo Bersamina, (Applied and Fine Arts)

**GUESTS:** Percy Roper, Kim Schenk, Susan Lamb, Anne Kingsley, Mickey Huff, Kat King

**1. APPROVAL OF AGENDA OF OCTOBER 26, 2021.**

**It was MSC to approve the agenda of October 26, 2021. The following members all voted aye: Smiley-Ratchford, Schaffer, Kiely, Moss, Parkinson, Gerken, Seefer, Gonzales, Koblik, Niyogi, Gomez, Harrison, Ponciano-Babb, Bersamina, Denning, Matthesen, and Kulkarni. No abstentions. No nays.**

**It was MSC to approve the minutes of October 19, 2021. The following members all voted aye: Smiley-Ratchford, Schaffer, Kiely, Moss, Parkinson, Gerken, Seefer, Gonzales, Koblik, Niyogi, Gomez, Harrison, Ponciano-Babb, Bersamina, Denning, Matthesen, and Kulkarni. No abstentions. No nays.**

**2. PUBLIC COMMENT**

None

**3. COUNCIL COMMENT**

Matthesen said the previous week he attended a seminar on enrollment fraud. He said they went into a lot of detail about the protective systems that are in place for enrollment. He said it was attended by people from all over the state. At one point 681 people were logged on. Matthesen said it is good to know all these systems are in place and they are overly complicated. He said we do not need to spend too much of our faculty time worrying about it, but it was impressive to see what people are doing. But there is still some fraud occurring. Crooks work every day to figure out a new way to get and then they get caught him and move on to another system.

Matthesen said he got some feedback in regards to the discussion about getting people back on campus. Several faculty members said they do not want to teach on campus and particularly at night because they do not feel like

the services for protection and safety are working well for them. He said he will investigate it more. However, it does seem like people do not know who exactly to call, how do you get help in or out of the classroom. There seems to be some process issues that would be worth looking into. He said adjuncts are particularly reluctant to teach on campus.

Kulkarni said she heard from some adjunct faculty that they can connect their personal devices to the WIFI, but they cannot access the printers. She said we need a clear set of instructions for adjuncts to be able to print.

#### **4. ANNOUNCEMENTS**

Gonzales reminded Council Victor Rios Gonzales, author of “Human Targets,” will be speaking on Monday, November 8, from 11:10-12:35 via Zoom. His book is about the criminal justice system and its impacts on Latino communities. He does fantastic work on the way institutions impact Latino communities in particular schools, police departments, and, the criminal justice system.

#### **5. APPOINTMENTS**

None.

#### **6. GENERAL DISTANCE ED. UPDATES**

Anne Kingsley said they have been working to build a distance education structure for the needs of DVC and the District in Distance Education, as we move forward. She presented updates on the work they are doing in Canvas, the Student Hub, DE Data (finding out what is available?), Districtwide Strategic Planning, and Professional Development Offerings.

Kat King said they have been sending out regular communications about updates in Canvas.

##### October updates

- Expanded Immersive Reader
- Sticky navigation menu
- Gradebook search features and tagging (Late, Excused, Missing)
- Notifications by course
- Updates about transition to New Quizzes (summer 22)

##### November updates (out soon)

- Submission Feedback indicator
- “Join” button next to conferences in Dashboard List View
- Speedgrader word count on text submissions
- New Quizzes improvements

King said as of that morning, the Student Hub page had over 8,000 views. The most viewed information was for Health Services, Student Centers, and Tech Help. She said they went to the Student Advisory Council and got feedback. What they said was instructors are really the ones who are helping direct students to the services on the support hub page and to the new student centers.

Kingsley said since we wrote the last Districtwide DE Strategic Plan, we have accomplished several big goals that were in the plan. However, some things we had set as goals have changed and of course Covid has had an impact on our teaching methods. She reviewed the considerations going into writing the DE Strategic Plan and a general timeline.

- Addressing and reflecting on old goals (What we have met, where we have hit challenges, and what has changed)
  - Example former goal: Promoting principles of excellence → Revision discussion: redefining principles of “excellence” to include equity goals
  - Example former goal: Build a film studio for online videos → Revision discussion: continuity of video tools and training on effective media creation for online learning
  - See 2017-2022 Districtwide Strategic Plan
- Other Considerations--Institutionalizing DE (away from temporary/semester-to-semester)
- Campus wide listening/reflection/discussion forum to inform a strategic plan (TBA-Fall 2021)
- Spring 2022 draft and finalize

Kingsley said there is a lot of data you can that can be accessed to help with scheduling and other planning. Here are the links to the platforms that you can go to get data. She reviewed what each platform looks like and what information can be accessed from each of them.

- Install VPN (for remote work)
- Access Tableau
- For enrollment: Section Enrollment Dashboard (districtwide view)
- For course success: Section Success Dashboard (districtwide view)
- Scroll to far right--can adjust for college, subject, course, term, demographics
- (Example: “Dashboard” for DVC, All campuses, Spring 2021, Course Success, All Modalities)

Kingsley showed a link to information on course success by modality and delivery method. In this interface, you can drill down to more detailed data by clicking on the box on the screen. DVC Course Success (for general overview of course success by modality includes online/synchronous/asynchronous)

Kingsley said the results from the Student Survey for SP 22 enrollment and course preferences. To review student survey results see Student Survey Sp2022 Enrollment and Course Preferences

She said they are still working on pulling out data. She showed some of what is available through Tableau.

Kingsley then shared a link to see data about course success by modality for multiple semesters.

This dashboard is in progress/in development but can be used to see modality success rates across semester

Kingsley reviewed some of the Professional Development opportunities for DE. The first is the Peer Online Mentorship Program

- 12 Instructors paired with mentors
- Instructors aligning represent many disciplines across the college: ANTH, CIS, COMM, ENGL, ESL, HSCI, MUS, NUT,
- 6-week online instruction/cohort
  - Mentees learn rubric and work through alignment to CVC Course Design Rubric
  - Mentors receive coaching training and work with Mentees
  - Emphasis on online equity
- Accessibility support (to reach 100% accessible course design)

There are some Pop-Up Learning Events scheduled.

- Wed.10/27 10-11am: [Getting Started with Accessibility](#)
- Wed. 11/3 1-2pm: [Canvas Data & Tools to Support Student Success](#)
- Wed. 11/17 9-10am: [Grading Made easy with GradeScope](#)
- Friday 12/10 11-12:30 pm: [Fall Peer Online Mentorship Showcase](#)

There is an opportunity to learn about Online Accessibility @ DVC

- Accessibility sets the stage for inclusivity for all learners!
- Self-paced training opportunity
- 4 hours compensated (OAS (Other Academic Services))
- [Learn more!](#)

There is a Digital Learning Lab.

- Online Coaches
- Accessibility Ambassadors
- [DLL home page](#)
- [DLL direct registration link](#)
- 160+ faculty served/supported

They have started some newsletters.

- [DE Newsletter](#)
- [Accessibility Goals](#)

Other Updates

- Systemwide Technology Access Collaborative (STAC) survey-complete by 29th
- UF (United Faculty) updates on Article 27 (training requirement); stipends, and so forth! We expect clarity shortly :)
- Updates to Title 5 “Regular and Effective Interaction” (forthcoming from state)
- CVC Seamless Enrollment is up and running: <https://cvc.edu/> (expect data updates near end of semester)

Council members had some questions about Gradescope and licensing issues. Kingsley explained individual instructors can use a license. However, we need to be careful when we purchase a license for the whole school as they can be expensive. The people that are already using it really like it. The DE group would like to hear from them to help evaluate if this is a purchase we want to make.

## 7. VPI REPORT

Kim Schenk said the Ready Education app supports our students as they transition back to campus next term. However, they are having challenges with loading the app from the Apple or Google stores. There are negotiations going on between Ready Education and Apple and Google, so right now, students are accessing it through the web. But it does not authenticate, and students are using their personal emails so, we are having to do a data match on the backside with their student record. Because of this issue, the District decided push the launch for students into the spring term and the November deadline for vaccinations into early spring. They are still encouraging students to use the app but this will give them more time to comply. Schenk clarified that unless the Governing Board reverses their decision on masking, we as a district are still masking in all courses, regardless of the differing guidance that is coming out of our county right now.

Schenk said the Interact Project gave a full presentation to the District VPs group on what they can do for the college. She said the college would like help identifying focus groups for the branding project for marketing.

She said we have been gathering information from some our own people about their experiences to help inform how these marketing efforts will roll out. When it is rolled out, there will be three groups of students. The first will be identified as a random sample and the district will pull that data, provide the student IDs, and send the survey out to those students. The other two groups of students will be identified by us and that is what Interact can help us with. There will be faculty, management, and classified focus groups to also inform the decision. Schenk shared a document outlining the schedule for when the work groups will address the areas of Prospect to Admission; Admission to Census; Curriculum, Catalogue, and Class Schedule Development; and Student Success, Degree Audits, Advising, Ed Plan Review, Registration; and Completion, Transfer, Job Placement, Alumni. Within these areas, the work groups will be figuring out how our students access our services, use our technologies and transition smoothly through their experiences at the college. The first work group will meet in November and the rest will have meetings on various dates into March. She said faculty participation is highly valued so if anyone is interested, please contact her or Freytag.

In response to a question about the new vaccination deadline date, Schenk said the district will be putting the new date on their webpage within the next day or so. She said the students that have already uploaded their vaccine information or will have done so by November 1, will receive the \$150 incentive money the first week in November. Students that miss the November 1 deadline will have more time but they will not receive the \$150.

## **8. IDEA LIAISON UPDATE**

Kiely attended the virtual Strengthening Student Success Conference on October 13, 14 and 15. Smiley-Ratchford and Koblik also attended.

Kiely said the conference started with a panel of three students and they were asked the following questions:

How are things going?

What is your advice for colleges on coming back to campus?

What is the best way to communicate with students? What about social media?

Why have students/undocumented students stayed away from community college campuses?

Are vaccination and masking policies keeping students away?

What has not gone so well?

Do you see/feel the impact of anti-racist/equity work at your college?

He said they gave very thoughtful and honest answers. Kiely said he pulled out the following themes from their answers:

Talk to students about plans for returning to campus / include them in decision making process

Students' lives have dramatically changed. Flexibility of online classes works for them. They are not sure if this is new normal.

Students feel scared and isolated and miss social aspects of learning.

Disconnect with instructors.

Kiely said this shows the importance of talking to students about plans for returning to campus and including them in the decision process. One of the student panelists said, "Don't force us back to campus like we were forced to go online." Kiely said students prefer a more gradual transition back. The students would also like lots of town halls to get student voices. He said students said their lives have drastically changed. Kiely said it was interesting to hear students say they have gotten to a place that is comfortable with online learning. Many have moved home, many are working more, or helping with childcare and online classes and has made that possible. One student said they have learned to adjust to online learning and when she is in her classes, she can picture

herself in a brick and mortar classroom. They each had some positive things to say about taking classes online. However, there were comments about not being able to make friends as easily, not to be able to go to club meetings or a completely unique experience of going to a club meeting online. They also stressed the importance of how helpful it is to sit in a counselor's office and talk face to face with a counselor and that it was harder for them to get online counseling appointments. And they talked about a disconnect with instructors but particularly in asynchronous classes and in some instances, it feels like instructors are fading into the background. And they recommended more videos for every module. There was a comment about policies that do not allow late work. It makes students feel like instructors do not care about all the other work and responsibilities they have outside of school.

Kiely said he attended some sessions where he saw examples of the equity work being done at some other California Community Colleges. He shared the following links to three colleges equity work.

Coastline College: [Equity Audit and BIRT](#)  
(behavioral and education intervention research team)  
Foothill College: [BLM Action Plan](#)  
Long Beach City College: [Cultural Curriculum Audit](#)

Long Beach City College is doing equity audits where they take a deep dive into individual programs focusing on policies and procedures and asking how programs facilitate an anti-racist mindset. Coastline College and Foothill College focused more on student services where they are looking at who uses the assorted services.

Kiely shared his takeaways from the conference:

Use quantitative data first and then meet with students for qualitative research.

Work requires hard conversations and people will make mistakes (brave space).

Action plans

POMP (Peer Online Mentorship Program) includes practices that may benefit a college curriculum audit.

Freytag said we need to look at these ideas for how we could connect a curriculum audit into our existing curriculum processes.

Niyogi commented that it was helpful to think about how to include our students in decisions we are making to transition back. She said the transition back also requires a lot of support for faculty and staff so, it would be nice to have us get together as well and talk about transitioning back. People who are already teaching F2F could share their experiences and advice and it could be reassuring to those who are transitioning back.

Niyogi said the Student Equity and Success Committee has been discussing how we can make the Equity Plan more of an action plan. And we need to operationalize equity into guided pathways. We need to not work in silos on equity.

## **9. CAMPUS IT&S SERVICE LEVEL AGREEMENT**

[Revisions to the Campus IT Help Desk Service Level Agreement \(SLA\)](#)

Freytag said Percy Roper made the changes the Council recommended to the SLA document and he is at this meeting to gather feedback and answer questions.

Sefer said the section about using WIFI for personal devices is worded in sort of a scary way. She asked if it could still be changed and reworded. Sefer said adjuncts are still worried about not being able to do their jobs. She said it could include a statement ensuring them they will be able to do their jobs. Koblik suggested the

following wording, “Faculty using personal devices may connect to the college-personal network and will be able to perform all needed functions.”

Gomez said this does not solve the printing problem for personal devices and adjuncts. She said Roper was going to write up some instructions and she suggests referencing or linking those instruction in the SLA and they would like to see those soon.

**It was MSC to approve the updated SLA with the suggested wording changes. The following members all voted aye: Smiley-Ratchford, Schaffer, Kiely, Moss, Parkinson, Gerken, Seefer, Gonzales, Koblik, Niyogi, Gomez, Harrison, Ponciano-Babb, Bersamina, Denning, Matthesen, and Kulkarni. No abstentions. No nays.**

## **10. MEASURE E BOND FINAL PROJECTS FEEDBACK**

history and status of Measure E Bond funds and options for final projects

Freytag said Susan Lamb is looking for a recommendation today from this body on which model we should adapt for the rest of our Measure E projects. She would also like to get the reasoning behind the Senate’s recommendation.

Denning said the CTE programs are putting their support to go with the ET (Engineering Technology) model. Many of the areas in math and engineering have lab-based curriculum so they feel the model that provides labs would better serve students. She said during the pandemic, they were 100% online but they still had a lot of student usage in the labs. They are working to get more F2F sections but because of this, our facility needs for large lecture-based GE courses might change and shift and we just do not know at this point as we start to grow mixed modalities. She said many CTE courses are hard to do online but large lecture-based classes seem to do better online. She said also there is a potential to grow our CTE programs so they will need more facilities. She said if we want industry to invest in and support our CTE programs, we need to invest in our facilities.

Susan Lamb said the PUMA program’s preference is to go to the upstairs LC rather than the LA building. She said depending on which location they end up in, there will be domino effects in one direction or the other. She said they could stay in the old counseling center for the immediate future. But now they have had to close the Art building because of major structural issues and the old counseling center is about the same age as the art building. We have other buildings also that will not make it until our next buildings get constructed.

Gonzales said PUMA is really trying to avoid going in the LA building. It is as old as the Art building and the FO (Faculty Offices) complex too. There are many issues with the classrooms in the LA building including technology issues. He said he is advocating for the Academic Complex model so we can get some programs out of those old buildings. But if they must choose between LA and LC – LC is the lesser of two evils. He said he is also concerned about what if we do not get a bond measure or if it does not pass. Or if we get one passed but we run into cost inflation again.

Freytag said there were some lessons learned about the cost estimating process. We have identified where mistakes were made and if we get another bond, we will make sure those mistakes do not happen again.

Lamb said she understands Gonzales’s reasoning but the ET building was supposed to be remodeled out of the last bond She said we have many old buildings on campus and some of them have good bones that could be remodeled. But others are rotting and that takes maintenance funds for their upkeep. She said she is constantly reminding the Governing Board that our campus facilities are not up to the level of our sister colleges and that

we need another bond with a good share of it going to DVC. It is an injustice to us and our students to have the oldest facilities in the district that have gone past their expiration date.

Harrison said she got a lot of mixed opinions from her area. They are in support of the Academic Complex model. It would support a wide variety and breadth for students and they have been waiting a long time for such a facility. She said there were also many comments that the PUMA program wants to be part of the conversation and not just be told where they will go.

Parkinson said her area is supportive of the ET model. It would provide needed lab space for hands on learning classes and it provides an integrated neighborhood for math and engineering and, allows for repurposing of the Learning Center. This would also give us a full new building which we would not be able to do with the Academic Complex model. And then, it gives us more time to analyze GE classroom needs versus online learning needs. She said they also expressed disappointment that the bond was approved in 2014 and construction not starting until 2018. They understand that there are many stages of planning but if we get another bond, we need to be able to hit the ground running.

Gerken said he is advocating for the ET model. The feedback he has received from faculty in his area is how truly awful their building is right now. The solar shed is in poor condition with a dilapidated roof. After the rain we just had, a faculty member came in and found boxes of soaked supplies. The restrooms are inadequate. The electronics area is crowded into two small laboratories and they have no space for additional equipment for their current solar program or their new electricians wiring program. We have a potential partnership with Tesla, but we could lose it if we do not invest in a new facility. It cannot happen in the current facility because the ceilings are not high enough.

Lamb responded to Parkinson's comment about it taking so long to get to construction. She said we had three presidents in a 3-year span which caused disruptions in the process. She also reminded Council that if we go with the Academic Complex model, we would not get the full building we had planned.

Koblik said she is in favor of only spending money once. So, if we spend that money on an ET retrofit, and then we get another bond, we will then build a whole new facility after putting millions into a retrofit. She said the classrooms in there are not useful for GE classes. However, she does not want a half of a building in the Academic Complex. So, she is pro ET remodel.

Koblik commented that this body has an unusually high number of unanimous votes, but this may be an instance that we do not have a unanimous vote and we need to have space for dissent or differing opinions.

Smiley-Ratchford said this is a difficult choice for Social Sciences. She said they have been looking forward to getting out of the LA building, but they also know we need to do what is best for the college and are particularly concerned about what is best for the students in the learning communities. So, how we vote today does not mean we are against one model or the other, but we are thinking about what is best for students and the college.

Freytag said this decision is made more difficult because we do not have a new Facilities Master Plan yet that would drive what we do if we get another bond.

**It was MSC to support a Measure e funding for an Academic Complex or for an ET Complex.**

**The following members vote aye in favor of the ET Complex: Parkinson, Seefer, Gomez, Ponciano-Babb, Gerken, Denning, Koblik, Matthesen, and Kulkarni.**

**The following members vote aye in favor of the Academic Complex: Smiley-Ratchford.**

**The following members abstained from voting on either model: Kiely, Haslam, Harrison, Gonzales, Moss, Niyogi, Schaffer.**

**The majority voted in favor of the ET Complex.**

## **11. SENATE GOALS**

Haslam said the recommendations for the Senate Goals including wording and formatting have been made in the document. He said it is ready to send out again for any final feedback.

Freytag said the next Senate meeting is in two weeks and it will be on the agenda for a vote.

## **12. ACADEMIC SENATE PRESIDENT'S REPORT**

Freytag asked to extend the meeting to discuss Scheduling Committee recommendations for scheduling modalities. He said this is urgent in terms of the scheduling timelines. He said at the last Scheduling Committee meeting, they talked at length about the balance of various modalities in the schedule and there were several Senate representatives in attendance. In the second draft there were still a lot of areas that had over 80% online asynchronous classes in their proposed schedules. And in some cases, they were 100% online asynchronous classes. So, they requested those areas to go back and shift at least 20% of those away from asynchronous. He said areas could shift some online offerings to synchronous or of course to F2F or hybrid. They do understand this is not a one size fits all approach. For example, the CIS courses at San Ramon have been offering online asynchronous for several years and that modality is what works best for students taking classes in the evening or on weekends. Also, many of them do not have multiple sections.

Harrison said she was at the Scheduling meeting and there was a conversation about whether the committee is representative of what is happening on campus. Are students ready to come back? We have quantitative data from the students about their preferences, but we are missing the qualitative piece of what is it like for our students to take these classes online or in person currently.

Freytag said Kiely had said earlier in his report that the student panel at the conference said they are missing the ability to interact with each other and the faculty. But they are also nervous and wondering what is the new normal. It is too early to predict the type of scheduling modalities we should have in the '22-'23 academic year. However, based on the conversations at Scheduling, they are confident that 100% asynchronous is not in the best interest of all our students. So, they are asking for at least two modalities for sections of classes.

Sefer said Business is a discipline that works very well online. This semester they have one F2F class and the rest are all online. The online classes are all full and the F2F class has 7 students enrolled. She said if they move more of their classes F2F, they would need to have some assurance that they will not be canceled no matter how low the enrollment is. She said she is teaching seven classes online this semester and there are a lot of high school students and older working adults who would not take classes on campus or even online synchronous. They also have a lot of international students who went back to their home countries in March 2020 and have not returned but they are still in our classes online. She said also they have digital marketing classes that make no sense to have them on campus because what they are learning it for an online work environment. And, there has been no discussion about reducing class size if we come back to campus. A lot of their sections have 45-50 people but if they come back to campus, they will be crammed into classrooms and there is a lot of anxiety about coming back to that environment.

Koblik said who gets asked to teach F2F courses is something we must tread carefully around so that we are not putting all those on adjuncts. But, if we are not able to offer an in-person schedule to students that will allow them to make progress and complete their educational objectives, we will lose those students, the same way that we lost students who did not want to go to college online.

Denning said there needs to be a place in Program Review for us to talk about modality and plan the schedule out.

Mickey Huff said he teaches in an area that is adjunct heavy and there are a lot of other areas with that also. Adjuncts are concerned about only being offered F2F sections and then those sections may get cancelled.

Smiley-Ratchford said we need to have some deep conversations about why people are hesitant to teach F2F. She said many of the concerns are not being addressed such as safe facilities. We also need to have those conversations with students. She said she has talked to some faculty that are teaching F2F this semester but do not want to in the spring because a lot of students are not adapting to the on-campus environment since coming back. Or their time here has been all online and they have never taken a class on campus. There will still be a lot of online faculty in the spring but how can they participate in the process of helping our students be college-ready.

Freytag said the Scheduling Committee looked at the enrollment trends between the different modalities that we already have and F2F classes have, on average, enrolled around 10% less than online sections. We need different measuring sticks for the different modalities. But he has not gotten a guarantee from administration to not cancel low enrolled sections. Council discussed low enrolled classes and ways to mitigate too many cancellations such as combining two low enrolled sections.

Freytag reminded Council we are on hold harmless right now so we still have the same amount of money coming to the college no matter what the schedule is but we need to be responsible how we allocate those funds for our schedule. However, the money for cancelled classes does not go back to the district or the state but stays with the college. He said we are fortunate that our current college administration has been very reasonable in terms of letting low enrolled classes go. It is imperative that faculty are discussing and involved in decisions about scheduling modalities and what is best for our students but there is also value in letting the deans weigh in. He said he and Schenk are working hard to communicate with transparency about scheduling recommendations so all our reps on committees are reporting out the same information.

Niyogi commented that we got a lot of support when we had to suddenly go online and we need the same level of support to come back to campus.

Freytag said he will allot an ample amount of time to continue this discussion at the next meeting

### **13. ADJOURNMENT**

There being no further business the meeting was adjourned at 5:27p.m.

*Respectfully submitted,  
Ann Langelier-Patton*