

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

ACADEMIC SENATE COUNCIL MEETING

MARCH 2, 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), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Susan Parkinson (Biology/ Health Sciences), Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Anthony Gonzales (English), Kris Koblik (Professional Development), Sangha Niyogi (Social Sciences) Concha Gomez (Math/Computer Science), Leo Bersamina (Applied and Fine Arts), Rick Millington (Kinesiology) , Joann Denning (CE), Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

ABSENT: Daniel Kiely (Library), Alan Haslam (Representative-at-large), Natania Wong (ASDVC)

GUESTS: Mary Gutierrez, Becky Opsata, Debbie Lee, John Mattheson, Amanda Choi, Dio Shipp, Kim Schenk, Katy Agnost, Kyle Whitmore, Beth Hauscarriague,

1. APPROVAL OF AGENDA OF MARCH 2, 2021.

Freytag said the VPI report will be moved to later on the agenda.

It was MSC to approve the agenda of March 2, 2021 as amended. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Schaffer Canada, Gerken Seefer, Gonzales, Koblik, Niyogi Gomez, Bersamina, Millington Denning Mayorga, and Yamato. No abstentions. No nays. Approved.

2. PUBLIC COMMENT

John Mattheson said he was not able to make it to the previous meeting so Mayorga had made a report on his behalf. He wants to follow up on that. He has been working to recruit a diverse group of students for his wine and food pairing class. He said the wine industry in particular has historically not been very inclusive. He wants to know what support he can get from the college to get the word out about this opportunity for students. He said as a part-time instructor he needs to know how to best publicize his class.

3. COUNCIL COMMENT

None.

4. ANNOUNCEMENTS

Gonzales said the Puente Program has been approved for Christina Henriquez, author of “The Book of Unknown Americans”, to speak on Monday April 12.

Freytag announced on behalf of Julie Catalano to encourage everyone to consider nominating a permanent classified professional for the annual president's classified exemplary service award.

Patton said the announcement for the Academic Senate elections for the positions of President and Vice president were sent out the previous week. The call for nominations for this year's Faculty Lecturer also went out.

5. APPOINTMENTS

None.

6. VPI REPORT

Gutierrez thanked Becky Opsata for all her work in getting us to this point in the conversation about guided pathways. She thanked Kim Schenk for her presentations on the guided pathways work on developing the success centers. Gutierrez said Schenk has announced her retirement and offered congratulations. She said Schenk has done so much for our college for such a long time. She said we will always think about her when we talk about curriculum and related policies and, program review.

Schenk said she is so grateful to have had the opportunity to serve with all of you, and so many others in this amazing organization that changes people's lives all the time.

Freytag thanked Schenk for all her work over the years. He said he would like to write a resolution acknowledging her contributions to the college.

7. SRC PANDEMIC EXPERIENCE PROJECT

Schafer, Amanda Choi, and Debbie Lee introduce the SRC Pandemic Experience Project. Anyone at either DVC campus can participate. It is an opportunity to document and archive the pandemic experience that we're all living through. It is going to contain experiences of students, faculty, staff and managers. It will be catalogued in the library with a searchable database. There are two options for people to participate in the project. You can fill out the Pandemic Experience form. The second option is that you can participate in an oral history interview. She and Schafer have a couple classes that will be conducting the oral history interviews. At this time people can fill out the pandemic experience form. There are some interviews for oral histories starting this semester and they will continue in the fall for the whole DVC community. Hopefully in the spring we can process this collection and make it available to everyone.

Choi reviewed the Pandemic Experience form with council. Canada asked if contributors have the ability to save their work or does it have to be completed all at once. Canada also asked about assigning this for extra credit for her students. How can they verify their participation? Choi said they cannot start and then come back in. For that reason, they recommend people answer the questions on a separate document and then paste them into the form. They receive an email confirmation when they

have submitted a form that could be used for verification. Schaffer said they could also download their completed form into a PDF before they submit.

Sefer said she likes this idea. She has been documenting during the past year on Facebook every few weeks about her experiences as well as her students. She pointed out that the question about how they have been directly impacted by Covid but, all of the options are negative. She said some people have actually had really positive experiences during this time. She has heard of people taking classes to learn a new language, and also connecting with people through Zoom that they hadn't been in touch with for a long time. Schaffer said they will re-think the question to give a more broad selection of experiences.

Choi said when someone submits a contribution, their name will be attached to the submission. The participation is limited to our DVC community. However, when the project is made public they could remove the person's name if they request.

Parkinson said she loves this idea. She said her grandmother survived the 1917 pandemic as a teenager and had written a history of her experience. She read that narrative to her students last semester and had them write a couple paragraphs about their experience during this pandemic. The responses she got were so inspiring and heartbreaking. She feels sharing her grandmother's story, they realized that it is important to document your life experiences in some way for future generations.

Schaffer said this is a way to show students that they're part of a big history event and they're going through a massive shared experience and are not alone.

Bersamina asked if there will be an opportunity to contribute visual expression through art or other alternate expressions. Lee said there's an opportunity for people to submit images

8. SECOND READ OF PROPOSED REVISIONS TO SS 3027, BP 2002, HR 1040.07 AND NEW AP 2002

Shipp, associate Vice Chancellor of Human Resources reviewed the following policies and procedures need to be updated and presented proposed revisions. The updates are mostly related to revisions to California education regulations.

CCCD Administrative Procedure 2002 –Sexual Assault – New procedure
CCCD Board Policy 2002 –Unlawful Discrimination and Unlawful Harassment - revised
CCCD HR Procedure 1040.07 - Unlawful Discrimination and Unlawful Harassment - revised
CCCD Student Services Procedure 3027 –Student Code of Conduct - revised

Freytag said this is a second read for the Senate. This is our opportunity to provide input and feedback. It will be back for a final vote from this body.

9. EXCUSED WITHDRAWAL, P/NP OPTIONS FOR STUDENTS

Hauscarriague updated Council on the Excused Withdrawal guidelines adapted for Covid restrictions. She said they have been waiting for the State Chancellor's office guidelines regarding a possible extension about the deadlines for pass/no pass options and excused withdrawals. They just received confirmation the deadlines will be extended. They are strongly encouraging students to meet with a counselor prior to the spring semester rather than a requirement. Students will have until the last the

week before the end of the term for full term classes and then seven calendar days before the end of a short term class. There is an appeal process if deadlines are missed. Previously, we had been able to offer refunds with no penalty to the District however, a “W” is not eligible for a refund to the student, so the state is not extending the refund to districts and colleges. Last fall they made adjustments to allow reasons related to Covid to drop a course. There is an appeal process. It doesn't impact repeatability and it doesn't impact academic standing according to Title five. However, when we assign an “EW” it is not eligible for refund. The chief business officers across the district are reviewing what the impact might be so there is not a decision yet. They will send a communication out to students when the final decision has been made.

10. REVIEW OF APPROVED INTEREST AREA STUDENT SUCCESS DESIGN TEAM RECOMMENDED PROGRAMS AND SERVICES

The Interest Area Student Success Design Team has recommended a way to organize programs and services based on some of the feedback that they heard at the previous senate meeting. They are having some difficulties envisioning what the success centers will look like and what sort of support services should be provided in these centers. She acknowledged that designing the “neighborhood” maps on campus are challenging in relation to faculty office locations and their classrooms. They also are looking at specific classrooms and how they are used.

Sefer said she has some questions about the cost and funding for these efforts including staffing. She said we said we also need to seriously take into consideration the students’ perspectives with these changes and help them to navigate them.

Schenk said these efforts came out of conversations about serving a portion of our students through special programming. There are large numbers of students that we don't serve or that don't have access to our services and that often don't identify with any particular group at DVC. This is one way to help students understand they can belong to a sub-group at DVC that has similar interests and passions in a variety of ways. Opsata commented that the student success centers would be great spaces for student clubs to meet.

Schenk said English and math are critical for all of our students and we want to get our services around those disciplines as right as possible so we need to give these programs deep consideration when designing their support centers. She said they want to begin implementation of this project for the fall so they want feedback and possible other proposals at this time. They are asking Council to ask their departments make time to meet with the design team. She said also, let her know if anyone is interested in joining the design team.

Schenk said they are thinking about the spaces around the success centers as neighborhoods of interest areas. But our master plan was not designed with interest areas in mind and we have to work with the physical spaces that we have. She said we want the spaces to be as visible as possible to students and we want to brand them with a wonderful logos and colors that have been developed. They are looking at locations for the centers that will not disrupt nearby programs.

Opsata reviewed the timeline for this work. She said no decisions are set yet but, for fall some decisions have to happen relatively soon to begin ordering equipment and other renovations to those spaces. She said this is phase I and what we do this Fall may not be the same the following Fall. Also, as we're building new buildings on campus these spaces will be included in the designs of those buildings.

11. UPDATE ABOUT ACADEMIC SUPPORT CENTER AND PLANS FOR INTEGRATION OF TUTORING INTO INTEREST AREA SUCCESS CENTERS

Katy Agnost and Kyle Whitmore updated Council on the work being done to integrate tutoring with Interest Area Success Centers and status of the Academic Success Center.

Interest Area Student Success Design Team Recommended Programs and Services

The Interest Area Student Success Design Team (IASSDT) conducted over 25 visits with departments, as well as the Student Advisory Council, this fall. The Team collected feedback from all groups, with the goal to synthesize the information and recommend a model of the essential programs and services to be incorporated into all Interest Area Hubs. The following, in no particular order, summarize the outcomes of this discovery effort. This was approved by governance in fall 2020.

Career Exploration

- Internships and connection with business partners and community partners (service learning)
- Alumni visits
- Career panels and presentations
- Coordination with 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 and faculty/staff 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”

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

Schaffer asked how student usage of the ASC is tracked. Whitmore said they use the Stars system and they can run reports for individual departments and individual students are listed by their IDs. Whitmore added that tutors will be trained with apportionment money we receive for the use of the Support Centers.

12. LOCATIONS OF NEW INTEREST AREA STUDENT SUCCESS CENTERS

Schenk and Opsata shared the following information about the locations for the Success Centers.

Criteria for Selecting Success Center Locations

- Location, location, location...adjacencies/"neighborhood"
- Visibility
- Accessibility for students
- Nearby outdoor space
- Least disruptive to departments/divisions
 - Maintain instructional space
 - Noise, traffic considerations
- Space size (must accommodate counselors, librarians, tutors, etc.)

- This is Phase 1 as we pilot in Fall 2021

Proposed Success Center Locations

- Arts, Language and Communications
PAC 101, 102, 106
- Math and Engineering
LC 200
- Social Sciences
LC 102, 104, 105, 105A, 105B, 106, 107, 108
- Health and Sciences
PL 102, 103
- Business, Info Tech, Culinary Arts
BFL 107, 109
- Undecided Students
ASC
- SRC
SRC ASC/Library

Spring 21 Decisions and Projects Timeline

- Jan 29 IAST meeting – discuss plans for spring and first round of roadshow information. Bring out map material update project and slide deck #1 to departments.

- Feb 19 IAST meeting – update on Success Center locations, begin staffing discussions with departments, begin tutoring discussion
- Feb 23 Academic Senate – report on locations
- Mar 2 Academic Senate – feedback on locations
- Mar 3 College Council - report on locations
- Mar 5 IAST meeting – report back from departments on locations feedback from departments; staffing/tutoring discussion
- Mar 9 Academic Senate – IA location discussion #2
- Mar 10 Classified Senate – report on locations and staffing
- Mar 17 College Council – report on staffing and tutoring
- Mar 19 IAST meeting - updated map documents due to Katie
- Mar 23 Academic Senate - report on staffing and tutoring
- Mar 31 College Council – approve straw design to date

Sefer said her colleagues have expressed concern that BFL 109 has been used as a computer lab and they don't schedule classes in there. A lot of faculty bring their classes there for specific class meetings. Are they going to lose that space or will they be able block out a period of time to use the space? They do not randomly use the space but book specific dates and times at the beginning of the semester.

Schenk said they have looked at a several of the spaces that were identified that do have instructional use attached to them and they realize that we will have to make a plan to find other locations for those activities.

Gonzales said English wants to create a list of priorities that are most important for them.

Gomez said the initial feedback from Math is that they hold our office hours in the math lab. If they lose that space, there is a concern that math students will be spread out in different areas where they will have to hold office hours. Schenk noted the concern and said they will discuss them.

Freytag said this will come back for further discussion.

13. ACADEMIC SENATE PRESIDENT'S REPORT

This item was postponed due to time constraints.

14. ADJOURNMENT

There being no further business the meeting was adjourned at 4:54 p.m.

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