

**ACADEMIC SENATE COUNCIL MEETING
SEPTEMBER 24, 2019
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), Kimberley Taugher (Biology/ Health Sciences), Lisa Smiley-Ratchford (Corresponding Secretary), Alan Haslam (Representative-at-large, Kris Koblik (Professional Development), Jane Fisher (Applied and Fine Arts), Chalissee Forgette (English), Anne Petersen (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Heidi Gentry-Kolen (Math/Computer Science), Joann Denning (CE), Theresa Flores-Lowery (Kinesiology),

ABSENT: None

GUESTS: Mary Gutierrez, Katy Agnost, Mario Tejada, Jason Mayfield, Newin Orante, Beth Arman, Becky Opsata, Carrie Million, Anne Kingsley

1. APPROVAL OF AGENDA OF SEPTEMBER 24, 2019 AND MINUTES OF SEPTEMBER 10, 2019 AND SEPTEMBER 17, 2019.

It was MSC to approve the agenda of September 24, 2019. The following members all voted aye: Moe Taugher, Smiley-Ratchford, Haslam, Koblik, Fisher, Forgette, Petersen, Canada, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, and Flores-Lowery. No nays. No abstentions. Approved.

It was MSC to approve the minutes of September 10, 2019. The following members all voted aye: Moe Taugher, Smiley-Ratchford, Haslam, Koblik, Fisher, Forgette, Petersen, Canada, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, and Flores-Lowery. No nays. No abstentions. Approved.

It was MSC to approve the minutes of September 17, 2019. The following members all voted aye: Moe Taugher, Smiley-Ratchford, Haslam, Koblik, Fisher, Forgette, Petersen, Canada, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, and Flores-Lowery. No nays. No abstentions. Approved.

2. PUBLIC COMMENT

Katy Agnost told Council the ASC (Academic Support Center) has been open a little over four weeks, and they just passed 1,000 student hours in the center. They've served 634 unduplicated students. The ASC has Speech tutoring from 2:30-4 Monday through Thursday, and Computer Science tutoring Monday through Thursday. They also have ASC tutors with Sociology and Political Science backgrounds, and tutors who can help with reading, writing, study skills, and numeracy. The ASC has computers and printing for students to come in and do work, and study tables and white boards for individual and group work. They also connect

students to content-specific tutoring and other college resources. The ASC is open from 9am -9pm Monday-Thursday and from 9-1 on Fridays.

Katy Agnost announced to Council that OCT-TUTOR-FEST is coming to the Main Street Bistro October 7, 8, and 9 from 11am-2pm. They will be bringing tutors from across the college to the ASC to help students as they study for midterms. More information to come, so stay tuned.

3. COUNCIL COMMENT

Forgette said that Patrick Leong told her that he was just informed that the group sponsoring an event on campus now has to pay for parking passes for those attending that event. There was no input when the decision was made and no notice went out about the change in policy. It also is impacting the budgets of programs when they plan events and now they have to allocate for parking out of their limited funds.

Gentry-Kolen read the following statement on behalf of Katrina Keating:

“It has just come to my attention that if you are not entering your scores out of the same number of points, for any grading category that Canvas is calculating averages with points, not with percentages.

For example, if you have tests with different points, Canvas will give more weight to the test worth more points. The reason is this: Canvas take all the numerators for each category, adds them up, and divides by the total of points in the denominator. So for example, if I gave two tests and a student got 50/100 (50%) & 72/80 (90%). Canvas determines the test average by calculating $122/180 = 67.78\%$, giving more weight to the first test. If you want the tests to have equal weight, then the test average should be 70%.

Canvas does not indicate that they use the points method, and there is no way to switch to the equal weighting. If you use the points method, then you’re all good, but if you use percentages to calculate grades, there’s a good chance that your students’ overall grades are inaccurate on Canvas.

I ask that the Distance Ed committee and the Academic Senate President contact Canvas and pressure them to allow for multiple grading methods ASAP to ensure that all of our students’ grades are correct.”

4. ANNOUNCEMENTS

Koblik said the announcement has gone out that applications are now being accepted for the first round of faculty development conference money. Applications for the first round are due October 4. Both full-time and part-time faculty can apply for up to \$1000. Faculty that received funding last year are ineligible this year.

Freytag announced the balloting period for the Academic Senate Council adjunct representative is now open. Balloting will close on September 30 at 2pm. Please remind your part-time colleagues to vote.

Koblik said Kat King will be teaching a workshop on Canvas Gradebook. I will be offered 4 times in October on the 1st, 7th, and 16th.

Flores Lowery Updated Council on the fall DVC athletic programs. Soccer plays today at 4 today at home. Volleyball plays at home Wednesday evening. Football plays at home on Saturday at 6pm. Men’s water polo is 10-1. They play next on October 9. Women’s water polo plays on October 2.

5. APPOINTMENTS

Tutoring Advisory Committee

Servando Pineda-Carranza – Math
Carrie Million – DSS
Adam Perry – Communication Studies
Laura Burns - Chemistry

SES

Ed Cruz

Technology Committee.

Achilles Speliotopoulos

SLOAC

Ryan Melvin Kathy Weber

Program Review Committee

Brian Raymond

It was MSC to approve the appointments listed above. The following members all voted aye: Moe Taugher, Smiley-Ratchford, Haslam, Koblik, Fisher, Forgette, Petersen, Canada, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, and Flores-Lowery. No nays. No abstentions. Approved.

6. SLO, PLO REPORT

Mario Tejada updated the Senate Council on the status of campus work on SLOs and PLOs. He shared an example of an SLO for an Administration of Justice course. He then explained that SLOs are part of a path to PLOs. PLOs are broader and engage the higher order level of skills and knowledge. He shared an example of a PLO from Math. Tejada said when writing SLOs and PLOs we need to reflect on what we want to continuously cultivate in our students, and to look at the course or programs next growth opportunity. Tejada next shared our ILO (Institutional Learning Outcomes) that have been developed up from Learning outcomes to course/unit outcomes, and the Programs outcomes to get the ILO. He said the task of our faculty is to provide this pathway/linkage. Tejada reviewed what some areas have been doing to move the needle on SLOs on up. In Art they had used Likert scales. They now use student portfolios or something similar and, as a result, those courses have very thoughtful analysis and action plans compared to when the Likert scale was used. He said Business Administration is doing some real analysis of their coursework and program structure. Drama has also worked to move to a more authentic assessment tool. And ASL instructors never really talked to each other before they were required to do SLOs. They then had to come together and discuss their curriculum and have been doing it ever since. In Math, they have gone to more authentic assessments. They went through three or four versions thinking about how we can get to something that is both easy and useful. He said they have now settled into a groove over the last few years and the biggest benefit to our current system is that they sit down and collectively discuss how to measure and assess learning at least twice a semester. And, these meetings always lead to pedagogical discussion.

Tejada shared 4 questions to ask when looking at how to move the needle.

1. What one thing do you want your students to know after taking your class (be specific) and Why?
2. What does that knowledge enable students to know/do when continuing in your program?
3. How does that change/transform/strengthen that student when they leave DVC?

4. How can you leverage your SLO Assessments & PLO Assessments to Achieve Question #3?

Tejada reviewed the SLO tasks for this current fall 2019 term:

- Submit Course SLO Data (18/19) & Action Plans by 12/31/19.
NOTE → NO LATE Submissions Accepted – No Excuses Accepted
- Review Courses that Need Assessment in FA19/SP20
- SP20 Review, Create & Submit your PLOs Action Plans
- Due at end of Spring Term
NOTE → Required submission with the same consequences as Course SLOs if not completed.
- SLOAC Workshop in Early November

Koblik commented that we have not talked about GELOs. She said she would like to pull a group together to talk about how different disciplines integrate critical thinking into their classes through pedagogy, syllabi, or other means.

Tejada said they have been working on how to assess GELOs but they have been trying to figure out what they can pull out of them that is meaningful.

7. STRATEGIES FOR DIVERSE APPLICANT POOL

Mary Gutierrez said last year we debriefed with hiring committees as well as District HR and developed some strategies for increasing diversity in our applicant pools. She said they also got feedback from the Racial Justice Task Force. She then presented a PowerPoint on the strategies they developed. Gutierrez said the goals that have been set for 2019-2020 are to Increase the diversity within the applicant pools and DVC faculty, Improve the “reliability” of the interview, and to Continue to improve the faculty hiring process for DVC and for applicants. She said template language will now more accurately reflect our values and aims.

She said for example, DVC seeks a tenure-track (insert your discipline) instructor to start in August 2020. And then the following statement could be included: Diablo Valley College inspires, educates, and empowers a diverse community of students to transform their lives and their communities. DVC instructors use pedagogies that close equity gaps by fostering success among all students. To help further this work, DVC seeks a tenure-track (insert your discipline) instructor to start in August 2020. Successful applicants will demonstrate discipline expertise and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic backgrounds and abilities of community college students.

Gutierrez said, regarding diversity, we are looking for value fit and a culture add. We need diversity in screening and interviewing committees and she said diversity of disciplines amongst faculty on hiring committees can add valuable perspective.

Gutierrez said follow up questions in interviews are important. For instance, ask an applicant “Can you tell us more about...?” and to redirect them to answer a missed part of a question. If there are any concerns about a question or any part of the process, you need to alert the EEO, or your chair or dean.

Gutierrez said areas need to consider using ZOOM in the process as it can increase the pool at any level by pre-interviewing it can increase the number of applicants you see, and also eliminate the travel cost to the applicant.

Gutierrez said authenticity increases the reliability of the process. We need to ask questions we are grappling with within our departments and programs. We also need to involve students in the process. Some of the ways to do this include requesting a teaching demo with students, or including a one-on-one question with a student, or getting feedback from students.

Gutierrez said some ways we can improve the process are to have warmer communication with applicants, include interview dates in the posting, sharing resources when invited to interview, providing an opportunity for a campus tour, and providing each an opportunity for coffee or lunch on final interview. Other suggestions are welcome and she said it is important the process is clearly communicated to hiring committees.

Regarding equivalencies, Gutierrez said to let district HR know what equivalencies your discipline would accept prior to paper screening. And also to keep in mind the timing for requesting an equivalency form from an applicant to give them enough time to prepare for an interview. She then shared a timeline spreadsheet for the hiring process in each division.

Seefer said that during hiring training, faculty are told that they are not allowed to have conversations with the applicant outside of the interview, which seems to contradict the recommendation to get to know the candidate better

Canada said she is pleased to see these improvements not only for diversity, but also that we are potentially hiring a colleague we would work with for 20 years or so and we should know about their whole person.

8. VPI REPORT

Skipped VPI report.

9. SENATE GOALS

Freytag shared the draft of Senate Goals for this year that was presented at a previous meeting. He said since then some language has been added about “soft spaces”, and identifying moments for coalition building with groups that find themselves in harm’s way.

Council suggested a few grammar edits. Haslam suggested adding an introductory statement such as “In addition to the 10+1, the Academic Senate will work on...”.

Freytag said he will make the edits and bring it back for further review.

10. STUDENT EQUITY PLAN FUNDING AND GOALS

Newin Orante gave a brief history on the development of our current Student Equity Plan (2019-2022). Orante reviewed the baseline and goals we set in our plan for the following categories: transferred to a four-year institution, attained the vision goal completion definition, completed both transfer-level math and English within the district in the first year, retained from fall to spring at the same college, and enrolled in the same community college. The plan also includes a breakdown by numerous demographics for those categories and brief descriptions of activities for each of those categories.

Orante explained the funding for implementation of our plan is called SEA (Student Equity and Achievement Plan). He reviewed the funding spreadsheet showing the base funding and carryover for 2018-2019, and the base funding for this year to which the carryover is added. He said it has now changed to that we only have two years to spend the funds.

Orante asked Council to review the documents and he will come back for further discussion.

11. SWF/PERKINS FUNDING

Beth Arman explained to Council that the Perkins Act is federal legislation designed to enhance career and technical education across the country at both high school and college levels. We typically get \$475,000 - \$525,000 each fiscal year, depending on our enrollments in career education programs. Perkins has five core indicators: technical skills attainment; earned a credential, certificate, or degree; persistence or transfer; job placement; and non-traditional participation and completion. (An occupation is considered non-traditional for a particular gender if 25% or fewer of the people in that occupation are of that gender.)

Arman said the Strong Workforce Program is a state funding source designed to help colleges create more and better career education program. Funding is disbursed in 18-month rounds. Since SWP began in 2015-16, DVC has been allocated about \$3.9 million in SWP Local funds and about \$1.4 million in SWP Regional funds. The Bay Area Community College Consortium (BACCC) also receives SWP Regional funds, and we have benefitted from several BACCC-sponsored projects. The most recent round of funds are for the period of 4/1/19 to 12/31/21. Projects must align with one or more of the following: Student Success; Career Pathways; Workforce Data and Outcomes; Curriculum; CTE Faculty; Regional Coordination; and Funding.

SWP metrics include:

- Progress: Attainment of 9+ credit CTE units or a noncredit workforce milestone
- Credential attainment: attainment of a BA/BS, AA/AS/AD-T, CO-approved certificates, or noncredit certificates of at least 48 contact hours
- Transfer to a 4-year institution
- Employment in job related to field of study
- Earnings in 2nd quarter after exit
- Earnings gain
- Attainment of a living wage in student's county

Arman said to date, DVC has spent Perkins and SWP funds on the following kinds of activities:

- Lab equipment
- Marketing and outreach
- Curriculum development and revision by adjunct faculty
- Instructional and lab aides
- Linking activities between DVC and high schools, or DVC and industry
- Professional development for faculty and staff
- Library resources (such as books, videos, and periodicals) to support career education programs
- Workforce Development staff to coordinate the activities above and be liaisons to the career education programs

Arman said she will come back to the senate in the near future to talk about some other things related to these programs and funding.

12. STRONG WORKFORCE, PERKINS AND EQUITY LANGUAGE ON PROGRAM REVIEW TEMPLATE

Arman told Council of a proposal from her office to add the following language to Program Review Section 1 – Program Plan, Funding tab (rather than having a separate grant application process for SWP/Perkins funds).

It will only be required for programs/departments that identified a Potential Funding Source for any resource request in Section I. D. or E.

Arman noted that Section F.1 is also new, proposed language and is about Equity, 3SP, Developmental Education, or CAEP funds.

“F.2 Strong Workforce or Perkins funds

F.2.a Based on data and analysis of Perkins Core Indicator Reports, labor market information, reports from the Centers of Excellence (COE) or other sources, which of the following metrics will your proposal impact?

- | | |
|-----|------------------------------------------------------------|
| Y/N | Successful course completion |
| Y/N | Completion of a degree or certificate |
| Y/N | Transfer to a four-year institution |
| Y/N | Completion of 9+ CTE units |
| Y/N | Placement in military, apprenticeship, or employment |
| Y/N | Participation and completion of under-represented gender |
| Y/N | Participation and completion of economically disadvantaged |
| Y/N | Attainment of a living wage |

F.2.b Explain in detail how the strategies/activities you proposed in Section I.B. and related resource request will improve the selected metric(s).”

Arman asked Council to consider and share the proposed template language and provide feedback at the next senate meeting.

13. EOPS/DSS TUTORING

Freytag reminded Council we have the following motion on the floor that was moved and seconded at the last meeting.

It was MSC to support the collaboration of these program’ tutoring services and to secure a single location to offer those services.

Freytag said Council could consider tasking the TAC to work with Lindsey Kong to explore what the possibilities are for a location and make a recommendation. Agnost said the TAC is aware of this and has been supportive of the formation of the ASC.

Gutierrez said this has been phenomenal work and the partnerships that ASC has been developing already

Moe proposed a friendly amendment to the motion to add ...”and that we refer it to the TAC to explore the feasibility for future spaces. The amendment was accepted. The motion was called. The following members all voted aye: Moe Taugher, Smiley-Ratchford, Haslam, Koblik, Fisher, Forgette, Petersen, Canada, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, and Flores-Lowery. No nays. No abstentions. Approved.

14. PROCEDURES PACKET–SECOND READ

Opsata told Council the first procedure in the packet has been pulled because it is not a 10+1 item. She said there are some small changes to the rest of the packet that was previously brought to the Senate.

Freytag asked about the hours of enforcement that will be put in place under the new parking procedure. Opsata said she will check with Police Services and report back. She will come to the next meeting to hear feedback and ask for endorsement of the proposed changes to the procedures in the packet.

15. UF CONTRACT LANGUAGE

Jason Mayfield reviewed with Council the draft contract language on Improvement Plans and Progress Reports. He said there were a couple additions to the language since the last version was provided to Senate. He said previously contract language only allowed improvement plans in the first and third semester for probationary faculty. They also added language that says if a probationary faculty received a “needs improvement” in their first second or third semester, those need to be submitted to the president by February 1 of their fourth semester. Previously, if that faculty member was not working out, there was no time to inform that decision higher up. But the progress reports are also to inform the faculty member so they can work on making improvements. Mayfield said they also updated the progress report for online evaluations from both students and faculty observation in order to reflect the kinds of things that online students would be asked.

Canada said she received some feedback. There was a request to provide clarification on the makeup of the evaluation team because they had a situation where there was confusion if the faculty member that submitted the improvement plan is the one to follow up on it. Mayfield said that it has been clarified that that is not the case. It could be the same faculty member but it does not preclude an area from selecting a different faculty member for follow up on an improvement plan. Canada said also she was asked that clarification be provided to make sure the actions in the improvement plan are measurable. They suggested some guidance be provided on how to write a good improvement plan. Canada said she also received a suggestion that we include a question on cultural competence in the evaluation.

Taugher said there are limitations in the summary form and that evaluators would like more levels to rank faculty being evaluated. Mayfield said he will look into doing that but he does not think it can get in this time.

Gerken said he has heard some nervousness about the student evaluations being 100% online. Freytag added that there are concerns about it being an equity issue. Mayfield said the UF has not dug in on this one but if there is a groundswell of resistance from the faculty they will have to look at it. Moe commented that

requiring 100% online evaluations does not align with our EMP. He said also that there is concern that the students that will take the time to do it online could more likely be the unhappy ones.

Seefer said that if students are required to complete the evaluation online, they feel it is not anonymous if the system is tracking whether they completed it.

Koblik said her understanding is that online evaluations could be done in the classroom on tablets the college provides.

Anne Kingsley suggested language be added that a faculty member could request a paper evaluation as a backup.

Taugher asked where the money for the tablets would come from and also, with all the Wi-Fi issues we have, how reliable would it be to do this.

Flores-Lowery commented that as many of Kinesiology's classes are outside on the fields or courts, it would not be practical to have to haul a bunch of tablets to those classes.

Mayfield thanked the Senate for their comments and feedback and will take them back to the E-Board.

16. ADJOURNMENT

There being no further business the meeting was adjourned at 4:40 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*

