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

ACADEMIC SENATE COUNCIL MEETING
MAY 11, 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), Alan Haslam (Representative-at-large), Bridgitte Schaffer (SRC),Susan Parkinson (Biology/ Health Sciences), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Joann Denning (CE), Anthony Gonzales (English), Kris Koblik (Professional Development), Rick Millington (Kinesiology), Sangha Niyogi (Social Sciences), Leo Bersamina (Applied and Fine Arts), Concha Gomez (Math/Computer Science), Daniel Kiely (Library), Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

ABSENT:

GUESTS: Anne Kingsley, Jason Mayfield, Crystala Button, Kat King, Patrick Leong, Naomi Nezuka, Katy Agnost

1. APPROVAL OF AGENDA OF MAY 11, 2021.

It was MSC to approve the agenda of May 11, 2021. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Schaffer, Parkinson, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Millington, Niyogi, Bersamina, Gomez, Kiely, and Yamato. No abstentions. No nays. Approved.

It was MSC to approve the minutes of March 23, 2021 with edits. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Schaffer, Parkinson, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Millington, Niyogi, Bersamina, Gomez, Kiely, and Yamato. No abstentions. No nays. Approved.

It was MSC to approve the agenda of April 6, 2021 with edits. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Schaffer, Parkinson, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Millington, Niyogi, Bersamina, Gomez, Kiely, and Yamato. No abstentions. No nays. Approved.

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

Parkinson said there is a lot of confusion about drop deadlines this semester. She wants to know where to find accurate information.

Seefer commented that an "EW" can negatively impact scholarship applicants if those withdrawals cause them to not have the required number of units to qualify for our scholarship program.

4. ANNOUNCEMENTS

Freytag said information will be coming out about the process to hire someone into Julie Catalano's position as she is retiring.

Freytag reminded Council of the virtual Retirement Event on May 13 at 6. Zoom information has gone out.

5. APPOINTMENTS

None.

6. FIRST READ OF GUIDANCE FOR ONLINE BYLAWS

The DE team presented a document on Online Bylaw Guidance for a first read.

Online Bylaw Toolkit:
- UF Contract
- BEOI Completers by College
- Submission for Comparable Training for Online Teaching at CCCCD
- Bylaw Examples (SRC)
- Bylaw Examples referenced in this document:
  - English Draft In Process (PHC)
  - Math Example (PHC)
  - CIS-Business (SRC)

Important Notes:
- Always consult UF contract to ensure your bylaws don't conflict.

Your ByLaw Questions (Put your questions here and we will continue to update):
- Are online classes "limited availability classes" ? If so, how will you assign staffing priority, FTers vs. PTers? Will you have a rotational scheduling priority?
  - You can establish "online" as a specific modality of class to teach that requires certain skills and evaluation to establish preference (for adjunct faculty preference rights)
- How might parity of opportunity to teach online be created? Freshness factor: Will departments request updated training (i.e., online pedagogy training within last 5 or 10 years)? What happens when BEOI training requirement ages? Will faculty with "newer" training be prioritized?
  - Consider your department need. You may want to balance "experience" alongside allowing new instructors into the online space (Math has an interesting rotational system, here)
  - A rotational schedule can help support and develop new online instructors. Faculty new to teaching online can then develop expertise in teaching in that modality (and can go through the evaluation processes to do so).
- What if no faculty in a department wants to teach online but it is determined that offering classes in multiple modalities is best for students? Can bylaws prescribe a mix that is optimal for students?
  - 27.3.1 No faculty member can be required to teach online, except in underload situations as described in Article 7.4.
  - 27.3.1.1. A part-time faculty member who is offered an online section but is not offered an in-person section shall **not** be deemed to have been required to teach online.
  - You can suggest guidance in the bylaws "The department recommends/suggestions…"
- Will faculty who align their courses to the CVC-OEI Online Design Rubric through Peer Online Mentorship Program (POMP) be prioritized to teach online? Will faculty who have completed additional training (accessibility, equity, etc) be prioritized in any way?

- - Once Article 27 comes back online (likely Spring 2022), instructors will be required to have basic training in online instruction (BEOI or equivalent)
    - If the department wants to prioritize additional trainings, the bylaws could say "For online courses, instructors are expected to have a strong foundation in online course design, accessibility, interaction, assessment, and equity. For online and partially online courses, current trainings that demonstrate those foundational concepts of online instruction will inform scheduling and can be listed in course requests."
  - Can faculty evaluations inform scheduling?
    - Yes evaluations can inform the scheduling process, but confidentiality must be kept in mind between scheduling committee and chair.
    - The bylaws could say "An instructor in the department can earn preference rights to teach online if they receive consistently "good" evaluations" in this modality."
  - Will/should bylaws address desired balance of online asynchronous vs. synchronous course offerings? Should the bylaws address what balance of in-person, online, and hybrid is best for your department and your students?
    - These questions are good for department discussion to determine priorities.
    - The bylaws could make a statement about what the department believes the schedule should do. For example, "Department X recognizes the need to support different students through multiple modalities including online and partially online and will shape a schedule that reflects diverse options while balancing department needs."
  - Will faculty be required to teach the class in-person first before allowed to teach online? What if class or similar class was taught in-person at another college?
    - In areas where the department believes this is important, the bylaws can speak to this requirement for prioritization. See English draft.
  - Will faculty be required to have taught a minimum amount of time at DVC before being allowed to teach online?
    - In areas where the department believes this is important, the bylaws can speak to this requirement for prioritization.
    - Do consider how you can diversify and support new online instruction by providing opportunities for instructors to teach in this modality.
  - Who will maintain the list of instructors who have met online training requirements?
    - Decide if this is a department chair responsibility (who will then give this list to the scheduling committee). See link at top of document for the list.
  - Do you need a clause to suspend bylaws' requirements in case of an emergency?
    - You could have a statement that suggests "If one or more articles of the bylaws need to be suspended, the remaining of the bylaws will stay in effect." This suspension of bylaws could be a line in the section on votes.

UF Language from 2019-2022 Contract
From Article 27
27.2 All faculty who teach online (including partially online or hybrid courses) must have successfully completed a professional development program (course or mentorship) in online pedagogy and technology (including Learning Management System [LMS] competency) approved by the Districtwide Distance Education Council (DDEC), which shall include campus Distance Education Committee Chairs.
27.2 Faculty who are currently teaching online or have taught online in the past but who have not completed DDEC-approved training shall have until January 1, 2021, to successfully complete the training. During that time, they may continue to teach online, subject to regular staffing and scheduling considerations.
27.2.7 Having completed training or otherwise having demonstrated qualifications to teach online does not guarantee that a faculty member will be assigned to teach online.
27.3 Online classes shall be staffed and scheduled in the same manner and according to the same contractual provisions as face-to-face classes. Load for new online classes shall be established consistent with load for in-person classes, per Article 7.2. Faculty who teach online are subject to the same expectations as faculty teaching in-person for professional work and contributions outside the classroom.
27.3.1 No faculty member can be required to teach online, except in underload situations as described in Article 7.4.

27.3.1.1. A part-time faculty member who is offered an online section but is not offered an in-person section shall **not** be deemed to have been required to teach online.

27.4 If the first semester in which a faculty member teaches online or partially online is a semester in which a regular evaluation is scheduled, the faculty member's online class shall be one of the classes evaluated. If the first semester in which a faculty member teaches online or partially online is a semester in which a regular evaluation is not scheduled, the faculty member's online class shall be evaluated using the online procedures as outlined in Appendix X, except the results shall not be used for parttime staffing preference eligibility or tenure decisions. The off-schedule evaluation of the online class (the first time it is offered) shall have no effect on the cycle of regular evaluations. The first online evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online.

27.5 Whenever possible, faculty shall be notified in advance and informed of the purpose whenever management enters an online classroom, except where safety concerns necessitate immediate intervention. Faculty who teach online have the same privacy expectations, rights and responsibilities as faculty who teach in person.

27.6 All online classes shall include regular and substantive interaction between professor and student and among students using the District adopted learning management system. Students must access all online course material through the District-adopted LMS; this does not preclude integration of external resources.

27.7 The District and/or colleges shall provide technical support for online instruction.

Preference Rights (In General)
- Full-time faculty
- Retired Full-time faculty
- Adjunct faculty with staffing preference rights
- Adjunct faculty without staffing preference rights

Bylaw Examples

Example 1: Departmental Online Bylaws (**English** DRAFT --Still in process and not finalized)
Qualifications to Teach Online and Partially Online:
The department chair will maintain an updated list of faculty who have demonstrated qualifications to teach online and partially online (hybrid) and will share that list with the scheduling committee each semester. Training records will be provided by the Districtwide Distance Education Council (DDEC). Having successfully completed training or otherwise having demonstrated qualifications to teach online and partially online does not guarantee that a faculty member will be assigned to teach online. For the most updated list of qualifications to teach online and partially online, please refer to the most recent UF Contract.

A faculty member will be considered qualified to teach an English course online or partially online if one of the following criteria are met:
- Faculty member has successfully completed the districtwide professional development training in online pedagogy and technology (including LMS competency).
- Faculty member has successfully completed an equivalent or comparable training approved by the Districtwide Distance Education Council.

It is recommended that a faculty member teach 122/123/126 on ground at least one semester before teaching sections of these classes online. Similarly, It is recommended that a faculty member teach any ESL class on ground at least one semester before teaching sections of ESL classes online.

Scheduling and Load for Teaching Online and Partially Online:
- A full-time faculty member who teaches a limited availability online course for the first time has preference rights to teach that same course the second time it is offered in the online format.
- Faculty who teach online and partially online will be staffed and scheduled in the same manner and according to the same bylaw provisions as faculty who teach face-to-face.
- Load for online and partially online classes will be established consistent with load for in-person classes
- Faculty who teach online or partially online are subject to the same expectations as faculty teaching in-person for professional work and contributions (to the department) and outside the classroom.
- The department recommends an on campus teaching presence and suggests that online course load should not exceed 67%. If an instructor is requesting a fully online teaching load, form XX must be submitted as per the UF contract

Evaluations

- If the faculty is teaching one or more sections online, it is recommended that the faculty member will select an online section to be evaluated.
- When a tenured faculty is up for evaluation and is teaching one or more sections online, it is recommended that at least one online section be evaluated if the instructor has not yet been evaluated for an online
- if the faculty is teaching online and their online teaching has not yet been evaluated, it is recommended that their online course be evaluated.

Example 2: Departmental Online Bylaws (**Math** example)
The online courses for the Fall/Spring Semester will be assigned to full-time faculty as follows:

1. The Math dept scheduling committee will maintain a list of instructors and online courses taught.
2. The Math dept scheduling committee will assign a score to each instructor based on the following: 3*(number of online units taught the previous semester) + 2* (number of online units taught the semester prior to that) + 1* (number of online units taught the semester prior to that). This includes both A and AC load. See example below. **The formula counts the previous three semesters, unless an instructor had 100% load bank or sabbatical leave.
3. Load bank or sabbatical leave semesters are not counted unless faculty taught one or more online course(s) (A and/or AC) while on 100% Load bank or sabbatical leave. If so, the course(s) will be included on the list. Hybrid courses will be counted the same as fully-online courses. *Fully online for this by-law presumes the 'usual' Math department practice of face-to-face meetings during the course of the semester. *Hybrid courses for this by-law presumes the Math Department practice of bi-weekly or weekly class meetings during the course of the semester.
4. Faculty with the lowest score will have the highest priority.
5. In the case of a tie, a tiebreaker process will be used. The tiebreaker process will be to count previous semesters for those who are in a tie and will 'go back' until the tie is broken. See examples below.
6. The list will be updated and disseminated to the department at the start of each semester before scheduling for the following semester, e.g. when scheduling for Fa '18, the list will be disseminated out at the start of Sp'18 semester.

Example 3: CIS-Business SRC
Excerpted from SRC CIS-Business
When scheduling classes, the Department Chair will consider the following factors:
1. The needs of the students and the development of the program (course diversity, sequencing and enrollment demand)
2. The historical offerings in the discipline and previous enrollment numbers

3. Overall health and growth of the San Ramon Campus

4. Staffing classes with instructors that have expertise in the discipline and expertise in the delivery modality (in person, hybrid or online).
Staffing Courses
Priority for staffing in person classes is given in the following order:
1. Full-time, SRC faculty teaching in the department
2. Full-time faculty teaching in other divisions with the consensus of the department.
3. Part-time faculty and emeritus with Staffing Preference
4. Part-time faculty and emeritus without Staffing Preference
Priority for staffing online and hybrid classes is given in the following order:
1. Full-time, DVC-SRC faculty teaching in the department
2. Full-time faculty teaching in other divisions with the consensus of the department.
3. Part-time faculty and emeritus with Staffing Preference
4. Part-time faculty and emeritus without Staffing Preference
Instructors selected to teach Online and Hybrid courses must meet the departments minimum Staffing Qualifications for Distance Education Instruction.
Faculty in groups 3 and 4 above will be considered for staffing in person, hybrid or online classes based on:
a) The most qualified faculty to teach courses in the schedule
b) Instructor availability and courses requested based on Schedule Request Form, submitted by due date
c) The date Staffing Preference was granted, then the number of semesters taught at SRC

d)   Professionalism as demonstrated by adherence to and cooperation with department policies and procedures including, but not limited to, timely submission of rosters and grades.

<u>Staffing Qualifications for Distance Education Instruction</u>

Faculty hired to teach online or hybrid must meet the same standards as faculty teaching in the face to face modality, with the additional requirement of either having previous experience and/or training in the online modality, or with digital content/media skills.

Online faculty should have experience with computerized learning management systems, including proficiency in the use of standard office applications on personal computers.

Online faculty should have experience working in an accelerated learning format (3, 6, 8, and 10 weeks, etc.), and commit to working online with students five of seven days per online week.

Faculty teaching online and hybrid courses will participate in training opportunities as needed by leveraging local/district/CVC-OEI[1] workshops on instructional design, online pedagogy and any additional distance education technologies.

Online and hybrid faculty must be proficient in providing online content and utilizing pedagogy practices in accordance with the base standards set forth by the Online Education Initiative (OEI) and ACCJC.

Online and hybrid faculty must maintain Regular and Effective contact between instructor and student and among students to increase student success in online learning. These forms of contact are also required by federal, state, the Accrediting Commission for Community and Junior Colleges, and CCCCD Governing Board Policies.

Selection of DE/Hybrid faculty is based on them meeting all the above criteria plus in the case of online/hybrid classes, the department will choose faculty who are the most qualified to teach in that modality

Freytag said asked Council to share this with their areas and it will come back for further discussion and possible action.

7. CANVAS STUDENT SERVICES HUB

Kat King walked Council through the webpage for students on support information for Canvas. She said information is constantly changing and they are trying to keep information current so they are proposing a Canvas Support Hub. She said they would like feedback from faculty about the content.

Gerken asked if something like this could be developed for Interest Areas. King said they are working with the Interest Areas Student Centers on their virtual presence and what it would look like. Whether it's on canvas or on the web is up in the air.

8. ANNUAL REPORT: SCHOLARSHIP COMMITTEE

Patrick Leong reported that for the academic year 2020-2021 they were able to award 260 scholarships. They average around $500. The Stephen Bishop transfer Award donated $100,000 for STEM majors at $20,000 each. This year they had 474 applicants and 398 were completed applications. That's a completion rate of 82%. We have seen a steady increase in the percentage of completed applications. He said there are several reasons a student might not complete their application. Maybe they didn't upload their essay or they didn't write an essay or finish the entire application or did not complete some other step in the process. He said one important part of the process is letters of recommendation.

Some of their goals for next year are to continue to streamlining our application by clarifying our questions and prompts so we can get some really good strong applicant pools. They also will talk with the donors to help them clarify their criteria. They also need to get a Math representative on the committee.

9. DEPARTMENT RENAMING REQUEST: WORLD LANGUAGES AND CULTURES

Naomi Nezuka presented the following request from the Foreign Language department for a name change:

To: Mary Gutierrez, John Freytag, and Toni Fannin
From: Naomi Nezuka on behalf of the Foreign Langue Department
Date: April 13, 2021
RE: Request to change the department name

The Foreign Language department would like to request to change our department name from Foreign Language to World Languages and Cultures for the following reasons:

- Due to the realignment of divisions with interest areas, the American Sign Language program will move to our department. The new name represents our current and new language programs better.
- As the term "foreign" might have a negative connotation, it is more appropriate to replace it with "world".
- We would like to add "Cultures" to our name as one of our SLOs and PLOs are related to cultures and they are essential parts of our language courses.
- We hope that this new name attracts more students and helps them determine their interest areas.

Thank you for your consideration.
Best regards,
Naomi Nezuka
Chair
Foreign Language Department

Seefer asked about the name of the Business and Foreign Language Building. Freytag said that is being worked on. It is not a Senate process.

Council further discussed some items for clarification.

It was MSC to approve the Foreign Language depart name change. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Schaffer, Parkinson, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Millington, Niyogi, Bersamina, Gomez, Kiely, and Yamato. No abstentions. No nays. Approved.

10. ADJUNCT FACULTY SURVIVAL GUIDE

Koblik reviewed the Adjunct survival guide with Council. She pointed out a new section on disability support services that she vetted with David Haggerty. The class enrollment limit has also been updated.

Mayorga asked about including information on unemployment benefits. Koblik said she (she/her) talked to Jason about this and the potential to work with the district or the UF to offer unemployment workshops towards the middle or end of each semester. She said the UF also has an adjunct faculty guide that covers some of that information.

Koblik said this is a living document and will need to be updated every year. For example, there's some things that are pandemic specific that will hopefully be removed soon.

Yamato suggested another document that could be linked is the Parental Leave Handbook.

Jason Mayfield said the UF has the right to participate in onboarding adjunct faculty and he has no problem including this Adjunct Faculty Survival guide in their orientation packet.

Koblik said it will be posted on the Professional Development web page. They also have adjunct orientations. She will talk with the Nexus coordinator to make sure they have it available also.

It was MSC to approve the Adjunct Faculty Survival Guide in its current format, with the caveat that there will be changes and additions when needed. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Schaffer, Parkinson, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Millington, Niyogi, Bersamina, Gomez, Kiely, and Yamato. **No abstentions. No nays. Approved.**

11. ANNUAL REPORT: PROFESSIONAL DEVELOPMENT COMMITTEE

Kris Koblik presented a PowerPoint Report on Professional activities and funding for 2000-2021.

Faculty Development Committee
Annual Report 2020-21

Flex Workshops by the numbers (kinda)
230 "open" trainings recorded in GROW@4CD (not dept/committee meetings or programs like Nexus or Student Equity Hour or district-wide trainings like BEOI)
3159 registrations for trainings
18 trainings with 30+ attendees
49 trainings with 20+ attendees
More adjunct participation, more district-wide events, more participation overall (does not count people who may have watched the training afterwards)

Training Snapshot

Training Title	Attendance	Highest Attended to Lowest A
Zoom - Best Practices	82	Technology
Census Rosters and Online Forms	79	Student Success
Studio - Video Creation, Captioning, and Engagement	68	College Policies and Procedures
2020 Annual STEMovation Retreat @DVC	61	Equity
Mitigating Implicit Bias in Hiring - The Human Resources Perspective @DVC	50	Wellness
Humanizing the Online Class: Keeping your Students Engaged	48	Discipline-specific
Creating Engaging Zoom Sessions @DVC	42	
Mitigating Implicit Bias in Hiring - The Interpersonal Perspective @DVC	42	
Pedagogy Inquiry Teams Orientation	41	
Creating Interactive Videos for Student Engagement @DVC	37	
Beginner's Guide to Canvas @DVC	36	
Friday Flex Session 2 - Online Instructor Showcase @DVC	34	
Tableau - How to Find Data	34	
Freeing Up Time By Automating Canvas	33	
Online Exams @DVC	33	
Microsoft OneDrive L100 @DVC	30	
Introduction to Google Drive and Docs @DVC	30	
Giving Online Feedback: Strategizing Grading, Rubrics & Speedgrader @DVC	30	
Smart Set Up! Tips for the first week	29	
English and ESL SI and Instructor Training	29	
Tableau - Introduction to the Software	29	
Canvas Quizzes/Respondus	28	
Canvas New Quizzes Workshop @DVC	28	
Creating Authentic Online Assessments	28	
Student-facing Support Resources	28	

Analysis/notes from the committee
Variety of equity trainings
High demand for technology training and effective online pedagogy
- Video and Zoom are popular subjects Higher participation speaks to:
- Increased access brought by virtual format
- Desire of faculty to rise to the challenges of online teaching
- NOT driven by Flex requirements!

Faculty PD Funding
No travel funding this year
In response, FDC:
- Lowered the cap from $1,000 to $400 per faculty member
- Identified cohort activities and "pre-approved" opportunities aligned with college goals (ex: @ONE courses, Equity Institutes, StoryCenter Podcasting course)
- Created the Technology Pilot Grant Program
- Began reviewing applications on a "rolling" basis in recognition that opportunities come up more quickly in the online environment

Directions for next year:
- Continue collaborating with and supporting the DE team
- More showcases of current practices and opportunities to exchange resources
- Focus on community building, student-to-student contact, and humanizing learning
- Maintain access through virtual trainings, balanced with return to campus efforts
- Continue the cohort model of promoting PD opportunities
- Build Department Chair training

2021-22 Goals from PD Annual Report:
- Increase training for hybrid course delivery methods
- Support all employees in return-to-campus efforts and defining new or updated procedures
- Promote accessibility trainings
- Promote anti-racism and equity trainings for all employees
- Support college implementation of Guided Pathways/Success Teams approach
- Provide support for instructors around assessment in an online environment and authentic assessment
- Support all employees in technology use
- Develop more training specific to Classified professionals

Gomez asked about the application deadlines. She said there is a fall conference that she likes to attend but the application period is never open soon enough for her to apply. She asked if there is a way for faculty to apply for funding for things that happen early in the academic year.

Koblik said usually funding requests are for future events. Funding applications for summer and fall usually are submitted in May. This year they decided to review applications on a more frequent rotating basis. She said that worked out well and they will probably continue that next year. Gomez will contact Koblik for more questions she has about the application process.

12. ANNUAL REPORT: TUTORING ADVISORY COMMITTEE

Katie Agnost presented a PowerPoint summarizing the activities goals and plans for the Tutoring Advisory Committee the academic year.

Goals for AY 2020/2021
- Bringing students to DVC peer online tutoring instead of NetTutor
- Equity focus
- Increase the attendance of our at-risk students
- Data in online environment
- Monthly updates on tutoring areas
- Continued outreach to instructors
- Institutionalize online tutoring

Accomplishments
- **100% online tutoring:** tremendous, amazing work from tutoring coordinators, faculty, staff, and tutors to make this happen
- **TAC attendance**: Zoom environment allows for greater participation across the college and much better integration of PHC and SRC. Tutoring program review: submitted annual report
- **Student usage:** Tutoring areas reported increase in tutoring between fall and spring.
- **New tutoring:** Pre-apprenticeship and blueprint classes have tutoring, Art DM added tutoring
- **Interest Area Student Success Centers:** TAC helped shape the recommendations for the tutoring portion of student success centers

Obstacles and Challenges
- **Covid:** Online tutoring harder to get drop-ins or create community
- **Student bandwidth**: harder to get students to come to tutoring when juggling online learning
- **Instructor suppo**rt: getting students to tutoring requires much more involvement from instructors to get students in the virtual door.
- **Unequal support**: Tutoring often relies on the work of small group of individuals rather than as key part of departments or programs.
- **Transition to Interest Areas**: Fall 2021 uncertain in terms of student success centers and tutoring, making planning difficult.
- **Data:** Challenging to collect and track data online. Math successful at doing this
- **Student trauma**: significant increase in traumatic experiences in students' lives (both students looking for tutoring and student tutors).

Ongoing Challenges for Fall 2021
- Recruiting tutors from online classes (areas having difficulty finding and recommending tutors)
- Transition from online to on-campus
- Transition from current structure to Interest Areas and Success Centers
- Equity (closing gaps, getting students in the door)
- Communication between tutoring areas, departments, and administration

Future Goals for AY 2021/2022
- Transitioning into Interest Area Success Centers and structures.
- Revised role/charter for TAC – will revisit in Fall 2021.
- Increased support for and collaboration between tutoring faculty and staff.
- Continued focus on equity and the students who are not being served.

How to help students now:
- **Remind departments about faculty role in tutoring:** tutors available through next week (depending on area). Send students in!
- **Make plans for summer and fall:** highlight student support in syllabus, hold office hours in zoom spaces, work with tutoring faculty and staff in your areas.
- **Recruit tutors!** Tap students who would make good tutors --not those with high grades but those who have succeeded and represent the college journey and know how to navigate and overcome obstacles.
- **INTD 140, Math 140, English 140:** Tutor training courses offered for students to learn tutoring techniques.

On-campus reminders:
- **Library 150 and Physical Sciences 110 are OPEN for students Monday through Thursday from 9am-3pm.** Please direct students to these on-campus resources as they enter into the final week.
- Spaces will be open on campus for summer terms. Stay tuned for announcements for when and where.

Parkinson asked how office hours and tutoring would work. Agnost said you could do breakout rooms including for your office hours.

Freytag thanked Agnost and the TAC for their work.

13. RETURN TO CAMPUS FALL '21

Canada said several weeks back there was a document that was sent out by chancellor's cabinet on the principles and strategies, etc., for returning to campus. There was supposed to be a Chancellor's Cabinet meeting that the UF was scheduled to attend. She asked if there are any updates about that.

Freytag said he just received a revised draft of that document but he is not able to discuss it yet. He did say in the meeting there were a lot of a lot of concerns expressed and they are working towards themes of flexibility and being able to provide services to students on campus in a safe way. They recognize that that is going to require some faculty presence on campus by both counseling and instructional faculty.

Mayfield commented that the meeting was a little more contentious than the previous one where they talked about the big picture and the recent meeting was strategies and there was some disagreements about those. He said he and Local 1 were pushing for more flexibility. They did not come to an agreement on some of those points but they are working on it. He said another key challenge is student and employee vaccination status as the state opens back up and pushes for schools to open.

Gomez said she has heard about the HVAC systems and other things to consider when opening up classrooms but she has not heard anything about faculty offices. Many don't have windows or great ventilation. You can leave the door open but extreme weather could make that uncomfortable and impact privacy. She would like some official guidance.
Mayfield said it's always an option keep your office hours online, or in a classroom. He said only about 25% of courses are going to be back to face to face so there should be a lot of open classrooms. He said his understanding is the district and colleges are going to be relying on standards provided by the state and county come June, July August. And we know those will be changing based on a number of different factors so they cannot provide any specific guidance yet.

14. ASCCC SPRING PLENARY RESOLUTIONS

Freytag said he has received some feedback on the summary notes he sent out about the resolutions that were passed at the Plenary. He said since we are over time, he will put this earlier on the next agenda. He said he would like Council to look at one resolution in particular that urges local senates to identify a faculty member to act as a liaison with state groups on inclusion, diversity, equity, and anti-racism issues.
Freytag said there are conversations happening at the state level between the State academic Senate and the state chancellor's office to continue to advocate for continued flexibility in allowing remote attendance and participation at meetings. He said some parts of the Brown Act have been suspended to allow for remote communications but there are discussions about making sure meetings are open to the public. He is hoping we can continue to have flexibility to have meetings in a remote format and participants can make their own choice how they would like to attend. He will report to Council when he hears any more about this.

15. ACADEMIC SENATE PRESIDENT'S REPORT

Freytag said a Senate meeting will be scheduled during August Flex on August 18 from 12-2. An agenda and Zoom info will go out prior to then. He asked Council members to let him know if they

will not be returning as reps next year and to make sure if they are not, their division forwards who will be their new rep.

Freytag said he will keep Council updated on discussions at the district level on returning to campus and related topics.

Freytag said the implementation of the interest area student success centers is temporarily paused for now until we can more accurately determine both short-term and long-term costs associated with the staffing proposal. There are a couple of Success Centers that will have a soft opening in the fall and gradually ramp up the efforts for the spring. He said part of the concern is what short-term and long-term funding sources are available to do the hiring that is needed to operate the success centers at the level that we have designed them to be able to support our students.

16. ADJOURNMENT

There being no further business the meeting was adjourned a**t** 4:42p.m.

Respectfully submitted,
Ann Langelier-Patton